


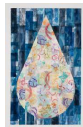








# Art

Knowledge, Skills and Vocabulary  
Progression Grid

Those names highlighted in Liliac are our 'Great' inspirational artists woven throughout the children's artistic journey.  
 Those highlighted in pale pink are modern inspirational artists.

Reception - EYFS				
Imagination and Creativity Self Expression Communication through the Arts				
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
<p><u>Creating with materials/Being imaginative and Expressive:</u></p> <p><u>COLLAGE</u></p> <p>Children will know...</p> <ul style="list-style-type: none"> <li>Matisse uses bold colour to create playful shapes.</li> <li>Matisse is a painter and collagist.</li> </ul> <p>Children will learn how to...</p> <ul style="list-style-type: none"> <li>Create simple representations of events, people and objects: Understand that they can use lines to enclose a space, and begin to use these shapes to represent objects.</li> <li>Create simple representations of events, people and objects: Create closed shapes with continuous lines, and use these shapes to represent objects.</li> <li>Choose particular colours to use for a purpose: Explore colour and colour mixing.</li> <li>Experiment to create textures: Join different materials and explore different textures</li> <li>Manipulating materials to a desired effect: Explore different materials freely in order to develop their ideas about how to use them and what to make.</li> </ul> 	<p><u>Being imaginative and expressive:</u></p> <p><u>DRAWING</u></p> <p><u>Knowledge:</u> Children will know that...</p> <ul style="list-style-type: none"> <li>Picasso is a famous painter because of his odd style of art.</li> <li>Emotions can be shown through drawings/paintings (PSED)</li> </ul> <p>Children will learn how to...</p> <ul style="list-style-type: none"> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Manipulate materials to a desired effect</li> <li>Construct with purpose in mind, using a variety of resources</li> </ul> 	<p><u>Being imaginative and expressive:</u></p> <p><u>PAINT</u></p> <p><u>Knowledge:</u> Children will know that...</p> <ul style="list-style-type: none"> <li>George Surat was a famous artist known for pointillism.</li> <li>Pointillism is an artistic technique in which dots of various colours are used to build up a picture.</li> <li>They can use colour, texture and different materials to express themselves and create a desired effect.</li> </ul> <p>Children will learn how to...</p> <ul style="list-style-type: none"> <li>Choose particular colours to use for a purpose.</li> <li>Create their own ideas and then decide which materials to use to express themselves.</li> <li>Manipulates materials to a desired effect</li> <li>Construct with purpose in mind, using a variety of resources</li> <li>Understand that different materials can be combined to create different effects</li> <li>Experiment to create textures</li> </ul> 	<p><u>Being imaginative and expressive</u></p> <p><u>PRINT</u></p> <p><u>Knowledge:</u> Children will know that...</p> <ul style="list-style-type: none"> <li>Tracey Simpson was a printer who used potato printing to create her artwork.</li> <li>They will know that printing is a technique used to create art.</li> <li>Different tools and techniques can be used to create a desired effect, specifically potatoes and vegetables can be manipulated and used as a printing tool.</li> <li>They will know that they can adapt and build on their work by refining their ideas and skills.</li> </ul> <p>Children will learn how to...</p> <ul style="list-style-type: none"> <li>Choose particular colours to use for a purpose.</li> <li>Create different effects by combining different materials</li> <li>Experiment to create textures</li> <li>Use fruit or veg to mark make.</li> <li>Use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Use simple tools and techniques competently and appropriately</li> <li>Choose appropriate resources and adapts work where necessary</li> <li>Adapt and build on their previous learning, refining ideas and developing their ability to represent them</li> </ul> 	<p><u>Being imaginative and expressive</u></p> <p><u>SCULPTURE</u></p> <p><u>Knowledge:</u> Children will know that...</p> <ul style="list-style-type: none"> <li>Giuseppe Arcimboldo painter best known for creating imaginative portrait heads made entirely of such objects as fruits, vegetables, flowers, fish, and books</li> <li>That he painted representations of these objects on the canvas arranged in such a way that they resembled a person</li> </ul> <p>Children will learn how to...</p> <ul style="list-style-type: none"> <li>Arrange food items to create a picture in the style of Giuseppe Arcimboldo</li> <li>Use sculpture to develop and share their ideas, experiences and imagination.</li> <li>Select appropriate resources and adapt work where necessary</li> <li>Select tools and techniques needed to shape assemble and join materials they are using: Explore a range of malleable materials to make models or pictures using – playdough, plasticine, clay, salt dough, cooking materials.</li> </ul> 


Year Group	Art Concept					
	Drawing	Painting	Printing	Sculpture	Collage	Digital Media

