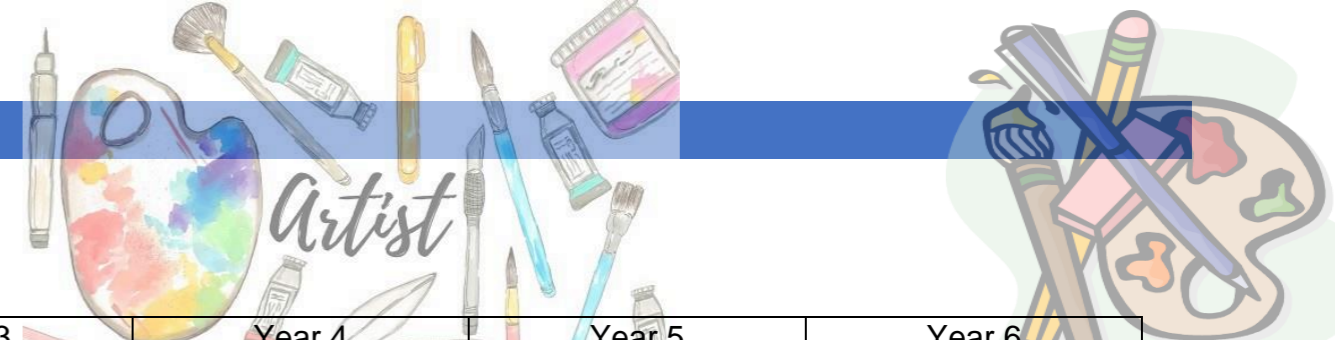
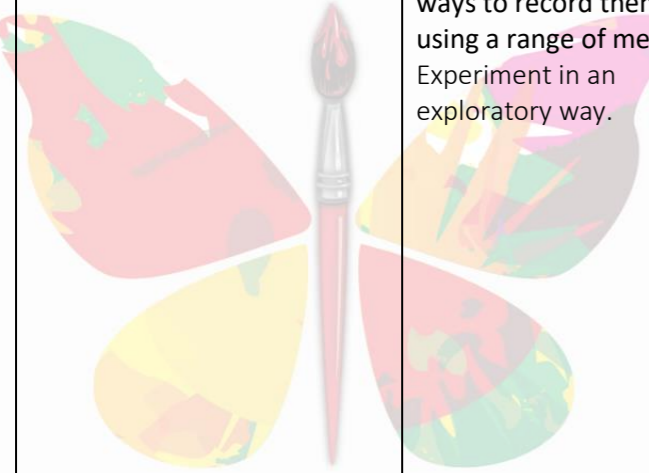


# ART



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Generation of ideas. Use of Art books and sketches.</p> 	<p>Talk about their ideas and explore different ways to record them using a range of media. Experiment in an exploratory way.</p>	<p>Discussion and initial sketches can be used to communicate and explore ideas using a range of media. Use sketchbooks to explore ideas.</p>	<p>Begin to generate ideas from a wider range of stimuli. Exploring different media and techniques. Experiment in sketchbooks using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p>	<p>Generate ideas from a range of stimuli and carry out simple research and evaluation.</p> <p>Use sketchbooks for a wider range of purposes such as drawings and annotations.</p>	<p>Generate ideas from a range of stimuli and carry out simple research and evaluation of techniques to develop ideas and plan for a more purposeful outcome.</p> <p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p>	<p>Develop ideas more independently from their own research and evaluation. Explore, plan and record ideas towards an outcome.</p> <p>Confidently, use sketchbooks for purposes, including, recording observations and research, testing materials and working towards an outcome more independently.</p>	<p>Independently review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques of the finished piece.</p> <p>Use sketchbooks systematically and independently to research, test and develop ideas and plans using sketchbooks.</p>
Evaluation	<p>Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.</p>	<p>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.</p>	<p>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.</p> <p>Begin to talk about how they could improve their own work. Talk about how art is made.</p>	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</p>
<p><b>Knowledge</b> <b>Drawing</b> (pencil, ink charcoal and pen)</p>	<p>Explore mark making using a range of drawing materials and marks and patterns when drawing.</p> <p>Identify similarities and difference between drawing tools.</p>	<p>Continuous line drawings (know that a continuous line drawing is a drawing with one unbroken line.) Properties of drawing materials eg; which ones can smudge, blend and be erased,</p>	<p>Combine materials to achieve the desired effect. That charcoal is made from burning wood.</p> <p>Know how to: Use different materials and marks to replicate</p>	<p>Use shapes identified within in objects as a method to draw. Create tone and achieve even tones by shading. Make texture rubbings. Create art from textured paper.</p>	<p>Use pencils of different grades to shade and add tone. Hold a pencil with varying pressure to create different marks. Use observation and sketch objects quickly. Draw objects in proportion to each other.</p>	<p>What print effects different materials make.</p> <p>How to: Analyse an image that considers impact, audience and purpose. Draw the same image in different ways with different materials</p>	<p>Gestural and expressive ways to make marks. Effects different materials make and when drawing into different surfaces</p> <p>How to: Use symbolism as a way to create</p>

