

ART AND DESIGN

Syllabus for Primary Schools

YEAR 2

LEARNING OUTCOMES

for

YEAR 2

| 2.1 AESTHETIC AWARENESS THE ELEMENTS OF VISUAL LANGUAGE. | 2.2 USE OF MATERIALS TECHNIQUES SKILLS AND MEDIA. | 2.3 EXPRESSION OF FEELINGS IDEAS THOUGHTS AND SOLUTIONS. | 2.4 EVALUATION AND APPRECIATION. |
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| 2.1.1 Knowing and understanding the elements of visual language. | 2.2.1 Investigating visually and recording | 2.3.1 Creating and designing | 2.4.1 Observing and reflecting |
| 2.1.2 Development of visual literacy. | 2.2.2 Using media | 2.3.2 Communicating | 2.4.2 Describing and responding |
| 2.1.3 Awareness of the expressive arts subjects. | 2.2.3 Using the visual elements | | |

PROGRAMME

for

YEAR 2

2.1 Aesthetic Awareness

| Learning Outcomes | Notes |
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| <p>2.1.1 Knowing and understanding the elements of visual language</p> | <p>The basic elements of visual language.</p> <p>Line Colour Texture Shape Form Tone Pattern Space</p> |
| <p>2.1.2 Development of visual literacy.</p> | <p>This is done through other learning outcomes by:</p> <ul style="list-style-type: none"> • Making art – Practices may include drawing, painting, printmaking, collage, textiles, three-dimensional work, response to artefacts and IT, where applicable. • Knowing and understanding about art, craft and design forms from the past and the present and from a variety of cultures. Recognizing, identifying and appreciating these works, and making connections to the learner’s own work. • Cross-curricular linking. In primary education a lot of teaching is done through art activities such as book-making, model-making, illustration and display. In science, observational drawing is used. Art materials are investigated and used constructively in history, geography, mathematics, and technology. Art can be used to stimulate, explore and record. Art is an invaluable context for language development. |
| <p>2.1.3 Awareness of the expressive arts subjects</p> | <p>Making links with drama, music, and physical education to highlight personal expression.</p> |

2.2 Use of Materials, Techniques, Skills and Media.

| Learning Outcomes | Notes |
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| <p>2.1.1 Investigating visually and recording</p> | <p>Drawing</p> <ul style="list-style-type: none"> • Experimenting with a wide range of graphic tools and materials and surfaces. • Building symbols alongside scribble experiments to represent their own world and experience of it e.g., figures, self, houses, trees, animals, flowers, machinery. • Drawing as a normal ongoing activity to record what they feel and observe. • Keeping a sketch-book and all work in a portfolio. |
| <p>2.2.2 Using media</p> | <p>Exploring and discovering through play.</p> <ul style="list-style-type: none"> • Enjoying and experimenting with a wide range of tools and materials in a free and spontaneous way. • Growing awareness of tools and materials and their characteristic qualities. • Development of skills in relation to purpose. • Using materials with some evidence of planning to solve simple problems. <p>Practices should include:</p> <ul style="list-style-type: none"> • Painting, Printmaking, modelling, constructing. <p>Materials should include:</p> <ul style="list-style-type: none"> • Paint crayons, play dough, plasticine, clay, paper, cardboard and fabric, glue etc. <p>Tools may include:</p> <ul style="list-style-type: none"> • Hands, pencils, brushes, scissors sponges, crumpled paper, potato etc. |
| <p>2.1.3 Using the visual elements.</p> | <p>Learners will:</p> <ul style="list-style-type: none"> • Use line freely to make shapes. |

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| | <ul style="list-style-type: none"> • Become awareness of lines and shapes in the environment. • Recognize lines and shapes in their scribbles and drawings. • Make simple compositions. • Build random structures using hands and tools to explore space and form. • Embody personal ideas to make constructions and assemblages (junk, dolls, puppets etc.) and collage. • Use simple modelling materials to create 3 D work they are familiar with. (Fruit, vegetables, containers for these etc.) • Recognize the various qualities of surfaces and texture by exploring, handling and describing objects (e.g. wool, netting, hessian, wood, leaves, etc) and the practice of rubbing and printing and collage. • Recognize, and name colours varying in range and hue. (Presentation of pigments mixed by teacher.) • Mix colours. • Become aware of the variety and quality of colour in the environment. • Match, collect, sort and describe colour. |
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2.3 Expression of Feelings, Ideas, Thoughts and Solutions.

| Learning Outcomes | Notes |
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| <p>2.3.1 Creating and designing</p> | <p>Expressing personal feelings and ideas through:</p> <ul style="list-style-type: none"> • Making pictures and three dimensional images and forms, through a process of trial and error. • Making spontaneous and planned designs in 2 and 3 dimensions. <p>This is done by:</p> <ul style="list-style-type: none"> • A growing awareness of tools and materials, noticing their characteristics and qualities. • Solving simple problems or tasks in modelling and constructing and using given material by some form of planning. (E.g. construct a model of a house or a boat from found objects such as boxes, tubes, straws etc.) • Discussing with teacher how they are approaching the task in hand. • Talking, drawing, and writing about ideas. • Inventing, persevering through problems and bringing work to a conclusion. |
| <p>2.3.2 Communicating.</p> | <ul style="list-style-type: none"> • Using imagery (in two- and three-dimensions) as a means for communicating and expressing ideas, feelings, happenings and stories. • Using symbols to express ideas. |

2.4 Evaluation and Appreciation

| Learning Outcomes | Notes |
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| <p>2.4.1 Observing and reflecting.</p> | <p>With support learners, describe a picture/object and, in talking, make a personal response to some aspect of it.</p> <p>Looking at art and design forms.</p> <ul style="list-style-type: none"> • paintings drawings • prints sculpture • models ceramics • textiles buildings • machinery design forms. • photography mass media. <p>Enjoyment and discussion of these works. Looking at their own work and the work of their peers.</p> |
| <p>2.4.2 Describing and responding</p> | <ul style="list-style-type: none"> • Describing and talking. • Likes and dislikes and why. • Personal response. • Differences and similarities. <p>Vocabulary</p> <ul style="list-style-type: none"> • Describing colours. • Understanding organizational words. • Descriptive words based on touching, looking and feelings (hard, soft, rough, smooth, cold, warm, happy, sad, etc.) • Generating new vocabulary. |

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| | <p>This can be done through:</p> <ul style="list-style-type: none">• Storytelling• Songs• Poems• Music• Descriptions.• Discussions• Setting up interest tables and displays |
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