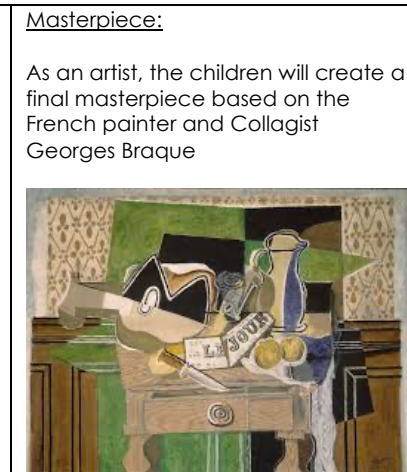
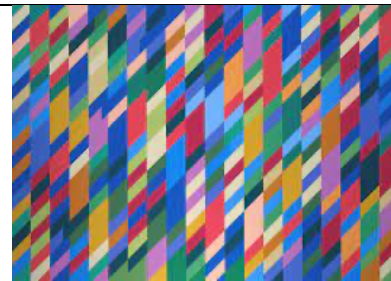
	SPRING 1	SUMMER 1	SPRING 2	AUTUMN 2	Autumn 1	SUMMER 2
<p>Year 1</p>	<p><u>Knowledge:</u></p> <p>Children will know that:</p> <ul style="list-style-type: none"> <li>Rembrandt's lifespan was from 1606-1669.</li> <li>Rembrandt was considered a Golden age painter and is considered one of the greatest visual artists of his era.</li> <li>Drawing is a process of applying lines to create an image.</li> <li>Thick and thin pencils create lines of different widths</li> </ul> <p><u>Skills:</u></p> <p>Children will learn to ...</p> <ul style="list-style-type: none"> <li>Label what they see within a modelled artwork created by the artist.</li> <li>Takes inspiration for their sketches by looking at his use of colour, and how he created different shades of light and shadows</li> <li>Draw lines of different sizes and thicknesses</li> </ul> <p><u>Masterpiece:</u></p> <p>As an artist, the children will create a final drawing in the style of Rembrandt.</p> 	<p><u>Knowledge:</u></p> <p>Children will know that...</p> <ul style="list-style-type: none"> <li>Van Gough was a Dutch impressionist painter and is one of the most famous and influential figures in the Western art history.</li> <li>Gough's lifespan was from 1853-1890</li> <li>Impressionism is an art movement, within history, that broke away from the traditional style of creating art in an artists studio, to taking their canvas to the subject.</li> <li>By painting in the natural surrounding, the artist's understanding of light was more accurate within their paintings.</li> <li>Impressionist painting uses small, thin lines, layered to create texture.</li> <li>Primary colours are red, blue and yellow.</li> <li>Tones can be created within a colour by adding black pigment to darken the tone.</li> <li>Tints can be created within a colour by adding white pigment, to make the colour lighter.</li> </ul> <p><u>Skills:</u></p> <p>Children will learn to ...</p> <ul style="list-style-type: none"> <li>Label what they see within a modelled artwork created by the artist.</li> <li>Mix primary colours to discover what colours they make. (Secondary colour knowledge is yr 2's)</li> <li>Add white and black pigment to create different tones of their primary colours .</li> <li>Use different thicknesses of brushes to create different effects.</li> </ul> <p><u>Masterpiece:</u></p> <p>As an artist children will create a castle inspired Van Gough impressionist painting using poster paints.</p>	<p><u>Knowledge:</u></p> <p>Children will know that:</p> <ul style="list-style-type: none"> <li>Andy Warhol was an American visual artist, who was a leading figure in the visual art movement known as pop art.</li> <li>Warhol's lifespan was from 1928-1987.</li> <li>The features of pop art are: recognisable features and bold bright colours.</li> <li>Warhol was famous for his artwork, bright bold colours to create interesting prints.</li> <li>Print in the process of transferring marks from one surface to another.</li> <li>That this pattern is recognised in the environment they live in.</li> <li>A repetition is created by using the same print multiple times</li> </ul> <p><u>Skills:</u></p> <p>Children will learn to ...</p> <ul style="list-style-type: none"> <li>Label what they see within a modelled artwork created by the artist.</li> <li>Use objects to create prints, press roll, rub and stamp to make prints. To develop ideas,</li> <li>They will be able to use his influence to create their own prints by pressing, rolling, rubbing, stamping.</li> <li>Will be able to use found objects to create lines and shape that will form the final outcome of their union jack artwork.</li> <li>Will be able to create the Union Jack in the style of Andy Warhol.</li> <li>Will use paints and materials to print the Union Jack repeatedly on a rectangular material tile.</li> <li>Will be able to choose a range of bright colours to enhance the images.</li> </ul> <p><u>Masterpiece:</u></p> <p>As an artist, the children will create Pop art inspired by Union Jack using found objects to create marks.</p>	<p><u>Knowledge:</u></p> <p>Children will know that...</p> <ul style="list-style-type: none"> <li>Who Andy Goldsworthy is and what he is known for.</li> <li>Goldsworthy is a current, modern sculptor, who creates his works of art in site- specific settings.</li> <li>Sculpture is a 3 dimensional artwork.</li> <li>Combining shapes, lines and textures in malleable material will create different effects..</li> <li>To know how to select relevant objects for a piece of artwork</li> </ul> <p><u>Skills:</u></p> <p>Children will learn to ...</p> <ul style="list-style-type: none"> <li>Label what they see within a modelled artwork created by the artist.</li> <li>Combine shapes, lines and textures for effect in malleable materials.</li> <li>Select relevant objects for a piece of artwork found in the natural surrounding of their woodland creature.</li> <li>Use clay to mould and shape relevant objects together sourced naturally from the woodlands.</li> <li>Select different colours associated with Andy Goldsworthy. artwork</li> </ul> <p><u>Masterpiece:</u></p> <p>As an artist, the children will create a final woodland animal using clay taking inspiration from Andy Goldsworthy and capturing these creations within a woodland setting.</p> 	<p><u>Knowledge:</u></p> <p>Children will know that....</p> <ul style="list-style-type: none"> <li>Matisse is widely known for his application of colour and his movement from paint to paper, during a life crisis.</li> <li>Collage is an arrangement of materials stuck down onto a surface.</li> <li>A range of materials can be combined to create a textured finished product. (This will be seaside themed artwork.)</li> </ul> <p><u>Skills:</u></p> <p>Children will learn to ...</p> <ul style="list-style-type: none"> <li>Label what they see within a modelled artwork created by the artist.</li> <li>Explore and combine a range of materials to create a desired effect.</li> <li>With suggested groupings, able to sort materials..</li> <li>From a small range, materials are mixed to create texture.</li> </ul> <p><u>Masterpiece:</u></p> <p>As an artist, the children will create a combination of technique and materials - Seagull collage</p> 	<p><u>Knowledge:</u></p> <p>Children will know that...</p> <ul style="list-style-type: none"> <li>Wassily Kandinsky is a Russian painter. Whose life spanned from 1866- 1944.</li> <li>Kandinsky was one of the most leading artists into abstract art of his time.</li> <li>Abstract art does not attempt to represent an accurate picture of the subject.</li> <li>Their inspiration piece of art work 'Several circles 1926' is an abstract painting that many associate with space.</li> <li>Digital media/ photography is a modern and new style of art that is very relevant to our lives today.</li> <li>Photography is the act of taking pictures.</li> </ul> <p><u>Skills:</u></p> <p>Children will learn to ...</p> <ul style="list-style-type: none"> <li>Label what they see within a modelled artwork created by the artist.</li> <li>Take photos on the ipads with increasing accuracy.</li> <li>Take photos of objects both in the light and dark to make comparison to the colours.</li> <li>Explain how the colours alter in the dark with a reduced amount of light.</li> <li>Experiment with an array of material to see what materials create an interesting/ illuminating effect surrounding their topic of space.</li> </ul> <p><u>Masterpiece:</u></p> <p>As an artist children will create a final planet/space themed photo inspired by Kandinsky's 'Several Circles.'</p>



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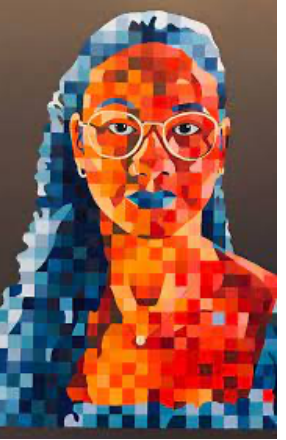
	<b>SPRING 2</b>	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SUMMER 2</b>	<b>SUMMER 1</b>	<b>SPRING 1</b>
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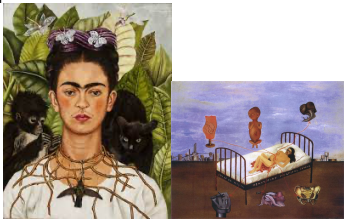





