



Holmesdale Infant School
Yearly Knowledge and Skills Progression
Subject: Art We follow the KAPOW Curriculum for Art
Year 2

We have identified 4 BIG IDEAS that run through our Art curriculum. These are evident threads that run through the year group
1. Generating ideas 2. Making skills (including formal elements) 3. Knowledge of artists 4. Evaluating and analysing

Kapow Units Across the Year
(Must be taught in order throughout the year)

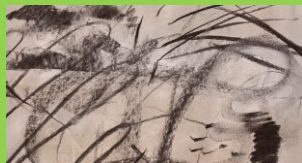
In Year 2, the art curriculum guides pupils in developing a broad range of creative skills across drawing, colour, collage, clay, and observational work. In the Drawing and Storytelling module, children learn to convey ideas and narratives through drawing, experimenting with texture, observation, and character expression to strengthen mark-making and imagination. The Colour, Texture and Collage unit introduces primary and secondary colours, colour mixing, and collage techniques, encouraging pupils to explore materials, make artistic choices, and consider composition. In Clay and 3D Form, pupils practise shaping, joining, and decorating clay, creating pinch pots and clay tiles featuring house designs. The Mapping Through Art module enables children to represent maps creatively using drawing, relief, printmaking, and stained-glass-inspired designs, while developing skills in designing, evaluating, and presenting their work. Finally, Tone and Texture in Drawing focuses on observing and applying tone and texture in drawings, helping pupils gain control, depth, and confidence in their observational art.

Autumn Term

Spring Term

Summer Term

Drawing – tell a story



5 sessions

This unit focuses on helping pupils develop their ability to tell a story through drawing. It includes lessons on creating textures, observational drawing, character expression, and storytelling through illustrations, enhancing pupils' mark-making techniques, observational skills, and imagination in art.

Sculpture and 3D – clay houses



5 sessions

This unit focuses on teaching pupils to shape and decorate clay, create a pinch pot, design and make a clay tile with house features. It emphasises practical skills in working with clay and applying artistic techniques in a structured project.

Craft and design – map it out

Drawing – understanding tone and texture



5 sessions

Exploring how artists use tone and texture and applying these techniques in observational drawings.

Painting and mixed media – life in colour



5 sessions

This unit focuses on teaching primary and secondary colours, colour mixing, and creating textures using different tools. It also covers collage techniques, encouraging pupils to experiment with materials and evaluate their artistic choices and aims to develop children's understanding of colour, texture, and composition in art.

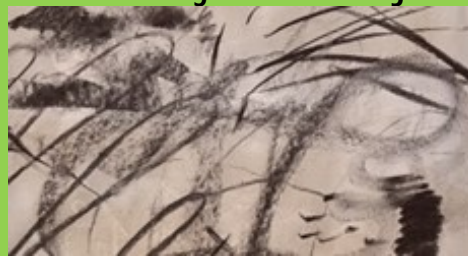


5 sessions

This unit focuses on teaching children to explore and create maps through various art forms, including drawing, working in relief, printmaking, and designing stained glass. The lessons aim to develop skills in sorting, designing, and evaluating art, encouraging students to present and discuss their creations in a class gallery setting.

Autumn Term

Drawing – tell a story



Suggested prior learning



Drawing: Make your mark

Key Knowledge gained:

Formal elements

- **Form:** That 'composition' means how things are arranged on the page.
- **Line:** Lines can be used to fill shapes, to make outlines and to add detail or pattern.
- **Pattern:** Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.
- **Texture:** Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.

Key Skills developed:

Generating ideas:

- Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

Using sketchbooks:

- Experiment in sketchbooks, using drawing to record ideas.

Making skills:

Making skills:

- How different marks can be used to represent words and sounds
- That a combination of materials can achieve the desired effect.
- That charcoal is made from burning wood
- How to use different materials and marks to replicate texture.
- How to manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers
- How to use marks and lines to show expression on faces.
- How to make a concertina book.
- How to use drawing to tell a story.
- How to use charcoal to avoid snapping and to achieve different types of lines.
- How to use drawing pens.

Knowledge of artists:

- Illustrators use drawn lines to show how characters feel.

Evaluating and analysing:

- People use art to tell stories.
- People make art for fun.
- People make art to help others understand something.

- Further demonstrate increased control with a greater range of media.
- Make choices about which materials and techniques to use to create an effect
- Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.

Knowledge of artists:

- Talk about art they have seen using some appropriate subject vocabulary.
- Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.

Evaluating and analysing:

- Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it
- Begin to talk about how they could improve their own work.

Key vocabulary to be grasped:

blending	charcoal	concertina	cross hatching	emoji
emotion	expression	frame	hatching	illustrations
illustrator	lines	mark-making	re-tell	scribbling
sketch	stippling	storyboard	texture	thick
thin				

Unit Outcomes

Pupils who are secure will be able to:

- Suggest ways to draw a word through marks.
- Use relevant language to describe how an object feels.

