

Art sparks and Flames Year 2

What I should already know

- The children will have some knowledge of colour blending.
 - The children have some knowledge of using and manipulating materials and objects to create a planned effect.
- Key questions and metacognition strategies will continue to be used to encourage pupils to recognise the factors that influence their own performance and the different approaches they can use for their learning. These will include setting goals, formative planning, monitoring and controlling learning and assessing the results and strategies used.



Sticky Knowledge

Describe colour shape texture and form

Describe different sections of pictures

Describe what materials they will need and how they are going to use them.

Talk about what they want to create

Technical Knowledge and skills

- Use scissors safely and accurately.
- Blend colours with chalks.
- Use and manipulate materials to create effects, collages and layering.
- Build 3D pictures and models.
- Choose appropriate materials and methods to use.

Vocabulary

Dramatic, exciting	The emotions and atmosphere a picture creates
Landscape, diagram, drawing, painting, technique	The form your piece of artwork take.
alive, blend, bold, bright, clashing, complementary, glowing, glowing,	How the colours in yours or someone else's artwork, looks or make you feel.
Dramatic, harsh, warm	How the tone affects the colour that is used
Dark	The shade of a colour or colours
Outline	The shape an objects or picture makes when you draw around the outside of it.
Blend	When you mix two or more colours together.
layer	Put one item, material or object on top of another one
Paper, pastel, pencil, media / medium	The material used to create your artwork
2D, 3D, background, chaotic, close up, foreground	The way your art work is composed by you and the parts of your artwork.