Year 2	<p><u>Knowledge:</u></p> <p>Children will know that:</p> <ul style="list-style-type: none"> <li>Armin Mersmann is mainly known for his intense naturalistic graphite drawings.</li> <li>Drawing is a process of applying lines to create an image.</li> <li>Use a number of techniques to alter the thickness of lines when appropriate to do so.</li> <li>Use dots and lines to show texture or patterns.</li> <li>Create patterns and textures through cross hatching and shading</li> <li>Show different tones by altering the pressure of their pencil.</li> </ul> <p><u>Skills:</u></p> <p>Children will learn to ...</p> <ul style="list-style-type: none"> <li>Create good effects by using a mixture of dots, lines and shading.</li> <li>Alter thickness of lines.</li> <li>Create texture and patterns using dots and lines.</li> <li>Create tones by altering the pressure of the pencil application.</li> </ul> <p><u>Masterpiece:</u></p> <p>As an artist, the children will create a final naturalistic graphite drawing based on the artist Armin Mersmann.</p> 	<p><u>Knowledge:</u></p> <p>Children will know that...</p> <ul style="list-style-type: none"> <li>Bridget Riley began painting figure subjects in a semi-impressionist manner, then changed to pointillism around 1958, mainly producing landscapes.</li> <li>Pointillism is the practice of applying small strokes or dots of colour to a surface so that from a distance they visually blend together.</li> <li>Using altering sized brushes will create effects.</li> <li>Mixing primary colours will create secondary colours.</li> <li>Experimenting with tints and tones will create effects.</li> </ul> <p><u>Skills:</u></p> <p>Children will learn to ...</p> <ul style="list-style-type: none"> <li>Label what they see within a modelled artwork created by the artist.</li> <li>Form an opinion on what they like and dislike.</li> <li>Use a variety of brushes to create the desired effect.</li> <li>Mix and create colours to create secondary colours.</li> <li>Paint with contrasting colours by looking closely at the colour wheel theory.</li> </ul> <p><u>Masterpiece:</u></p> <p>As an artist, the children will create a final painting focusing on the elements taught of colour mixing taking inspiration from the Artist Bridget Riley</p>	<p><u>Knowledge:</u></p> <p>Children will know that...</p> <ul style="list-style-type: none"> <li>Bridget Riley began painting figure subjects in a semi-impressionist manner, then changed to pointillism around 1958, mainly producing landscapes.</li> <li>Print in the process of transferring marks from one surface to another.</li> <li>Using a variety of chosen, shaped and fashioned objects can make effective prints.</li> <li>Experimenting with different forms of printing can create some effective prints.</li> <li>A print gives a reverse image.</li> </ul> <p><u>Skills:</u></p> <p>Children will learn to ...</p> <ul style="list-style-type: none"> <li>Create patterns using repetition</li> <li>Print using self made printing blocks.</li> <li>Using potatoes to carve patterns, to block print.</li> <li>Practice and experiment with mounting string onto wood to create patterns.</li> <li>Create a print by applying pressure on the printing block.</li> </ul> <p><u>Masterpiece:</u></p> <p>As an artist, the children will create a final print focusing on the effects of printing taking inspiration from the Artist Bridget Riley.</p>	<p><u>Knowledge:</u></p> <p>Children will know that:</p> <ul style="list-style-type: none"> <li>King Houndekpinkou, an emerging ceramic artist based in Paris, pulls together these seemingly disparate influences to create sculptures characterised by bursts of bold colour, playful spikes and cracked surfaces</li> <li>Sculpture is a 3 dimensional artwork.</li> <li>Use a combination of shapes</li> <li>include lines and texture</li> <li>Use a range of interesting and sometimes unusual shape combinations that are explained.</li> </ul> <p><u>Skills:</u></p> <p>Children will learn to ...</p> <ul style="list-style-type: none"> <li>Carefully choose lines and textures that are added for specific effects.</li> <li>Begin to manipulate play doh to create practice models for their final masterpiece.</li> <li>Manipulate clay/ play doh in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>Push down to create and imprint.</li> <li>Manipulate clay/ play doh using rolling, pinching and scoring</li> <li>Create surface pattern and texture</li> </ul> <p><u>Masterpiece:</u></p> <p>As an artist, the children will create a ceramic art masterpiece using the elements taught based on the artist King Houndekpinkou</p>	<p><u>Knowledge:</u></p> <p>Children will know that:</p> <ul style="list-style-type: none"> <li>Georges Braque was a major 20th-century French painter, collagist, draughtsman, printmaker and sculptor. His most notable contributions were in his alliance with Fauvism from 1905, and the role he played in the development of Cubism.</li> <li>Cubism was a revolutionary new approach to representing reality invented in around 1907–08 by artists Pablo Picasso and Georges Braque.They brought different views of subjects (usually objects or figures) together in the same picture, resulting in paintings that appear fragmented and abstracted.</li> <li>Collage is an arrangement of materials stuck down onto a surface.</li> <li>Use thoughtful combinations of materials.</li> <li>A choice of materials are used and explained.</li> <li>Materials are generally sorted and arranged effectively.</li> <li>Interesting mixtures of materials are used to create texture.</li> </ul> <p><u>Skills:</u></p> <p>Children will learn to ...</p> <ul style="list-style-type: none"> <li>Use a combination of materials that are cut, torn and glued.</li> <li>Sort and arrange materials</li> <li>Mix materials to create texture.</li> </ul>	<p><u>Knowledge:</u></p> <p>Children will know that:</p> <ul style="list-style-type: none"> <li>Jennifer Walton is a current and modern painter whose paintings capture the fragility of place in a rapidly changing global climate.</li> <li>Thoroughly experiment with new and familiar tools to produce interesting effects and pieces.</li> <li>Digital media/ photography is a modern and new style of art that is very relevant to our lives today.</li> <li>New tools and techniques are sought out to explore and create striking effects and pieces.</li> </ul> <p><u>Skills:</u></p> <p>Children will learn to ...</p> <ul style="list-style-type: none"> <li>Use familiar tools to produce interesting effects.</li> <li>Use a wide range of tools to create different textures, colours and shapes.</li> <li>Use a wide range of tools to create different textures, lines, tools, colours and shapes.</li> <li>Use new tools and techniques to explore and create striking effects.</li> </ul> <p><u>Masterpiece:</u></p> <p>As an artist, the children will create a final Digital media masterpiece based on The Fire of London.</p>
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Masterpiece:  
As an artist, the children will create a final masterpiece based on the French painter and Collagist Georges Braque

