



**DARE to Learn Curriculum**  
**Art Skills Progression**  
**Year 2 Spring A: Into the Wild**

<i>Question to explore...</i>	<i>What's growing in the forest?</i>
Art Coverage	Children will be sketching animals and doing rainforest painting. Children will also be learning about the artist Henry Rousseau.
<b>NC Coverage</b>	
To use a range of materials creatively to design and make products	<ul style="list-style-type: none"> <li>• Develop the use and control of an increasing variety of media, to name them and to begin to predict the results that they might achieve</li> <li>• Use lines and marks to create an increasing range of shapes patterns and textures</li> <li>• 'colour in' accurately with paint as well as drawing materials</li> <li>• Mix and match basic colours and make them lighter or darker</li> <li>• Name primary, secondary and tertiary colours and qualify their tonal value</li> <li>• Work to the size of the paper or surface</li> <li>• Make drawing and paintings to show increasing detail, context and use of visual elements</li> </ul>
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	<ul style="list-style-type: none"> <li>• Develop the use and control of an increasing variety of media, to name them and to begin to predict the results that they might achieve</li> <li>• Use lines and marks to create an increasing range of shapes patterns and textures</li> <li>• 'colour in' accurately with paint as well as drawing materials</li> <li>• Mix and match basic colours and make them lighter or darker</li> <li>• Name primary, secondary and tertiary colours and qualify their tonal value</li> <li>• Work to the size of the paper or surface</li> <li>• Make drawing and paintings to show increasing detail, context and use of visual elements</li> </ul>
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<ul style="list-style-type: none"> <li>• Develop the use and control of an increasing variety of media, to name them and to begin to predict the results that they might achieve</li> <li>• Use lines and marks to create an increasing range of shapes patterns and textures</li> <li>• 'colour in' accurately with paint as well as drawing materials</li> <li>• Mix and match basic colours and make them lighter or darker</li> <li>• Name primary, secondary and tertiary colours and qualify their tonal value</li> <li>• Work to the size of the paper or surface</li> <li>• Make drawing and paintings to show increasing detail, context and use of visual elements</li> </ul>
To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Children will be learning about Henry Rousseau

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**Key Vocabulary** - discuss and remember and embed.

**Rainforest**-a luxuriant, dense forest rich in biodiversity, found typically in tropical areas with consistently heavy rainfall.

**Primary colours**-any of a group of colours from which all other colours can be obtained by mixing.

**Secondary colours**-a colour resulting from the mixing of two primary colours.

**Tertiary colours**-A tertiary colour or intermediate colour is a **colour made by** mixing full saturation of one primary colour with half saturation

**Mixing**-blending 2 or more colours



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