	Investigate how to make large and small movements with control when drawing. Combine materials when drawing.	Hold and use drawing tools in different ways to create different lines and marks. Create marks by responding to different stimulus such as music. Overlap shapes to create new ones. Use mark making to replicate texture. Create observational drawings.	texture. Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. Use marks and lines to show expression on faces. Make a concertina book. Use drawing to tell a story. Use charcoal to avoid snapping and to achieve different types of lines. Use drawing pens.	Hold and use a pencil to shade. Tear and shape paper. Use paper shapes to create a drawing.  Use drawing tools to take a rubbing. Make careful observations to accurately draw an object.  Create abstract compositions to draw more expressively.	Use charcoal and a rubber to draw tone.  Create a wax resist background. Use different tools to scratch into a painted surface to add contrast and pattern. Choose a section of a drawing to recreate as a print. Create a monoprint.	and techniques. Make a collagraph plate. Make a collagraph print. Develop drawn ideas for a print. Combine techniques to create a final composition.  Decide what materials and tools to use based on experience and knowledge.	imagery. Combine imagery into unique compositions. Achieve the tonal technique called chiaroscuro. Make handmade tools to draw with. Use charcoal to create chiaroscuro effects.
<b>Skills</b> <b>Drawing</b> (pencil, ink charcoal and pen)	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces)	Develop some control when using a wide range of tools to draw. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture.	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.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece.
<b>Knowledge</b> <b>Painting</b>	Explore paint, using hands as a tool. Describe colours and textures. Explore colours mixing. Make natural painting tools. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage.	Combine primary coloured materials to make secondary colours. Mix secondary colours in paint. Choose suitable sized paint brushes. Print with objects, applying a suitable layer of paint to the printing surface. Overlap paint to mix new colours. Use blowing to create a paint effect. Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.	Mix a variety of shades of a secondary colour. Make choices about amounts of paint to use when mixing a particular colour. Match colours seen around them.  Create texture using different painting tools. Make textured paper to use in a collage. Choose and shape collage materials eg cutting, tearing. Compose a collage, arranging and overlapping pieces for contrast and effect. Add	Use simple shapes to scale up a drawing to make it bigger. Make a cave wall surface. Paint on a rough surface. Make a negative and positive image. Create a textured background using charcoal and chalk. Use natural objects to make tools to paint with. Make natural paints using natural materials. Create different textures using different parts of a brush. Use colour mixing to make natural colours.	Mix a tint and a shade by adding black or white. Use tints and shades of a colour to create a 3D effect when painting. Apply paint using different techniques eg. stippling, dabbing, washing. Arrange objects to create a still life composition. Plan a painting by drawing first. Organise painting equipment independently, making choices about tools and materials.	Develop a drawing into a painting. Create a drawing using text as lines and tone. Experiment with materials and create different backgrounds to draw onto. Use a photograph as a starting point for a mixed-media artwork. Take an interesting portrait photograph, exploring different angles. Adapt an image to create a new one. Combine materials to create an effect. Choose colours to	Use sketchbooks to research and present information. Develop ideas into a plan for a final piece. Make a personal response to the artwork of another artist. Use different methods to analyse artwork such as drama, discussion and questioning.