	AUTUMN 1	AUTUMN 2	SUMMER 2	SUMMER 1	SPRING 1	SPRING 2
Year 3	<p><u>Knowledge:</u> Children will know that...</p> <ul style="list-style-type: none"> <li>Rembrandt is a Dutch Golden Age painter and printmaker famous for his portraits and self-portraiture.</li> <li>Rembrandt's life span from 1606-1669.</li> <li>Rembrandt is known for his ability to use light and shade to create a realistic outcome despite people's perception of the ugly truth not being art.</li> <li>And discuss how Rembrandt changed people's perception of art by capturing the real truth and supported the movement of realism art.</li> <li>Drawing is essentially a technique in which images are depicted on a surface by making lines, though drawings can also contain tonal areas, washes and other non-linear marks.</li> <li>Realism refers to a mid nineteenth century artistic movement characterised by subjects painted from everyday life in a naturalistic manner;</li> </ul> <p><u>Skills:</u> Children will learn to...</p> <ul style="list-style-type: none"> <li>Annotate the artist's work to form an opinion on children's likes and dislikes regarding the artwork/artist's style.</li> <li>Use different hardness of pencils to show line, tone and texture.</li> <li>Sketch lightly.</li> </ul>	<p><u>Knowledge:</u> Children will know that...</p> <ul style="list-style-type: none"> <li>André Derain was a French artist, painter, sculptor and co-founder of Fauvism with Henri Matisse.</li> <li>Derain's life span was from 1880-1954.</li> <li>Derain was inspired by Vincent Van Gough's work.</li> <li>Fauvism was viewed by critics as they were shocked by the use of bright, non-naturalistic colours in their Derain's landscapes and portraits.</li> </ul> <p><u>Skills:</u> Children will learn to...</p> <ul style="list-style-type: none"> <li>Annotate the artist's work to form an opinion on children's likes and dislikes regarding the artwork/artist's style.</li> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>Mix colours effectively to create a secondary colour pallet with varying tones and tints.</li> <li>Create tones by adding black pigment to their secondary colours.</li> <li>Create Tints by adding white to their secondary colours.</li> <li>Use watercolour paint to produce washes for backgrounds and then add details.</li> <li>Experiment with creating mood with colour.</li> </ul> <p><u>Masterpiece:</u></p>	<p><u>Knowledge:</u> Children will know that...</p> <ul style="list-style-type: none"> <li>Katsushika Hokusai, known simply as Hokusai, who was a painter and printmaker.</li> <li>Hokusai is best known for the woodblock print series 'Thirty-Six Views of Mount Fuji', which includes the iconic print 'The Great Wave' off Kanagawa.</li> <li>Woodblock printing or block printing is a technique for printing text, images or patterns used widely throughout East Asia and originating in China.</li> <li>Monoprinting is a one-off fine art printing technique that uses a sheet of glass or Perspex to transfer a unique design onto a sheet of paper</li> </ul> <p><u>Skills:</u> Children will learn how to...</p> <ul style="list-style-type: none"> <li>Annotate the artist's work to form an opinion on children's likes and dislikes regarding the artwork/artist's style.</li> <li>Recognise what makes a good print</li> <li>Develop a design from drawing</li> <li>Make 2 colour press-prints.</li> <li>Experiment with overlapping and overprinting, contrasting shapes and colours</li> <li>Make their own print with impressive designs on plasticine, clay and polystyrene press print tiles.</li> <li>use rollers with printing inks to create an impression.</li> </ul>	<p><u>Knowledge:</u> Children will know that...</p> <ul style="list-style-type: none"> <li>Justine Kuran is a current practising artist, who creates artwork to sell through her own business inspired by her quilling talent and enthusiasm to share this skill with others.</li> <li>Quilling is an art form that involves the use of strips of paper that are rolled, shaped, and glued together to create decorative designs.</li> <li>Quilling is a precise and time consuming task that will require patience and attention to detail.</li> </ul> <p><u>Skills:</u> Children will learn how to...</p> <ul style="list-style-type: none"> <li>Annotate the artist's work to form an opinion on children's likes and dislikes regarding the art work/artist's style.</li> <li>To select the appropriate colours for desired effect</li> <li>Roll a strips of paper into a coil</li> <li>To pinch the coil to create a variety of shapes</li> <li>To use different sized paper to create a 3D abstract art</li> <li>Roll with, not against, the edge of the Quilling strip</li> </ul> <p><u>Masterpiece:</u> As an artist children will recreate the Tudor Rose or a flower of their own choice using the skill of Quilling, in the style of Justine Kuran using their Topic of The Tudors as inspiration and visual stimulus.</p>	<p><u>Knowledge:</u> Children will know that...</p> <ul style="list-style-type: none"> <li>Henri Matisse is widely regarded as the greatest colorist of the 20th century and as a rival to Pablo Picasso.</li> <li>Matisse stopped painting in his later years because of old age and illness. He also stopped painting because he realised he could create colourful art just by cutting his paper into various shapes.</li> <li>Collage describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface.</li> </ul> <p><u>Skills:</u> Children will learn how to...</p> <ul style="list-style-type: none"> <li>Annotate the artist's work to form an opinion on children's likes and dislikes regarding the artwork/artist's style.</li> <li>How to select and arrange appropriate materials to create a sticking effect.</li> <li>Precision cutting techniques, using scissors.</li> <li>how colours work together or oppose one another, discussing contrasting colours and the effect this has on the viewer.</li> </ul> <p><u>Masterpiece:</u> As an artist, children will create a Matisse inspired collage, using bright</p>	<p><u>Knowledge:</u> Children will know that...</p> <ul style="list-style-type: none"> <li>Victoria Grace is an independent artist whose portfolio is growing. <a href="https://www.victoriagraces.com/miscellaneous-1">https://www.victoriagraces.com/miscellaneous-1</a></li> <li>Not all artists become famous and well known, unlike their 'Greats' such as Rembrand and Matisse, But often those 'Greats' become famous after their life has ended.</li> <li>Digital media is a new and fast developing form of art that we see on a daily basis eg. adverts, magazines, newspapers, online websites e.c.t.</li> </ul> <p><u>Skills:</u> Children will learn how to...</p> <ul style="list-style-type: none"> <li>Annotate the artist's work to form an opinion on children's likes and dislikes regarding the artwork/artist's style.</li> <li>Take a clear and focused photograph, using the ipads camera ( this could be linked to your topic, eg. a image of the children dressed up as roman)</li> <li>Edit the colours of their image, to create a sticking effect.</li> <li>Create a pixelated impression by using a printed out version of their image; sliced into squares, alongside squares of colour to form a mosaic appearance.</li> </ul> <p><u>Masterpiece:</u></p>

	<ul style="list-style-type: none"> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross-hatching to show tone and textures.</li> </ul> <p><u>Masterpiece:</u></p> <p>As an artist, the children will create a final drawing encapsulating the elements taught and practice throughout, inspired by Rembrandt.</p> 	<p>As an artist, the children will create a final painting incorporating all the Derain's style of painting using their topic of Stone age as a visual stimulus.</p> 	<ul style="list-style-type: none"> <li>To experiment with monoprint tiles and observe and describe what they see/ happened. .</li> </ul> <p><u>Masterpiece:</u></p> <p>As an artist children will be inspired by Katsushika Hokusai style of printing to design their own printing block/tool to create overlapping and overprinting designs using contrasting colours.</p> 		<p>and contracting colour to depict their 'Extreme Earth' topic.</p>  <p><i>Les Gêtes de la Mer...</i></p>	<p>As an artist children will be inspired by Grace's new approach to digital media to create a pixelated portrait of their own inspired by the romans.</p> 
	<b>SUMMER 2</b>	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SUMMER 1</b>	<b>SPRING 2</b>
<p>Year 4</p>	<p><u>Knowledge:</u></p> <p>Children will know that...</p> <ul style="list-style-type: none"> <li><b>Frida Kahlo</b> is a famous Mexican painter, who within her self portraits encapsulated her life's journey.</li> <li>Kahlo was a surrealist artist.</li> <li>Surrealism is a cultural movement that developed in Europe in the aftermath of World War I in which artists depicted unnerving, illogical scenes and developed techniques to allow the unconscious mind to express itself. → Focuses on illustrating the mind's deepest thoughts automatically when they surface.</li> <li>Kahlo's life experience informed her artwork, as she filtered nothing out, within her sometimes brutal depiction of her battles and struggles.</li> <li>Drawing is a form of visual art in which an artist uses instruments to mark paper or other two-dimensional surfaces.</li> </ul> <p><u>Skill:</u></p> <p>Children will learn too...</p> <ul style="list-style-type: none"> <li>Annotate the artist's work to form a subjective and</li> </ul>	<p><u>Knowledge:</u></p> <p>Children will know that...</p> <ul style="list-style-type: none"> <li><b>Augustin Edouart</b> was a french painter who specialised in silhouette portraits</li> <li>Augustin Edouart life span was from 1789- 1861,</li> <li>Art and design is part of a larger group of 'The Arts' and will use visual literacy to inform their art work.</li> <li>English literature, especially poetry, can inform visual imagery and inspire artwork.</li> <li>Watercolour pigment can be vivid or subdued depending on the application of water, creating a foreground with the application of Acrylic, to provide a depth of perception. .</li> <li>Mood can be created through colour.</li> </ul> <p><u>Skills</u></p> <p>Children will learn to ...</p> <ul style="list-style-type: none"> <li>Annotate the artist's work to form a subjective and critical opinion of their own and inspirational artist work.</li> <li>Apply watercolour effectively to create different tones.</li> <li>Layer paint to create layers.</li> </ul>	<p><u>Knowledge:</u></p> <p>Children will know that...</p> <ul style="list-style-type: none"> <li><b>Alexis Snell</b> is a modern printmaker working in lin, who is known for her characterful illustrations in particular her book ' The Bear in the Stars.'</li> <li>Printmaking is an artistic process based on the principle of transferring images from a matrix onto another surface, most often paper or fabric.</li> <li>Sketching and designing is a process towards a final outcome.</li> <li>Art is subjective.</li> <li>Lino is a printing technique, derived from linoleum created by Frederick Walton in the mid 1800's and was refined to linocut in North America in the 20th century.</li> <li>Lino print uses negative and positive space to create a print.</li> <li>Negative space is what has been carved away.</li> <li>Positive space is what is raised and will create the print.</li> <li>They are using sharp equipment that has potential to hurt.</li> <li>Illustrators work with English literature to convey a message to the audience.</li> </ul>	<p><u>Knowledge:</u></p> <p>Children will know that...</p> <ul style="list-style-type: none"> <li><b>Alberto Giacometti</b> was a Swiss sculptor who lived from 1901 - 1966.</li> <li>He was influenced by Cubism and Surrealism.</li> <li>His sculptures were made from bronze, plaster, wood and terracotta.</li> <li>Cubism is an early- 20th-century avant-garde art movement that revolutionised European painting and sculpture.</li> <li>Surrealism originated in the late 1910s and early '20s as a literary movement that experimented with a new mode of expression called automatic writing, or automatism, which sought to release the unbridled imagination of the subconscious.</li> </ul> <p><u>Skills:</u></p> <p>Children will learn to ...</p> <ul style="list-style-type: none"> <li>Annotate the artist's work to form a subjective and critical opinion of their own and inspirational artist work.</li> <li>Sketch a proportionate human model.</li> <li>Draw in a continuous line to consider links with the moulding of metal.</li> </ul>	<p><u>Knowledge:</u></p> <p>Children will know that..</p> <ul style="list-style-type: none"> <li><b>Mary Lowndes</b> was a British stained-glass artist who co-founded the stained glass studio and workshop Lowndes and Drury in 1897.</li> <li>Collage is a technique and the resulting work of art in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface.</li> <li>Stained glass windows in Britain can be traced back to the <b>7th century</b>, with some early examples found in churches and monasteries.</li> <li>Glass was used in a number of ways by the Saxons and Vikings; for drinking vessels, window glass, jewellery, enamelling and beads.</li> <li>In the later Anglo-Saxon period, glass was used modestly for some church windows. To date only blue glass seems to have been found, with the odd pieces displaying some decorative brushwork on them</li> </ul> <p><u>Skills:</u></p> <p>Children will learn to ...</p> <ul style="list-style-type: none"> <li>Annotate the artist's work to form a subjective and</li> </ul>	<p><u>Knowledge:</u></p> <p>Children will know that...</p> <ul style="list-style-type: none"> <li><b>Steve McCurry</b> is a current photographer and photojournalist, who is well known for his depiction of the 'Afghan Girl'</li> <li>As a photographer/ journalist McCurry has been exposed to an abundance of cultures where he has captured their unique qualities and beauty.</li> <li>Digital Media is a fast growing economy that is shaping the way we view art today.</li> <li>Digital media is around us all the time, as our society becomes digitalised.</li> <li>Collage describes both the technique and the resulting work of art in which pieces of paper, photographs and fabric are arranged and stuck down onto a supporting surface.</li> </ul> <p><u>Skills:</u></p> <p>Children will learn to ...</p> <ul style="list-style-type: none"> <li>Annotate the artist's work to form a subjective and critical opinion of their own and inspirational artist work.</li> <li>Design and sketch possible headdresses for themselves as a leader. Using Ancient Egyptians knowledge regarding the importance</li> </ul>

