



Subject: Art Topic: Around the world year group: 2 Term: Autumn 2

National Curriculum Objectives

- 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

Prior Learning

Reception – observational drawings, e.g. daffodils and sunflowers

Year One – painting from observation (FoL paintings)

Future Learning

Year Three – sketch books for close observational work using a range of media

Key Questions

How can we show texture in a drawing?

How can we show light and dark using a pencil?

What shapes and patterns can we use to draw animals?

Substantive Knowledge (key facts, dates and concepts)

Pencil grades – know that different grades of pencil produce different lines (harder, softer, darker, lighter)

Pressure – know that pressure affects the depth or darkness of the line

Proportion – know that ‘under drawings’ can be used to plan proportion

Shading techniques – know there are different ways to shade, with darker and lighter patterns, e.g. hatching, cross hatching, scribbling, stippling, etc

Disciplinary Knowledge (thinking and working like an artist)

To be able to break down complex images into geometric shapes when drawing.

To be able to use a range of mark making shading techniques (such as hatching and stippling) to create texture.

To be able to control shading to create 3d effects when drawing (tonal shading).

To be able to draw fine details from close observation.

To be able to produce a picture with a focus and a background.

Sequence of lessons

1. Intro of pencil control and mark making

Sticky Knowledge

How can you show emotions in drawing? (facial expression) EYFS

How do you make the colour green? (blue and yellow) Y1

What is observational drawing? (looking closely at an object and drawing what you see) (EYFS)

Intent

Penguins in Antarctica.

Disciplinary: Use different pencil grades.

Explore different marks (hatching, stippling) to create snow, feathers, etc.

Substantive: Know that greater pressure makes darker tones and light pressure is easy to rub out

Use a range of photographs to draw from. Try different positions of penguins. Draw small thumbnails.

2. Basic shapes and outlines

Sticky Knowledge

What is printing? (it's making lots of copies of a shape/image by using a template to re-produce the image lots of times) (Y1)

How do you make orange? (red and yellow) Y1

What effect does pressing harder with your pencil give? (darker) Y2

Intent

Kangaroos and Koalas in Australia.

Disciplinary: Practice 'under drawing' by drawing geometric shapes to create the body of a more complicated animal.

Substantive: Draw with greater pressure with details to create well-proportioned animals.

'Under draw' basic shapes to create the animals body and then draw their outline darker over the top. Draw small thumbnails.

3. Understanding tone and shading

Sticky Knowledge

What is sculpture? (3 dimensional art) Y1

Which pencil grade is soft and dark? (B) Y2

What is 'under drawing' (a faint line drawing to plan out an image, that is rubbed out) (Y2)

Intent

Elephants in Africa.

Substantive – know that pressure affects the darkness of the line.

Disciplinary – to control shading to make it look 3d

Use shading to draw the wrinkly skin of an elephant. Try to make it look 3d, with light and dark areas – tonal shading. Draw small thumbnails.

4. Patterns and textures

Sticky Knowledge

What techniques can you use when making a collage with paper? (twist, tear, scrunch) (EYFS)

What are the secondary colours? (green, orange, purple) EYFS

Which 2 colours make purple (blue and red) (Y1)

Intent

Snakes in South America.

Substantive – use different shading techniques to create patterns and texture

Disciplinary – use a range of shading techniques

Look closely and try to copy patterns and texture – draw the scales, use stippling, cross hatching, etc. to create texture. Draw small thumbnails.

5. Observational drawing and detail

Sticky Knowledge

How can you paint a symmetrical butterfly? (fold page and print) EYFS

What happens if you add white to a colour? (It gets lighter) EYFS

What is sculpture? (3 dimensional art) Y1

Intent

Tigers in Asia.

Substantive – know that pressure affects the darkness of the line

Disciplinary – draw from close observation

Look at high quality photographs using magnifying glasses. Focus on specific details, like eye shape and fur pattern. Draw small thumbnails.

6. Final composition and background

Sticky Knowledge

Which pencil grade is hard and pale? (H) Y2

Name 3 types of shading technique (y2)

How does pressure affect your line? (Y2)

Intent

Any animal – provide pictures.

Disciplinary – to produce a picture with a focus and a background

Choose which animal to have as their focus. Draw it as the main focus on their page and then draw the background, e.g. a giraffe in the savannah. They might draw an animal they have practised or a new animal. Make this picture full sized on A4 and include a background, using the different pencil techniques they have practised this term.

Knowledge organiser

Pencil grades

H (Hard): These pencils produce light, grey, and sharp lines. The higher the number (e.g., 9H), the harder the lead and the lighter the mark.

B (Blackness): These pencils produce dark, bold, and smudgy lines. The higher the number (e.g., 9B), the softer the lead and the darker the mark.

HB (Hard Black): The universal "middle ground," roughly equivalent to a standard US #2 pencil. It is balanced for both writing and basic sketching.

F (Fine): A firm pencil that stays sharp longer than HB but is slightly harder.

Grade Range	Texture/Tone	Best For...
9H to 4H	Extremely hard, very light grey	Technical drawing, architectural plans, and light guide lines for watercolour.
3H to H	Hard, light	Initial outlines, precise detailing, and subtle highlights.
HB to B	Medium, neutral tone	General sketching, writing, and preliminary layering.
2B to 5B	Soft, dark grey	Shading, smooth tonal transitions, and building depth.
6B to 9B+	Very soft, deep black	Intense shadows, high contrast, and expressive, smudgy textures.

Tonal Shading (Pressure Control): This is the most important skill in Year 2. Children learn to press hard for dark tones and very lightly for pale tones. A common exercise is creating a "value scale" from light to dark in a row of boxes.

Hatching: Drawing simple, parallel lines close together. The closer the lines, the darker the shadow appears.

Cross-Hatching: Drawing one set of parallel lines and then another set on top going in the opposite direction. This is a fun way for kids to see how layers make things look darker.

Scribbling (Scumbling): Using loose, curly, or "spidery" lines to build up tone. This is great for teaching texture, like drawing a bush or messy hair.

Stippling: Making tiny dots with the pencil tip. While it takes patience, kids often enjoy seeing how "crowding" dots together creates a shadow.

Blending (Smudging): After shading an area, using a finger or a tissue to rub the graphite and make it look smooth. This helps them turn a flat circle into a "3D" sphere.