			<p>painted detail to a collage to enhance/improve it.</p>			<p>represent an idea or atmosphere. Develop a final composition from sketchbook ideas.</p>	
<p><b>Skills</b> <b>Painting</b></p>	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p>	<p>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.</p>	<p>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.</p>	<p>Confidently use a range of materials and tools, selecting and using these appropriately with more independence. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>
<p><b>Knowledge</b> <b>Sculpture and 3D</b></p>	<p>Use modelling tools to cut and shape soft materials eg. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour.</p>	<p>Roll and fold paper. Cut shapes from paper and card. Cut and glue paper to make 3D structures. Create a variety of shapes in paper, eg spiral, zig-zag. Make larger structures using newspaper rolls.</p>	<p>Smooth and flatten clay. Roll clay into a cylinder or ball. Make different surface marks in clay. Mix clay slip using clay and water. Join two clay pieces using slip. Make a relief clay sculpture. Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay.</p>	<p>Join 2D shapes to make a 3D form. Join larger pieces of materials, exploring what gives 3D shapes stability. Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. Identify and draw negative spaces. Plan a sculpture by drawing. Choose materials to scale up an idea. Create different joins in card eg. slot, tabs, wrapping. Add surface detail to a sculpture using colour or texture.</p>	<p>How different tools can be used to create different sculptural effects and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. How to: Use their arm to draw 3D objects on a large scale. Sculpt soap from a drawn design. Smooth the surface of soap using water when carving. Join wire to make shapes by twisting and looping pieces together. Create a neat line in wire by cutting and twisting the end onto the main piece. Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. Try out different ways to</p>	<p>How to: Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. Use everyday objects to form a sculpture. Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. Try out ideas for making a sculpture interactive. Plan an installation proposal, making choices about light, sound and display.</p>	<p>How to: Translate a 2D image into a 3D form. Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). Manipulate cardboard to create different textures. Make a cardboard relief sculpture. Make visual notes to generate ideas for a final piece. Translate ideas into sculptural forms.</p>



					display a 3D piece and choose the most effective.		
<b>Skills</b> <b>Sculpture and 3D</b>	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)	Explore malleable materials, such as wires, pipe cleaners and dough. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, and everyday classroom items such as Lego.	Malleable materials, such as clay are easy to shape. Interesting materials that can make textures, patterns and imprints	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.
