

Art Knowledge Map

Year R

Autumn Term

- I can experiment with mark making using different materials eg. Pencils, paints thick/thin, different sized brushes, oil pastels, wax crayons, felt tips.
- I can draw closed shapes
- I can draw figures with more detail eg. facial features
- I can use drawing to represent ideas like movement or loud noises
- I can show different emotions in my drawings and paintings like happiness and sadness, fear etc
- I can begin to colour mix primary colours.
- I can use clay to make a simple pot / diva lamp
- I can use natural materials to make an arrangement / picture (transient art)
- I can use simple tools such as scissors

Artist, craft maker or designer: Andy Goldsworthy

Vocabulary: draw, brush, sketch, outline, mix, arrange, natural objects, circles triangles

Spring Term

- I can create simple patterns
- I can colour mix primary colours
- I can explore and select different materials
- I can use different textures to create a collage
- I can use a malleable material (salt dough) to create a model
- I can design, sort, decide on materials, create and evaluate my (junk) model

Artist, craft maker or designer: Wassily Kandinsky

Vocabulary: pattern, materials, rough, smooth, hard, stiff, crinkly, bumpy, thick, thin, layers, collage, make, model.

Summer Term

- I can make a clay/modelling material model to express my feelings
- I can mix paint colours
- I can draw a range of plants and fruits.
- I can safely use and explore a range of materials, tools and techniques.
- I can experiment with colour, design, texture, form and function.
- I can share my creation, explaining the process I have used.

Artist, craft maker or designer: Barbara Hepworth

Vocabulary: mould, squash, knead, mix, blend.

Year 1

Autumn Term – Formal Elements

- I can create abstract art
- I know that abstract art is artwork made from colour, shape and pattern rather than objects which we recognize
- I know that abstract art uses a lot of shapes
- I can create an abstract piece using different colours and shapes in an interesting way
- I can create a line drawing
- I can create a work of art in the style of a modern artist
- I can experiment with different resources to create different lines
- I can use lines to create a drawing
- I know that lines can be used in different ways
- I can draw lines to look like water
- I can use a variety of different materials to make different types of marks
- I can add plants and creatures to bring art to life
- I can work collaboratively on one large piece of art
- I know that there are three primary colours: red, yellow and blue
- I know that primary colours can be mixed to create the secondary colours (*purple, orange and green*)
- I can apply paint carefully so that the colours do not run into one another

Artist, craft maker or designer:

- **Vocabulary:** Composition, Abstract, Wavy, Vertical, Horizontal, Cross hatch, Wavy, Waves, Water, Lines, Primary colours, Secondary colours, Impasto.

Spring Term – Art and design Skills

- I think carefully about the items I choose to print with
- I know the right amount of paint to use
- I can use a variety of colours in my printing
- I can create simple block designs or patterns when printing
- I know that yellow and blue mixed together make green
- I know that mixing different yellows and blues make different shades of green
- I can mix at least five different shades of green
- I can make a print of a Tudor house in the Great Fire of London
- I can use two different printing techniques to make my print
- I can draw around a variety of shapes
- I know that my shapes can overlap
- I can experiment variety of different media in this piece

- I can say which medium I prefer and why
- I can look at a picture in detail and talk about it
- I can remember that artists tell stories in their artwork, whether it is realistic or abstract and that art can be about your feelings
- I know that looking hard at a picture helps me to see details and understand the artwork

Artist, craft maker or designer: Louis Wain

- **Vocabulary:** Pattern, Shape, Kaleidoscope, Form, Texture, Space, 2D shapes, 3D shapes, Abstract, Contemporary, Drawing mediums, Narrative, Printing, Shade, Tudor style house, Shade, Form, Print, 2D

Spring Term- Collage using different media

- I can identify the key features of a landscape
- Cutting complex shapes using scissors safely and carefully
- Drawing lines to represent the horizon line and the sea
- Composing a beach scene using shapes provided and my imagination
- I can identify different textures in a scene
- I can find appropriate materials to create different textures and apply appropriate textures to a well known painting
- I can create different tints and shades and use them to paint
- I can use different tints and shades to create a tonal representation of the sea and sky
- I understand that light colours stand out more and darker colours recede
- I can reproduce and apply an artist's colour range to my own work
- I can identify colours used in artist's works
- I can mix colours to match those I've seen
- I can apply the colours carefully with a paintbrush
- I can create details using controlled painting and other materials and objects
- I can paint areas of dark and light
- I can use a small brush to paint details
- I can use other objects and materials to add further details