	<p>critical opinion of their own and inspirational artist work.</p> <ul style="list-style-type: none"> <li>Be honest with the depiction of themselves in order to formulate, alongside their manifestos, reasons for being a good leader and our next pupil parliament.</li> <li>Use a surrealist approach to convey their manifesto within artwork.</li> <li>Use their writing as inspiration for the art work they will create to promote themselves as a voice for pupil parliament.</li> <li>Proportionately draw an accurate self portrait.</li> <li>Use different hardness of pencil to create line, tone and texture.</li> <li>Sketch lightly and initial portrait.</li> <li>Use colour in the same application as previously learnt graphite skills to show shading, light and shadow.</li> <li>Within colour use hatching and cross hatching to create tone and texture.</li> <li>Mix and blend pastels for shadow, light, tones and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> </ul> <p><u>Masterpiece:</u></p> <p>As an artist children will create a surrealist self portrait to convey their manifesto to become part of pupil parliament.</p> 	<ul style="list-style-type: none"> <li>Layer paint to form perspective.</li> <li>Use colour to create a background.</li> <li>Use black to create lifelike silhouettes.</li> <li>Mix a tertiary colour pallet, based on the visual imagery provided and the colour wheel theory.</li> <li>Use a number of brush techniques that will layer paint to create depth and add detail.</li> </ul> <p><u>Masterpiece:</u></p> <p>As an artist the children will be inspired by their visual literacy and creation of poetry to create a thought provoking and emotional painting of the 'Windmill Farmer.'</p> 	<p><u>Skills:</u></p> <p>Children will learn to ...</p> <ul style="list-style-type: none"> <li>Annotate the artist's work to form a subjective and critical opinion of their own and inspirational artist work.</li> <li>Convey a message through their collective artwork.</li> <li>Critically analyse an artist's work, using visual language; drawing on their own subjective opinion.</li> <li>Isolate areas of focus, to practise sketching and refining their design process.</li> <li>Collect information, sketches and resources appropriate to their designing and finalising process.</li> <li>Use layers to create interesting visuals</li> <li>Carve into lino, using the appropriate tools, to create line, texture and pattern.</li> <li>Carve into lino, using the safety guidance, to create striking pieces of artwork.</li> <li>Different pressures will carve different thicknesses.</li> <li>Experiment will colour to create a varied effect. E.g . block, ombre, gradients</li> </ul> <p><u>Masterpiece:</u></p> <p>As an artist the children will re-create and illustrate "The bear in the stars book' across all three classes.</p> 	<ul style="list-style-type: none"> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Create and combine shapes to create recognisable forms.</li> <li>Include texture that conveys feeling expression of movement.</li> </ul> <p><u>Masterpiece:</u></p> <p>As an artist the children will create a metal human figure, inspired by the Ancient Egypt mummification process.</p> 	<p>critical opinion of their own and inspirational artist work.</p> <ul style="list-style-type: none"> <li>To select, sort and modify by cutting, tearing with care before adding other marks and colour to represent an idea</li> <li>Use adhesives to select and place cut/torn shapes onto a surface to convey an idea.</li> <li>To be able to overlap and overlay colours to create an effect.</li> <li>Use different techniques, colours and textures when designing and making pieces of work</li> <li>Add collage to a painted, printed or drawn background</li> <li>Refine and altar ideas and explain choices using correct art vocabulary.</li> <li>To be expressive and analytical to adapt, extend and justify their work</li> </ul> <p><u>Masterpiece:</u></p> <p>As an artist children will create an Anglo Saxon themed church window inspired by their inspirational artist and secondary research from our visit to Evesham Abbey</p> 	<p>and meaning of individual headdresses.</p> <ul style="list-style-type: none"> <li>Critique their own work, annotating in detail their likes and dislikes.</li> <li>Take an accurate and precise side profile of their peers using an ipad.</li> <li>Edit their photo into grayscale too emphasises the Ancient Egypt aesthetic.</li> <li>Use black ink to make aesthetic adaptations to their photograph considering the use of face make-up application during Ancient Egyptian rule.</li> <li>Collage to create headdresses associated with Egypt based on their design.</li> </ul> <p><a href="https://leahnewtonart.com/2018/08/25/egyptian-portrait-art-lesson-project-for-middle-school-kids/">https://leahnewtonart.com/2018/08/25/egyptian-portrait-art-lesson-project-for-middle-school-kids/</a></p> <p><u>Masterpiece:</u></p> <p>As an artist, children will create a mixed media self portraiture of them as an Ancient Egyptian Pharaoh, capturing the culturally sensitive beauty that Steve McCurry would have.</p> 
	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
Year 5	<p><u>Knowledge</u></p> <p>Children will know that...</p> <ul style="list-style-type: none"> <li><b>Rudolf Sauter</b> was a German born painter, printmaker, illustrator and poet, who settled locally in Gloucestershire and whose life spanned from 1895-1997.</li> </ul>	<p><u>Knowledge</u></p> <p>Children will know that...</p> <ul style="list-style-type: none"> <li><b>Claude Monet</b> is one of our greats, whose work can be distinctively picked out for his distinctive style of painting.</li> <li>Monet was the founder of the impressionist movement, that received</li> </ul>	<p><u>Knowledge:</u></p> <p>Children will know that...</p> <ul style="list-style-type: none"> <li><b>Gustav Klimt</b> created artwork as a painter who lived from 1862 - 1918 in Austria.</li> <li>Printing can be done in a variety of ways, including lino, string, block, foil, and using wider materials.</li> </ul>	<p><u>Knowledge:</u></p> <p>Children will know that...</p> <ul style="list-style-type: none"> <li><b>Albert Gilles</b> is a French copper artist, whose life spanned from 1895- 1979.</li> <li>Giles won 1st place for Arts Decoratifs in Paris, 1926.</li> <li>Giles became a decorator for Universal studio and later commissioned from</li> </ul>	<p><u>Knowledge:</u></p> <p>Children will know that...</p> <ul style="list-style-type: none"> <li><b>Deborah Roberts</b> is a current, American, contemporary artist whose work consists primarily of mixed media collage.</li> <li>Her work takes on the subject of otherness,</li> </ul>	<p><u>Knowledge:</u></p> <p>Children will know that...</p> <ul style="list-style-type: none"> <li><b>Julie Hetta</b> is a current and relevant fashion photographer, whose photos could be confused for Rembrandt paintings. This gives her fashion portraits</li> </ul>