<b>Knowledge</b> <b>Craft and Design</b>	Explore differences when cutting a variety of materials. Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. Follow lines when cutting. Experiment with threading objects, holding equipment steady to do so. Explore techniques for joining paper and card eg stick, clip, tie, tape. Apply craft skills eg. cutting, threading, folding to make their own artworks. Design something on paper ready to make in three dimensions.	What materials can be cut, knotted, threaded or plaited. How to: Wrap objects/shapes with wool. Measure a length. Tie a knot, thread and plait. Make a box loom. Join using knots. Weave with paper on a paper loom. Weave using a combination of materials.	How to: Draw a map to illustrate a journey. Separate wool fibres ready to make felt. Lay wool fibres in opposite directions to make felt. Roll and squeeze the felt to make the fibres stick together. Add details to felt by twisting small amounts of wool. Choose which parts of their drawn map to represent in their 'stained glass'. Overlap cellophane/tissue to create new colours. Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. Apply paint or ink using a printing roller. Smooth a printing tile evenly to transfer an image. Try out a variety	That layering materials in opposite directions make the handmade paper stronger. How to: Use a sketchbook to research a subject using different techniques and materials to present ideas. Construct a new paper material using paper, water and glue Use symbols to reflect both literal and figurative ideas. Produce and select an effective final design. Make a scroll. Make a zine. Use a zine to present information.	That a mood board is a visual collection which aims to convey a general feeling or idea. That batik is a traditional fabric decoration technique that uses hot wax. How to: Select imagery and use as inspiration for a design project. To know how to make a mood board. Recognise a theme and develop colour palettes using selected imagery and drawings. Draw small sections of one image to docs on colours and texture. Develop observational drawings into shapes and pattern for design. Transfer a design using a tracing method. Make a repeating pattern tile using cut and torn paper shapes. Use glue as an alternative batik technique to create	The steps to make a monoprint. When a roller is sufficiently inked. How to: Make an observational drawing of a house. Use shapes and measuring as methods to draw accurate proportions. Select a small section of a drawing to use as a print design. Develop drawings further to use as a design for print. Design a building that fits a specific brief. Draw an idea in the style of an architect that is annotated to explain key features. Draw from different views, such as a front or side elevation. Use sketchbooks to research and present information about an artist. Interpret an idea in into a design for a structure.	How different materials can be used to produce photorealistic artwork. That macro photography is showing a subject as larger than it is in real life. How to: Create a photomontage. Create artwork for a design brief. Use a camera or tablet for photography. Identify the parts of a camera. Take a macro photo, choosing an interesting composition. Manipulate a photograph using photo editing tools. Use drama and props to recreate imagery. Take a portrait photograph. Use a grid method to copy a photograph into a drawing.

			of ideas for adapting prints into 2D or 3D artworks.		patterns on fabric. Use materials, like glue, in different ways depending on the desired effect. Paint on fabric. Wash fabric to remove glue to finish a decorative fabric piece		
<b>Skills Craft and Design</b>	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.	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	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose.	Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.
<b>Knowledge Artists</b>	Artists use modelling materials like clay to recreate things from real life. Artists choose colours to draw or paint with. Artists draw many different things and use different tools to draw with. Sometimes artists are inspired by the seasons. Some art doesn't last long- it is temporary. Sometimes artists cut and stick photos to make new images.	Artists can use everyday materials that have been thrown away to make art. Artists choose materials that suit what they want to make	Illustrators use drawn lines to show how characters feel. Artists try out different combinations of collage materials to create the effect they want. Artists can use the same material (felt) to make 2D or 3D artworks. Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.	Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists experiment with different tools and materials to create texture. Artists can work in more than one medium. Artist make decisions about how their work will be displayed.	Artists can choose particular materials to communicate a message. Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. Artists and designers sometimes choose techniques based on the time and money available to them. Artists use drawing to plan ideas for work in different media..	Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example digital imagery with paint or print. Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.	Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. Artists can use materials to respond to a feeling or idea in an abstract way. Artists take risks to try out ideas; this can lead to new techniques being developed. Artists can make work by collecting and combining ready-made objects to create 'assemblage'. Artforms are always evolving as materials and techniques change over time.