Artist, craft maker or designer: Vincent Van Gough

- **Vocabulary:** Horizon, Landscape, Sea, Beach, texture, Colour, Tint, Shade, Collage

Summer Term- Sculptures and collages

- I can create a pattern from clay
- I can sketch a pattern from observations, using lines, curls and circles
- I can use moulding clay/plasticine to create a sculpture
- I can work carefully to make sure that my patterns are even and regular
- I know how to use etching tools to create my patterns
- I can create a 3D model of a creature

- I can select natural materials that I think will make an interesting piece of art
- I can arrange the materials in a meaningful way and explain their placement in my final composition
- I can plan and create a sculpture as a class
- I can work cooperatively
- I can create different parts of a sculpture
- I can secure parts of the sculpture together
- I know that 3D sculpture can be created from a range of materials
- I can paint our class sculpture
- I can use different tools to paint with
- I can work as part of a collaborative project
- I can paint onto 3D surfaces using appropriate methods

Artist, craft maker or designer:

- **Vocabulary:** Pattern, Etching, Insect, Exoskeleton, Invertebrate, 3D, Collage, Pattern, Symmetry, sculpture,

Year 2

Autumn Term- Art and design Skills

Craft – Clay

- I can create repeating patterns into clay in the same way that I used them in my printing pattern
- I know that clay is a material that can only be used when it is flexible and wet

Craft – Weaving

- I know that fabric is made from weaving
- I can fold a horizontal piece of paper into eight sections
- I can fold a vertical piece of paper into six sections
- I can cut along folded accurately with scissors
- I can thread strips of paper to create a weave patterns

Shading

- I can control my pencil to create dark and light tones
- I know that I must take care to shade with no gaps
- I know that I must not to go over the lines

Painting – Roller coaster ride

- I can use a comfortable grip when holding a brush
- I know how to load a paint brush with the correct amount of paint
- I can work carefully to control my brush
- I can use a flowing stroke when painting

Learning about – Drawing for fun

- I know that art can be enjoyable however good I think I am
- I can appreciate other people's drawings
- I can suggest ways to improve my own work and other peoples

Vocabulary:

Clay, Template, Slip, Repeating, Pattern, Weave, Material, Shade, Sketch, Rollercoaster, Brush, Paint, Draw

Formal Elements of Art

- I know that a pattern is created by repeating lines, shapes, tones or colours
- I know that pattern can exist in nature and can be made by artists to design all sorts of art, craft and design
- I can choose everyday items to paint with and use them to create a repeating pattern.
- I know how to take a rubbing and can identify different textures when creating a picture.
- I know that the tool that I use will change how my rubbing looks
- I can use colour to create different effects
- I can carefully tear my rubbings into shapes
- I know that 'tone' means the lightness or darkness of something
- I can experiment with pencils to create different tones
- I can use different tones to make a drawing look three dimensional
- I can remember that different drawing tools and different ways of holding them can give a variety of tones from light to dark

Artist, craft maker or designer:

Max Ernst, Ed Ruscha,

Vocabulary:

Repeating Pattern, Pattern, Tessellation, Overprinting, Rubbing, Frottage, 3D, Drawing, Dada, Surrealism, Pop Art, Tone, Shade

Spring Term Human Form

- I can recognise facial features in a skull
- I can accurately trace outlines
- I can add extra detail by drawing what I see
- I know that the term collage means 'a collection of materials or objects covering a surface'
- I know that beauty can be found in landscapes, plants and flowers, animals, people and acts of kindness
- I can create a collage of facial features
- I know that Julian Opie is a British artist
- I can create a portrait in the style of Julian Opie by drawing long lines to outline the face, head, neck and hair
- I can detail facial features using only dots and small lines
- I know that Edwina Bridgeman is a craftsperson who makes figures from objects
- I can make a clothes peg figure of my own using a variety of materials
- I can make connections between my work and the work of Edwina Bridgeman

Artist, craft maker or designer: Damien Hirst, Julian Opie, Edwina Bridgeman

Vocabulary: Alphabet, Letterforms, Dexterous, Skull, Pattern, Trace, Sketch, Face, Features, Beauty, Collage, Self-portrait, Pegs, Figures

Summer Term- Sculpture

- I can create a superhero sculpture by: Bending wire/pipe cleaners into a superhero shape or by using plasticine to make arms legs and a body.
- I can show awareness of the proportions of limbs in my sculpture
- I know that the parts of the face that convey most emotion are the: eyes, mouth, eyebrows and I can create different expressions by altering these features
- I can use materials to add texture to my art work
- I can create a dot matrix effect in the style of Lichtenstein
- I can create shadow effects within the artwork by outlining the figures in black
- I can use pastels to add colour in areas not already filled with comic collage or fingerprint dots
- I can blend two primary pastel colours to make a secondary colour
- I can shade tones to the edge with few gaps and with a neat finish