- Drawing is a form of visual art in which an artist uses instruments to mark paper or other two-dimensional surfaces.
- A variety of techniques are used to create interesting effects.
- Drawings show some good attempts to depict movement, perspective, shadow and reflections.
- Clear choices are made in selecting an appropriate style for an artwork.

Skills:

Children will learn to ...

- Annotate the artist's work to form a subjective and critical opinion of their own and inspirational artist work.
- Use their critical eye, to observe closely the shadows, light, tone and perception incorporated within saulter's artwork.
- Create shadows using a variety of tones, by choosing the correct hardness/ softness of their pencils.
- Use charcoal to show, shadow, light, tone and texture.
- Children will use prior knowledge surrounding different media's and will be able to make purposeful decisions surrounding their artwork and inspirational artists.

Masterpiece:

As an artist, the children will create a war themed portrait by making a decisive decision regarding their medium of choice inspired by Saulter.



- mounds of criticism from breaking out of the 'norm'
- Impressionism is an art movement, within history, that definition derives from the small defined brushstrokes that are thin, yet visible; the open composition and the accurate depiction of light.
- Impressionism was also painting in the moment, with the real life inspiration directly in front of the artist's eye instead of traditional sketches that were taken back to the studio to complete.
- Monet's brush techniques enable a layering effect that creates an omniscience.
- Painting is the practice of applying paint, pigment, colour or other medium to a solid surface.
- A refined colour pallet will enhance or subdue the mood of a painting.
- Tones and tints will create/enhance perspective.

Skills:

Children will learn to ...

- Annotate the artist's work to form a subjective and critical opinion of their own and inspirational artist work.
- Sketch (lightly) before painting to combine line and colour.
- Draw through perspective using 1 point perspective.
- Create a tertiary colour pallet based upon colours observed in the natural or built world.
- Create tones using black pigment.
- Create tint using white pigment.
- Use the qualities of watercolour and acrylic paints to form layers and add to the perception of the painting (Watercolours as the background; acrylic for the finer foreground details).
- Combine colours, tones and tints to enhance the mood of a piece.
- Use brush techniques and the qualities of paint to create texture.
- Create visually interesting pieces.
- Develop a personal style of painting, drawing upon ideas from other artists.

- Printmaking is an artistic process based on the principle of transferring images from a matrix onto another surface, most often paper or fabric.
- Screen printing is a printing technique where a mesh is used to transfer ink onto a substrate, except in areas made impermeable to the ink by a blocking stencil.
- Negative space is what has been carved away.
- Positive space is what is raised and will create the print.

Skills:

Children will learn how to:

- Annotate the artist's work to form a subjective and critical opinion of their own and inspirational artist work.
- Use layers of colour to create an aesthetically pleasing effect.
- Create simple screen prints using paper stencils, looking at negative and positive space.
- Children use their paper cutting skills that they used in year 3, to create their stencils.
- Make the purpose of their work apparent to the viewer.

Masterpiece:

As an artist children will create a screen print based on their inspirational artist.



- both Walt Disney and Pope Pius XII.
- The Ancient Greeks created life-like sculptures using bronze, marble, limestone and terracotta.
- Ancient Greek sculptures were made to honour the gods.

Skills:

Children will learn to ...

- Annotate the artist's work to form a subjective and critical opinion of their own and inspirational artist work.
- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
- Use tools to carve and add shapes, texture and pattern.
- Emboss copper to create the human form in inspiration of Albert Gilles.

Masterpiece:

As an artist the children will create a Greek themed emboss into copper.



- surrounding our social norms of race and beauty.
- A good range of textures are used to create an interesting effect.

Skills:

Children will learn to ...

- Annotate the artist's work to form a subjective and critical opinion of their own and inspirational artist work.
- Mix texture (rough and smooth, plain and patterned).
- Use digital media (photography) to inform their artwork. (to be decided with year group)

Masterpiece:

As an artist children will create a multi media collage using portraits of themselves to convey a sense of identity.



- an unusual yet recognizable style.
- Hetta calls herself a romantic person. This is evident in her portfolio. This often features textures, soft light, and models that look like they live in an alternative universe.
- Hetta's unique style can be found in magazines like British Vogue and brands like Alexander McQueen.
- Fashion photography is a genre of photography which is devoted to displaying clothing and other fashion items, sometimes haute couture. It typically consists of a fashion photographer taking a picture of a dressed model in a photographic studio or an outside setting.
- An advertisement, otherwise known as an advert or ad, is generally considered a public communication that promotes a product, service, brand or event.

Children will learn to...

- Use a DSLR camera to record fashion photos based around year 5's end of year production.
- To use natural lighting and studio/ stage lighting to capture poised portraits and fashion.
- Use their images to create an advertisement for their end of year production. This could be in the form of a ticket or poster.
- Play with imagery and position to tease the viewer. Finding a balance of drawing interest, but concealing enough information to maintain the curiosity.

Masterpiece:

As an artist the children will create an advertisement photo/ edit to excite the audience about the show to come.

		<p><u>Masterpiece:</u></p> <p>As an artist the children will create a local study flood impressionist style flood painting inspired by Monet.</p> 				
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Art Vocabulary Progression  
Early Years – Key Stage Two

Prior vocabulary.

Year Group	Art Concept							
	Drawing	Painting	Collage	Sculpture	Print	Textiles	Digital Media	Knowledge
N						Moving to DT		