<b>Skills Artists</b>	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Understand how artists choose materials based	Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art.	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

		on their properties in order to achieve certain effects.	Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. Consider how to display art work, understanding how artists consider their viewer and the impact on them.	collating ideas to generate a theme.	create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries
<p><b>Artists covered</b></p> <p><b>3D Units</b></p> <p><b>Craft units</b></p> <p><b>Drawing units</b></p> <p><b>Painting units</b></p> <p><b><u>(Main/significant artists in the lessons)</u></b></p>	<p><a href="#">Beth Cavener</a></p> <p><a href="#">Julie Wilson</a></p> <p><a href="#">Megan Coyle</a></p>	<p><a href="#">Marco Balich</a></p> <p><a href="#">Louise Bourgeois</a></p> <p><a href="#">Samantha Stephenson</a></p> <p><a href="#">Judith Scott</a></p> <p><a href="#">Cecilia Vicuna</a></p> <p><a href="#">Ranata Bernal</a></p> <p><a href="#">Ilya Bolotowsky</a></p> <p><a href="#">Zaria Forman</a></p> <p><a href="#">Wassily Kandinsky</a></p> <p><a href="#">Bridget Riley</a></p> <p><a href="#">Clarice Cliff</a></p> <p><a href="#">Jasper Johns</a></p>	<p><a href="#">Ranti Bam</a></p> <p><a href="#">Rachel Whiteread</a></p> <p><a href="#">Josef Albers</a></p> <p><a href="#">Matthew Cusick</a></p> <p><a href="#">Eduardo Paolozzi</a></p> <p><a href="#">Maggie Scott</a></p> <p><a href="#">Kim Soon-Im</a></p> <p><a href="#">Susan Stockwell</a></p> <p><a href="#">Quintin Blake</a></p> <p><a href="#">Romare Bearden</a></p>	<p><a href="#">Ruth Asawa</a></p> <p><a href="#">Anthony Caro</a></p> <p><a href="#">Max Ernst</a></p> <p><a href="#">Carl Linnaeus</a></p> <p><a href="#">Georgia O'Keefe</a></p> <p><a href="#">Maud Purdy</a></p>	<p><a href="#">El Anatsui</a></p> <p><a href="#">Sokari Douglas-Camp</a></p> <p><a href="#">Barbara Hepworth</a></p> <p><a href="#">Magdelene Odundo</a></p> <p><a href="#">Jaume Plansa</a></p> <p><a href="#">Ruth Daniels</a></p> <p><a href="#">Senanayake</a></p> <p><a href="#">Megan Carter</a></p> <p><a href="#">William Morris</a></p> <p><a href="#">Fernando Botero</a></p> <p><a href="#">Alberto Giacometti</a></p> <p><a href="#">Henri Matisse</a></p> <p><a href="#">Henry Moore</a></p> <p><a href="#">Ed Ruscha</a></p> <p><a href="#">Georges Seurat</a></p> <p><a href="#">Audrey Flack</a></p> <p><a href="#">Clara Peeters</a></p>	<p><a href="#">Cai Guo-Quang</a></p> <p><a href="#">Zaha Hadid</a></p> <p><a href="#">Friedensreich Hundertwasser</a></p> <p><a href="#">Teis Albers</a></p> <p><a href="#">Karen Rose</a></p> <p><a href="#">Chila Kumari Singh</a></p> <p><a href="#">Burman</a></p> <p><a href="#">Njideka Akunyili Crosby</a></p> <p><a href="#">Vincent Van Gogh</a></p> <p><a href="#">Frida Kahlo</a></p> <p><a href="#">Maggie Scott</a></p>	<p><a href="#">Judith Scott</a></p> <p><a href="#">Yinka Shinobare</a></p> <p><a href="#">Nicola Anthony</a></p> <p><a href="#">Louise Nevelson</a></p> <p><a href="#">Joseph Cornell</a></p> <p><a href="#">Derek O Boateng</a></p> <p><a href="#">Chuck Close</a></p> <p><a href="#">Albrecht Durer</a></p> <p><a href="#">Hannah Hoch</a></p> <p><a href="#">Graham Holland</a></p> <p><a href="#">Edvard Munch</a></p> <p><a href="#">Chris Plowman</a></p> <p><a href="#">Edward Weston</a></p> <p><a href="#">Dan Fenelon</a></p> <p><a href="#">Diego Rivera</a></p> <p><a href="#">Leonardo Da Vinci</a></p> <p><a href="#">Frank Bowling</a></p> <p><a href="#">Richard Brackenburg</a></p> <p><a href="#">David Hockney</a></p> <p><a href="#">Lubaina Himid</a></p> <p><a href="#">Fiona Rae</a></p> <p><a href="#">Paula Rego</a></p> <p><a href="#">John Singer Sargent</a></p>
<p><b>Formal Elements</b></p> <p><b>(Colour, form, shape line, pattern, texture, tone.)</b></p>	<p>The names of a wide range of colours. Colours can be mixed to make new colours.</p> <p>Modelling materials can be shaped using hands or tools.</p> <p>The names of simple shapes in art.</p> <p>Lines can be curved or straight and described in simple terms such as: wiggly,' straight,' 'round'.</p> <p>When they have made a pattern with</p>	<p>That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours.</p> <p>Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture.</p> <p>A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.</p>	<p>Different amounts of paint and water can be used to mix hues of secondary colours (<i>statement also included under 'Tone'</i>). Colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <p>That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be</p>	<p>Using light and dark colours next to each other creates contrast. Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract.</p>	<p>Adding black to a colour creates a shade. Adding white to a colour creates a tint.</p> <p>Using lighter and darker tints and shades of a colour can create a 3D effect. Simple 3D forms can be made by creating layers, by folding and rolling materials.</p>	<p>Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional artwork</p>	<p>A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>The surface textures created by different materials can help suggest form in two-dimensional art work.</p>