Artist, craft maker or designer: Roy Lichtenstein

Vocabulary:

Superhero, Pose, Wire, Limbs, Torso, Joints, Emoji, Face, Features, , Comic, Pop Art, Primary colours, Tone, Print, Pastels, Shadowing

Year 3

Autumn Term- Art and design Skills

Learning about – Carl Giles

- I know that Carl Giles is a cartoonist
- I can draw my family in a minimalist, graphical/cartoon style

Painting – Tints and Shades

- I know the meaning of:
 - Tone (the areas of dark and light in a painting or photograph)
 - Tint (to make a colour lighter)
 - Shade (to make a colour darker)
- I know I can make a tint by adding white to a colour
- I know I can make a shade by adding black to a colour
- I can use tints and shades of a colour to paint from light to dark
- I can paint neatly and smoothly
- I can compare my work to the work of an artist

Drawing – My toy story

- I can recognise and describe shapes in an object and start my drawing by using sketchy lines to draw these
- I can 'tidy up' my sketched lines with a rubber when happy with my shape
- I can complete my drawing by adding:

- detail
- texture
- colour

Craft and Design – Puppets

- I can use a variety of materials to make a puppet figure in three dimensions using craft materials
- I can make the various parts of my puppet to the correct proportions
- I can sketch a design of my sock puppet before I make it
- I can cut and stick with precision

Artist, craft maker or designer:

Carl Giles, Diego Velazquez

Vocabulary:

Cartoon, Characters, Tint, Shade, Tone, Outline, Sketch, 3D, Craft, Puppet, Sock, Shadow

Autumn Term- Formal Elements of Art

- I can recognise and accurately draw simple shapes in objects
- I can identify objects made from shapes in my environment and draw from observation
- I know that: In nature objects are usually formed from wavy lines and Man-made objects consist of straight lines
- I know that the points, lines, shapes and space that make up simple 2D and 3D shapes are known as 'geometry'
- I can bend, manipulate and join wire to create shapes
- I can use smaller pieces of wire to add features
- I can work safely with the tools and equipment I am using
- I know that 'tone' refers to the light and dark areas of an object or artwork
- I can hold my pencil properly when shading by: using the side of the pencil and holding it flat to the paper
- I can apply the four rules of shading:
 1. Shading in ONE direction
 2. Creating smooth, neat, even tones
 3. Leaving NO gaps
 4. Ensuring straight edges
- I know that 'tone' refers to the light and dark areas of an object or artwork
- I am able to control a pencil to shade tones smoothly from light to dark using the four rules of rules of shading
- I can blend tones gradually so that there aren't any sudden changes from dark to light

Artist, craft maker or designer:

- **Vocabulary:** geometric, Shapes, Geometry, 2D, 3DWire, Sculpture, Shading, Tone, shading, Tone, Light, Dark

Spring Term -Prehistoric Art

- I know the process of making art in prehistory
- I know that prehistoric people painted with muted earth colours
- I can start to understand why early man created art
- I can identify key 2D shapes in an image
- I can identify and collect coloured natural items to paint with
- I can investigate which natural items make the most successful colours
- I can create paints using all-natural ingredients as cave artists did
- I can mix paint to create a range of natural colours
- I can experiment with techniques to create different textures
- I can add fine detail using smaller brushes
- I can create natural colours using paint

Artist, craft maker or designer:

Cave Artists

Vocabulary: Prehistoric, Caves, Animals, Charcoal, Rubbing, Cave Artists, Stone Age, Pigment, Composition, Handprint, Negative Image, Positive Image,

Summer Term- Craft

- I know what a mood board is
- I can show what is important to me through the creation of my own mood board
- I know the process of tie-dyeing
- I can secure the ties tightly
- I know the similarities between tie-dyeing and wax resist
- I know that Warp mean the threads running top to bottom (longitudinally) and Weft means the threads running side to side (laterally- weaving over and under the warp threads)
- I know how to weave
- I can weave with a range of materials
- I can sew a running stitch
- I can cut fabric neatly and accurately

Artist, craft maker or designer:

- **Vocabulary:** Weave, Warp, Weft, Natural, Synthetic, Loom, Mood oard, Decorate, Palette

Year 4

Autumn Term- Art and design Skills

Design – Optical Illusions

- I know that lenticular printing gives an optical illusion
- I know that this illusion is created using two images
- I can create an image using the principles of lenticular printing
- I can score lines safely