- Suggest ways to create different textures through drawn marks.
- Freely experiment with different tools, receiving encouragement when needed.
- Describe and then draw shapes that make up an object.
- Use good observational skills to add details to their drawing.
- Use an interesting range of marks that show an understanding of how to draw different textures.
- Make sketches, which may be of basic stick-like figures or may imply more shapes.
- Develop sketches into a character, with some support, adding details to enhance their character.
- Demonstrate an understanding of how drawing facial features in different ways conveys expressions.
- Recount a story and select key events to draw.
- Create scenes from their own imagination, with some support.

Autumn Term

Painting and mixed media – life in colour



Suggested prior learning



Painting and mixed media: Colour splash

Key Knowledge gained:

Formal elements:

- **Colour:** Different amounts of paint and water can be used to mix hues of secondary colours.
- **Colour:** Colours can be mixed to 'match' real life objects or to create things from your imagination.
- **Form:** That 'composition' means how things are arranged on the page.
- **Shape:** Collage materials can be shaped to represent shapes in an image
- **Pattern:** Patterns can be used to add detail to an artwork.
- **Texture:** Collage materials can be chosen to represent real-life textures.
- **Texture:** Collage materials can be overlapped and overlaid to add texture.
- **Texture:** Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.
- **Texture:** Painting tools can create varied textures in paint.

Key Skills developed:

Generating ideas:

- Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

Making skills:

- Further demonstrate increased control with a greater range of media
- Make choices about which materials and techniques to use to create an effect.
- Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.
- Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.

Knowledge of artists:

- Talk about art they have seen using some appropriate subject vocabulary.

- **Tone:** Different amounts of paint and water can be used to mix hues of secondary colours.

Making skills:

- How to mix a variety of shades of a secondary colour.
- How to make choices about amounts of paint to use when mixing a particular colour
- How to match colours seen around them.
- How to create texture using different painting tools.
- How to make textured paper to use in a collage.
- How to choose and shape collage materials eg cutting, tearing
- How to compose a collage, arranging and overlapping pieces for contrast and effect.
- How to add painted detail to a collage to enhance/improve it.

Knowledge of artists:

- Some artists create art to make people aware of good and bad things happening in the world around them.
- Art can be figurative or abstract
- Artists try out different combinations of collage materials to create the effect they want.

Evaluating and analysing:

- People use art to tell stories.
- People make art about things that are important to them.
- People make art to share their feelings.
- People make art to help others understand something.

- Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.

Evaluating and analysing:

- Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.
- Begin to talk about how they could improve their own work
- Talk about how art is made.

Key vocabulary to be grasped:

<i>blend</i>	<i>hue</i>	<i>kaleidoscope</i>	<i>pattern</i>	<i>mix</i>
<i>primary colour</i>	<i>Secondary colour</i>	<i>shade</i>	<i>shape</i>	<i>space</i>
<i>thick</i>	<i>print</i>	<i>texture</i>		

Unit Outcomes

Pupils who are secure will be able to:

- **Name the primary and secondary colours.**
- **Talk about the colour changes they notice and make predictions about what will happen when two colours mix.**

- Describe the colours and textures they see.
- Try different tools to recreate a texture and decide which tool works best.
- Show they can identify different textures in a collaged artwork.
- Apply their knowledge of colour mixing to match colours effectively.
- Choose collage materials based on colour and texture.
- Talk about their ideas for an overall collage.
- Try different arrangements of materials, including overlapping shapes.
- Give likes and dislikes about their work and others'.
- Describe ideas for developing their collages.
- Choose materials and tools after trying them out.

Spring Term

Sculpture and 3D – clay houses



Suggested prior learning



Sculpture and 3D: Paper play

Key Knowledge gained:

Formal elements

- **Form:** Pieces of clay can be joined using the 'scratch and slip' technique.
- **Form:** A clay surface can be decorated by pressing into it or by joining pieces on
- **Shape:** Patterns can be made using shapes.

Making skills

- How to smooth and flatten clay
- How to roll clay into a cylinder or ball
- How to make different surface marks in clay
- How to make a clay pinch pot.
- How to mix clay slip using clay and water.
- How to join two clay pieces using slip.
- How to make a relief clay sculpture.

Key Skills developed:

Generating ideas:

- Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

Using sketchbooks:

- Experiment in sketchbooks, using drawing to record ideas.
- Use sketchbooks to help make decisions about what to try out next.

Making skills:

- Further demonstrate increased control with a greater range of media.
- Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.

Knowledge of artists:

- How to use hands in different ways as a tool to manipulate clay.
- How to use clay tools to score clay.

Knowledge of artists

- Art can be figurative or abstract.
- Artists can use the same material (felt) to make 2D or 3D artworks.

Evaluating and analysing

- People use art to tell stories.
- People make art about things that are important to them.
- People make art to share their feelings
- People make art to explore an idea in different ways.

- Talk about art they have seen using some appropriate subject vocabulary
- Create and critique both figurative and abstract art, recognising some of the techniques used.

Evaluating and analysing:

- Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it
- Begin to talk about how they could improve their own work.
- Talk about how art is made.

