

Subject: Art	Year group: Year 2	Topic: Painting - Working with colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Initiation & activation activities:
Prior knowledge required: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		Vocabulary:	
Programme of Study	Implementation:	Impact –lesson sequence:	Evaluations and assessments:
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use a range of materials creatively to design and make products • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Creating ideas – Can the children create their own ideas? For instance:</p> <ul style="list-style-type: none"> • Work from observation and known objects? • Use imagination to form simple images from given starting points or a description? • Begin to collect ideas in sketchbooks? • Work with different materials? • Begin to think what materials best suit the task? <p>Weaving knowledge and skills: Can they begin to demonstrate their ideas through photographs and in their sketch books? Can they set out their ideas, using ‘annotation’ in their sketch books? Do they keep notes in their sketch books as to how they have changed their work?</p> <p>Painting</p> <ul style="list-style-type: none"> • Begin to describe colours by objects • Make as many tones of one colour as possible (using white) Can they make tints by adding white? • Darken colours without using black Can they make tones by adding black? • Using colour on a large scale Can they mix paint to create all the secondary colours? Can they mix and match colours, predict outcomes? Can they mix their own brown? 		