R	<p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Continuous line</li> <li>• Wavy</li> <li>• Straight</li> <li>• Shape</li> <li>• Pencil</li> <li>• Pen</li> <li>• Felt tip</li> <li>• Chalk</li> </ul>	<p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Colours</li> <li>• Red,</li> <li>• Blue,</li> <li>• Yellow,</li> <li>• Green,</li> <li>• White,</li> <li>• Brown,</li> <li>• Black,</li> <li>• Pink,</li> <li>• Orange</li> <li>• Purple</li> <li>• Mixing</li> <li>• Sponges,</li> <li>• Brushes</li> <li>• Line</li> <li>• Texture</li> <li>• Shape</li> <li>• 2D</li> <li>• Observation</li> <li>• Imagination</li> <li>• Scale</li> <li>• Size</li> <li>• Fine motor skills</li> </ul>	<p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Experiment</li> <li>• Understand</li> <li>• Glue</li> <li>• Sticking</li> <li>• Paper</li> <li>• Fabric</li> <li>• Natural</li> <li>• Materials</li> <li>• Observation</li> <li>• Imagination</li> </ul>	<p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Experiment,</li> <li>• Dough</li> <li>• Explore</li> <li>• Model</li> <li>• Observation</li> <li>• Imagination</li> <li>• Control</li> </ul>	<p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Mark making</li> <li>• Press</li> <li>• Roll</li> <li>• Rub</li> <li>• Print</li> </ul>	<p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Practise</li> <li>• Threading skills</li> <li>• Basic running stitches</li> <li>• Join</li> <li>• Fabric</li> <li>• Decorate</li> </ul>		<p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Matisse</li> <li>• Picasso</li> <li>• George Surat</li> <li>• Tracey Simposon</li> </ul>
1	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>• Continuous line</li> <li>• Wavy</li> <li>• Straight</li> <li>• Shape</li> <li>• Pencil</li> <li>• Pen</li> <li>• Felt tip</li> <li>• Chalk</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Lines</li> <li>• Pattern</li> <li>• Texture</li> <li>• Tone</li> <li>• Size</li> <li>• Thickness</li> <li>• Thick</li> <li>• Thin</li> </ul>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>• Colours</li> <li>• Red,</li> <li>• Blue,</li> <li>• Yellow,</li> <li>• Green,</li> <li>• White,</li> <li>• Brown,</li> <li>• Black,</li> <li>• Pink,</li> <li>• Orange</li> <li>• Purple</li> <li>• Mixing</li> <li>• Sponges,</li> <li>• Brushes</li> <li>• Line</li> <li>• Texture</li> <li>• Shape</li> <li>• 2D</li> <li>• Observation</li> <li>• Imagination</li> <li>• Scale</li> <li>• Size</li> <li>• Fine motor skill</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Mix</li> <li>• Thick</li> <li>• Thin</li> <li>• Primary colours</li> <li>• Tints</li> <li>• Tones</li> <li>• Layered</li> <li>• Impressionism</li> </ul>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>• Experiment</li> <li>• Understand</li> <li>• Glue</li> <li>• Sticking</li> <li>• Paper</li> <li>• Fabric</li> <li>• Natural</li> <li>• Materials</li> <li>• Observation</li> <li>• Imagination</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Cut</li> <li>• Torn</li> <li>• Glued</li> <li>• Texture</li> </ul>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>• Experiment,</li> <li>• Dough</li> <li>• Explore</li> <li>• Model</li> <li>• Observation</li> <li>• Imagination</li> <li>• Control</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Shape</li> <li>• Lines</li> <li>• Texture</li> <li>• Clay</li> </ul>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>• Press</li> <li>• Roll</li> <li>• Rub</li> <li>• Print</li> <li>• Mark Make.</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Repetition</li> <li>• Pattern</li> <li>• Printing blocks</li> <li>• Mount</li> <li>• Carve</li> <li>• Block</li> <li>• Press</li> <li>• Pressure</li> </ul>	<p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Pattern</li> <li>• Join</li> </ul>	<p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Colours</li> <li>• Shapes</li> <li>• Light</li> <li>• Dark</li> <li>• Photography</li> <li>• Photo</li> <li>• Comparison</li> <li>• Accuracy</li> </ul>	<p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Artist</li> <li>• Label</li> <li>• Matisse</li> <li>• Modern</li> <li>• Sculptor</li> <li>• Site- specific settings.</li> <li>• Rembrandt</li> <li>• Drawing</li> <li>• Pop Art</li> <li>• Repetition</li> <li>• Van Gough</li> <li>• Impressionism</li> <li>• Kandinsky</li> <li>• Abstract</li> </ul>
2	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>• Lines</li> <li>• Size</li> <li>• Thickness</li> <li>• Pattern</li> <li>• Texture</li> <li>• Tone</li> <li>• Sketch</li> </ul>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>• Mix</li> <li>• Thick</li> <li>• Thin</li> <li>• Primary colours</li> <li>• Tints</li> <li>• Tones</li> </ul>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>• Cut</li> <li>• Torn</li> <li>• Glued</li> <li>• Texture</li> </ul> <p>New Vocab:</p>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>• Shape</li> <li>• Lines</li> <li>• Texture</li> <li>• Clay</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Manipulate</li> </ul>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>• Press</li> <li>• Roll</li> <li>• Rub</li> <li>• Print</li> <li>• Repetition</li> <li>• Pattern</li> </ul>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>• Pattern</li> <li>• Join</li> </ul>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>• Lines</li> <li>• Tools</li> <li>• Colours</li> <li>• Shapes</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Bridget Riley</li> <li>• Pointillism</li> <li>• Semi- impressionist</li> <li>• Representational</li> <li>• Cubism</li> <li>• Fragmented</li> <li>• Abstract</li> <li>• Sculptor</li> </ul>