Key vocabulary to be grasped:

casting	ceramic	cut	detail	flatten
glaze	impressing	in relief	join	negative space
pinch pot	plaster	roll	score	sculptor
sculpture	shape	slip	smooth	surface
three dimensional	thumb pot			

Unit Outcomes

Pupils who are secure will be able to:

- Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.
- Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.
- Roll a smooth tile surface.
- Join clay shapes and make marks in the tile surface to create a pattern.
- Draw a house design and plan how to create the key features in clay.
- Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.

Spring Term

Craft and design – map it out



Key Knowledge gained:

Formal elements

- **Form:** Know that three dimensional art is called sculpture.

Making skills:

- What materials can be cut, knotted, threaded or plaited.
- How to wrap objects/shapes with wool.
- How to measure a length.
- How to tie a knot, thread and plait.
- How to make a box loom.
- How to join using knots.
- How to weave with paper on a paper loom
- How to weave using a combination of materials.

Knowledge of artists:

- Some artists are influenced by things happening around them.
- Sometimes artists concentrate on how they are making something rather than what they make.
- Artists can use everyday materials that have been thrown away to make art.
- Artists choose materials that suit what they want to make.

Evaluating and analysing:

- Art is made in different ways.
- Art is made by all different kinds of people.
- An artist is someone who creates.
- Craft is making something creative and useful.

Key Skills developed:

Generating ideas

- Explore their own ideas using a range of media.

Using sketchbooks

- Use sketchbooks to explore ideas.

Making skills

- Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.
- Make choices about which materials to use to create an effect.
- Explore and analyse a wider variety of ways to join and fix materials in place.

Knowledge of artists

- Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.

Evaluating and analysing

- Describe and compare features of their own and others' artwork.
- Evaluate art with an understanding of how art can be varied and made in different ways and by different people.

Key vocabulary to be grasped:

<i>art</i>	<i>artist</i>	<i>craft</i>	<i>knot</i>	<i>loom</i>
<i>plait</i>	<i>thread</i>	<i>threading</i>	<i>warp</i>	<i>weaving</i>
<i>weft</i>				

Unit Outcomes

Pupils who are secure will be able to:

- Pupils who are secure will be able to:
- Give an opinion about whether an activity counts as 'art'.
- Listen attentively to a visitor describing their creative interests.
- Draw and talk about a remembered experience of making something creative.
- Independently choose and measure lengths of wool and join wool sections together.
- Adjust their wrapping technique if something doesn't work well.
- Show that they are selecting colours thoughtfully.
- Be open to trying out a new skill.
- Show that they are choosing materials based on colour, thickness and flexibility.
- Show resilience and keep going when things don't go right the first time.
- Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc).
- Weave with paper, achieving a mostly accurate pattern of alternating strips.
- Describe their own weaving and compare it to Vicuna's artwork.
- Attach things securely to their box loom.
- Remember the process needed for weaving and attach some elements in this way.
- Discuss the choices they make and what they like about their finished work.

Summer Term
Craft and design – woven wonders

Suggested prior learning



Craft and design: Let's get crafty



Key Knowledge gained:

Formal elements

- **Form:** Know that three dimensional art is called sculpture.

Making skills:

- What materials can be cut, knotted, threaded or plaited.
- How to wrap objects/shapes with wool.
- How to measure a length.
- How to tie a knot, thread and plait.
- How to make a box loom.
- How to join using knots.
- How to weave with paper on a paper loom
- How to weave using a combination of materials.

Knowledge of artists:

- Some artists are influenced by things happening around them.
- Sometimes artists concentrate on how they are making something rather than what they make.
- Artists can use everyday materials that have been thrown away to make art.
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Evaluating and analysing:

- Art is made in different ways.
- Art is made by all different kinds of people.
- An artist is someone who creates.
- Craft is making something creative and useful.

Key Skills developed:

Generating ideas

- Explore their own ideas using a range of media.

Using sketchbooks

- Use sketchbooks to explore ideas.

Making skills

- Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.
- Make choices about which materials to use to create an effect.
- Explore and analyse a wider variety of ways to join and fix materials in place.

Knowledge of artists

- Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.

Evaluating and analysing

- Describe and compare features of their own and others' artwork.
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Key vocabulary to be grasped:

art	artist	craft	knot	loom
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<i>plait</i>	<i>thread</i>	<i>threading</i>	<i>warp</i>	<i>weaving</i>
<i>weft</i>				

Unit Outcomes

Pupils who are secure will be able to:

- **Pupils who are secure will be able to:**
- **Give an opinion about whether an activity counts as 'art'.**
- **Listen attentively to a visitor describing their creative interests.**
- **Draw and talk about a remembered experience of making something creative.**
- **Independently choose and measure lengths of wool and join wool sections together.**
- **Adjust their wrapping technique if something doesn't work well.**
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- **Weave with paper, achieving a mostly accurate pattern of alternating strips.**
- **Describe their own weaving and compare it to Vicuna's artwork.**
- **Attach things securely to their box loom.**
- **Remember the process needed for weaving and attach some elements in this way.**
- **Discuss the choices they make and what they like about their finished work.**

End points – by the end of Year 1 pupils should be able to:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- 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.