	<p>objects/colours/drawn marks and be able to describe it.</p> <p>Simple terms to describe what something feels like (eg. bumpy).</p> <p>There are different shades of the same colour and identify colours as 'light' or 'dark'.</p>	<p>Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.</p> <p>That a pattern is a design in which shapes, colours or lines are repeated.</p> <p>That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.</p> <p>That there are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p>	<p>decorated by pressing into it or by joining pieces on.</p> <p>Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be made using shapes.</p> <p>Lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> <p>Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork.</p> <p>Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.</p> <p>Different amounts of paint and water can be used to mix hues of secondary colours (<i>statement also included under 'Colour'</i>).</p>	<p>Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art.</p> <p>Using different tools or using the same tool in different ways can create different types of lines.</p> <p>Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Surface rubbings can be used to add or make patterns.</p> <p>Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic. Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>How to use basic shapes to form more complex shapes and patterns.</p> <p>Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> <p>Patterns can be irregular, and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> <p>How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>That using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork.</p>	<p>changes the effect of the piece.</p> <p>Shapes can be used to place the key elements in a composition.</p> <p>Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p> <p>Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p> <p>How to create texture on different materials.</p> <p>Tone can help show the foreground and background in an artwork.</p>	<p>How an understanding of shape and space can support creating effective composition.</p> <p>How line is used beyond drawing and can be applied to other art forms.</p> <p>Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p>Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p> <p>That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>
<p>Key Vocab</p>	<p>Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag Collage, Create, Cut, Dab, Design, Dot, Flick, Glide,</p>	<p>Vertical, Horizontal, Diagonal Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Sculpture, Artist, Three dimensional (3D),</p>	<p>Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Retell, Overlap, Detail, Surface Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture,</p>	<p>Geometric, Organic, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone</p>	<p>Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Precision, Mixed media, Wax-resist, Highlight, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Dabbing paint, Stippling paint, Paint wash, Pointillism</p>	<p>Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Background, Continuous line drawing, Portrait, Self-portrait Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium</p>	<p>Maya, Symbol, Symbolic Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Impact, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition,</p>



<p>Glistening, Glossy, Landscape, Permanent, Rip, 3D art, Bend, Clay, Chop Cut, Evaluate, Flatten, Join, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture Bend, Blades, Crease, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip</p>	<p>Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine Knot, Plait, Thread, Threading, Weaving, Warp, Weft, Loom</p>	<p>Sculptor, Plaster, Casting, Negative space, Imaginary, Inspired, Landmarks, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate</p>	<p>Negative space, Positive space Egyptian, Ancient, Civilisation, Papyrus, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform</p>	<p>Visualisation, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft</p>	<p>rops, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive Monument, Architect, Legacy, Elevation, Built environment, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate</p>	<p>Embedded, Tradition, Pitfall, Representation, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic,</p>
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