	<p>New Vocab:</p> <ul style="list-style-type: none"> <li>Graphite</li> <li>Intense</li> <li>Naturalistic</li> <li>Pressure</li> </ul>	<p>New Vocab:</p> <ul style="list-style-type: none"> <li>Secondary Colours</li> <li>Contrasting Colours</li> <li>Colour Wheel Theory</li> <li>Tints</li> </ul>	<ul style="list-style-type: none"> <li>Combination</li> <li>Materials</li> </ul>	<ul style="list-style-type: none"> <li>Rolling</li> <li>Reading</li> <li>Kneading</li> <li>Shaping</li> <li>Push</li> <li>Imprint</li> <li>Pinching</li> <li>Scoring</li> </ul>	<p>New Vocab:</p> <ul style="list-style-type: none"> <li>Printing blocks</li> <li>Mount</li> <li>Carve</li> <li>Block</li> <li>Press</li> <li>Pressure</li> </ul>		<ul style="list-style-type: none"> <li>Drawing</li> <li>Print</li> </ul>	
3	<p>Prior Vocabulary:</p> <ul style="list-style-type: none"> <li>Line</li> <li>Tone</li> <li>texture</li> <li>Sketch</li> <li>Graphite</li> <li>Intense</li> <li>Naturalistic</li> <li>Pressure</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>Shading</li> <li>Light/Dark</li> <li>Shadow</li> <li>Hatch/ing</li> <li>Cross hatching</li> <li>Scumbling</li> <li>Stippling</li> </ul>	<p>Prior Vocab</p> <ul style="list-style-type: none"> <li>Thick</li> <li>Thin :</li> <li>Mix</li> <li>Tone</li> <li>Tints</li> <li>Primary Colours</li> <li>Secondary Colours</li> <li>Contrasting Colours</li> <li>Colour Wheel Theory</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>Secondary Colours</li> <li>Techniques</li> <li>Shape</li> <li>Texture pattern</li> <li>Line</li> <li>Watercolour</li> <li>Washes</li> <li>Experiment</li> <li>Mood</li> <li>Fauvism</li> <li>Co-founder</li> <li>Non- naturalistic</li> </ul>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>Cut</li> <li>Torn</li> <li>Glued</li> <li>Texture</li> <li>Materials</li> <li>Combination</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>Effect</li> <li>Precise</li> <li>Contrasting colours</li> <li>Detail</li> <li>Layering</li> <li>Mood</li> </ul>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>Shape</li> <li>Line</li> <li>Texture</li> <li>Manipulate</li> <li>Rolling</li> <li>Reading</li> <li>Kneading</li> <li>Shaping</li> <li>Push</li> <li>Imprint</li> <li>Pinching</li> <li>Scoring</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>Quilling</li> <li>Combine</li> <li>Create</li> <li>Feelings</li> <li>Expression</li> <li>Movement</li> <li>interpretations</li> </ul>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>Press</li> <li>Roll</li> <li>Rub</li> <li>Print</li> <li>Printing blocks</li> <li>Mount</li> <li>Carve</li> <li>Block</li> <li>Press</li> <li>Pressure</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>Layers</li> <li>Block</li> <li>Printing</li> <li>Precise</li> <li>Repetitive patterns</li> <li>Overlapping</li> <li>Monoprinting</li> <li>impression</li> </ul>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>Pattern</li> <li>Join</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>Shape</li> <li>Stitch</li> <li>Cross stitch</li> <li>Back stitch</li> <li>Fabric</li> </ul>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>Tools</li> <li>Lines</li> <li>Colours</li> <li>Shapes</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>Image</li> <li>Video</li> <li>Sound recording</li> <li>Edit</li> <li>Clear/ Focused.</li> <li>Pixelated</li> <li>Layers</li> </ul>	<ul style="list-style-type: none"> <li>Rembrant</li> <li>Perception</li> <li>Realism</li> <li>Linear</li> <li>Realistic</li> <li>Derain</li> <li>Fauvism</li> <li>Matisse</li> <li>Victoria Grace</li> <li>Current</li> <li>Annotate</li> <li>Justine Kuran</li> <li>Quilling</li> <li>Katsushika Hokusai</li> <li>Monoprinting</li> </ul>
4	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>Line</li> <li>Tone</li> <li>texture</li> <li>Sketch</li> <li>Light</li> <li>Shadow</li> <li>Hatching</li> <li>Cross hatching</li> </ul> <p>New Vocabulary:</p> <ul style="list-style-type: none"> <li>Hardness</li> <li>Annotate</li> <li>Elaborate</li> <li>Shading</li> </ul>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>Techniques</li> <li>Thick</li> <li>Thin</li> <li>Shapes</li> <li>Texture</li> <li>Pattern</li> <li>Line</li> <li>Colour</li> <li>Mix</li> <li>Watercolour</li> <li>Washes</li> <li>Experient</li> <li>Mood</li> <li>Primary colours</li> <li>Secondary Colours</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>Detail</li> <li>Vivid</li> <li>Subdue</li> <li>Consistency</li> <li>Perspective</li> <li>Depth</li> <li>Colour pallet</li> <li>Tertiary</li> <li>Pigment</li> </ul>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>Cut</li> <li>Torn</li> <li>Glued</li> <li>Materials</li> <li>Effect</li> <li>Precise</li> <li>Contrasting colours</li> <li>Detail</li> <li>Layering</li> <li>Mood</li> <li>Combination</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>A range</li> <li>Appropriate</li> <li>Purposeful</li> <li>Mixed Media</li> </ul>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>Combine</li> <li>Create</li> <li>Shapes</li> <li>Texture</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>Feelings</li> <li>Expression</li> <li>Movement</li> <li>Cubism</li> <li>Surrealism</li> <li>Metal</li> </ul>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>Layers</li> <li>Block</li> <li>Printing</li> <li>Precise</li> <li>Repetitive patterns</li> <li>Printing blocks</li> <li>Mount</li> <li>Carve</li> <li>Block</li> <li>Press</li> <li>Pressure</li> <li>Overlapping</li> <li>Monoprinting</li> <li>impression</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>Carve</li> <li>Positive and negative space.</li> <li>Illustrations</li> <li>Subjective opinion</li> <li>Foreground</li> <li>Background</li> <li>Pressures</li> <li>Thicknesses</li> <li>Ombre</li> <li>Gradient</li> </ul>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>shape</li> <li>stitch</li> <li>cross stitch</li> <li>back stitch</li> <li>fabric</li> </ul>	<p>Prior Vocab:</p> <ul style="list-style-type: none"> <li>Image</li> <li>Video</li> <li>Sound recording</li> <li>Edit</li> <li>Clear/ Focused</li> <li>Pixelated</li> <li>Layers</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>Digital/ Digitalised</li> <li>Photographer</li> <li>Journalist</li> <li>Accurate/precise</li> <li>Side - profile</li> <li>Greyscale</li> <li>Aesthetic</li> </ul>	<ul style="list-style-type: none"> <li>Silhouette</li> <li>Alexis Snell</li> <li>Illustrations</li> <li>Subjective</li> <li>Cubism</li> <li>Surrealism</li> <li>Subconscious</li> <li>Expression</li> <li>Imagination</li> <li>Digitalised</li> </ul>

5	<p><u>Prior Vocab:</u></p> <ul style="list-style-type: none"> <li>• Hardness</li> <li>• Line</li> <li>• Sketch</li> <li>• Annotate</li> <li>• Elaborate</li> <li>• Shading</li> <li>• Light</li> <li>• Shadow</li> <li>• Hatching</li> <li>• Cross hatching</li> <li>• Tone</li> <li>• Texture</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Shadows</li> <li>• Direction of sunlight</li> <li>• Technique</li> <li>• Blending</li> <li>• Shading</li> <li>• Perspective</li> <li>• Movement</li> <li>• Depict</li> </ul>	<p><u>Prior Vocab:</u></p> <ul style="list-style-type: none"> <li>• Water colour</li> <li>• Techniques</li> <li>• Line</li> <li>• Colour</li> <li>• Mixing</li> </ul> <p><u>New Vocab:</u></p> <ul style="list-style-type: none"> <li>• Acrylic</li> <li>• Palette</li> <li>• Tones</li> <li>• Tints</li> <li>• Enhance</li> <li>• Texture</li> <li>• Personal style</li> <li>• Combine</li> <li>• Create</li> <li>• Natural</li> <li>• Contrast</li> <li>• Omnionce.</li> </ul>	<p><u>Prior Vocab:</u></p> <ul style="list-style-type: none"> <li>• Cut</li> <li>• Tear/ torn</li> <li>• Materials</li> <li>• Effect</li> <li>• Precise</li> <li>• Select and arrange.</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Mixed media</li> <li>• Texture</li> <li>• Rough</li> <li>• Smooth</li> <li>• Plain</li> <li>• Patterned</li> </ul>	<p><u>Prior Vocab:</u></p> <ul style="list-style-type: none"> <li>• texture</li> <li>• patterns</li> <li>• Create</li> <li>• Shape</li> <li>• Feelings</li> <li>• expression</li> <li>• Movement</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Life-like qualities</li> <li>• Real-life proportions</li> <li>• Abstract</li> <li>• Interpretations</li> <li>• Carve</li> <li>• Copper</li> <li>• Emboss</li> </ul>	<p><u>Prior Vocab:</u></p> <ul style="list-style-type: none"> <li>• Layers</li> <li>• colour</li> <li>• Patterns</li> <li>• Prints</li> <li>• Printing blocks</li> <li>• Mount</li> <li>• Carve</li> <li>• Block</li> <li>• Press</li> <li>• Pressure</li> <li>• Overlapping</li> <li>• Monoprinting</li> <li>• impression</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Accurate</li> <li>• Visual</li> <li>• Reflect</li> <li>• Purpose</li> </ul>	<p><u>Prior Vocab:</u></p> <ul style="list-style-type: none"> <li>• Shape</li> <li>• Stitch</li> <li>• Cross stitch</li> <li>• Back stitch</li> <li>• Fabric.</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Precision</li> <li>• Techniques</li> </ul>	<p><u>Prior Vocab:</u></p> <ul style="list-style-type: none"> <li>• Image</li> <li>• Video</li> <li>• Sound</li> <li>• recording</li> <li>• Digital/ Digitalised</li> <li>• Photographer</li> <li>• Journalist</li> <li>• Accurate/precise</li> <li>• Side - profile</li> <li>• Greyscale</li> <li>• Aesthetic</li> </ul> <p>New Vocab:</p> <ul style="list-style-type: none"> <li>• Enhance</li> <li>• Editing</li> <li>• Animation</li> <li>• Still Images</li> <li>• Instillations</li> </ul>	<ul style="list-style-type: none"> <li>• Rudolf Sauter</li> <li>• Illustrator</li> <li>• 1 point Perspective</li> <li>• Claude Monet</li> <li>• Impressionist</li> <li>• Movement</li> <li>• Ominionce</li> <li>• Contemporary</li> </ul>
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