Design – Willow Pattern

- I know about the creation of the willow pattern
- I can choose three parts from a story to use in my willow pattern design
- I can make my own willow pattern design by:
 - drawing the three parts of my story
 - using undiluted ink to add detail
 - using a water wash to add lighter tones
 - adding an outline to my plate

Craft – Soap Sculptures

- I can draw a design for a three-dimensional piece
- I can work with the material safely and creatively to make a recognisable object
- I can use tools and my hands to carve, model and refine my sculpture

Painting – Paul Cezanne

- I have analysed paintings by the artist Paul Cézanne and can remember key facts about his work
- I can paint in the style of Paul Cézanne by:
 - mixing colours as he did
 - using the same brushstroke techniques

Drawing – Still Life

- I can work in a group to create an interesting still-life arrangement
- I can sketch an outline of the still life objects using symmetry lines
- I know that 'tone' means the lightness or darkness of something
- I can use light, medium and dark tones to make the drawing look three-dimensional
- I can add highlights to my drawing

Artist, craft maker or designer:

Thomas Minton, Barbara Hepworth, Paul Cezanne, Georgio Morandi

Vocabulary:

Optical Illusions, Portrait, Landscape, Chinoiserie Pottery, Willow Pattern, Soap Carving, Sculpture, Texture, Brushstrokes, Perspective, Geometry, Curator, Exhibition, Still Life, Sketch, Dark, Light

Spring Term- Formal Elements of Art

- I can experiment with charcoal to create different textures and effects
- I can express the meaning of words and phrases in an abstract way using an appropriate charcoal technique
- I can make a printing block using playdough
- I can press an object into the block to create texture and pattern
- I can print using my playdough block by: coating the surface in ink and placing paper over the block and pressing with my hand
- I can make my own stamp using geometric and mathematical shapes
- I can use my stamp to create prints
- I can make my prints unique through my use of colour and pattern
- I can experiment in print using:
 - Repeating patterns
 - Symmetrical patterns
 - A simple symmetrical figure
- I can apply mathematical techniques of reflection and symmetry to my artwork to create a flip pattern
- I know that a compass is used to make circles

- I can use a compass safely and accurately to divide a circle into arcs to recreate the flower of life pattern
- I know that people have used the flower of life pattern for thousands of years

Artist, craft maker or designer:

Vocabulary:

Charcoal, Mark-making, Abstract, Playdough, Print, Pattern, Tessellation, Pattern, 2D Shapes, Symmetry, Compass

Spring Term -Every Picture Tells a Story

- I know that artists tell stories in their artwork and that art can be about feelings
- I can describe the formal elements in a picture
- I can understand and describe the story behind a painting
- I can create a drawing based on a famous piece of art

Artist, craft maker or designer:

David Hockney, Paula Rego, Edward Hopper, Pieter Bruegal, Fiona Rae

Vocabulary:

Pattern, Narrative, Shape, Tone, Role-play, Abstract

Summer Term- Sculpture

- I can see further uses for recycled materials
- I can create circular prints of consistent size and shape
- I can draw recognisable musical notes and symbols
- I can use wax resist to create a pattern
- I know that pitch is affected by the size of the object struck
- I can create a musical themed design or pattern
- I can create a collage of contrasting images
- I can recognise the work of Arcimboldo
- I can neatly cut out and arrange sections of a sculpture
- I know about the work of Sokari Douglas Camp
- I can create a sculpture from reused materials
- I can discuss how recycling or reusing material helps the environment

Artist, craft maker or designer:

Sam Francis, Arcimboldo, Sokari Douglas Camp, El Anatsui

Vocabulary:

Maracas, Repeating Pattern, Zig-Zag, Symmetrical, Action Painting, Wax-Resist, Drums, Timbre, Composition, Collage, Facial Features, Sculpture, Recycled, Reused, 3D, Landfill

Year 5

Autumn Term- Art and Design Skills

- I can use fine control with a pencil to make a detailed and analytical observational drawing
- I can use a HB pencil to extend the drawing so that the lines are a continuation of the lines that are already there
- I can add tonal graduation using a 2B pencil
- I can use my imagination to brainstorm ideas for an invention that has a set purpose
- I can develop and communicate my ideas through notes and drawings
- I can select one idea and draw this in full – including annotations
- I can successfully draw a portrait using the continuous line method
- I can use text to add detail to my portrait:
 - varying the size of the words
 - varying the size of individual letters
 - placing the letters artistically
- I can lay out a simple collage by selecting the most interesting elements
- I can glue my collage in place when I am happy with the final composition
- I can draw and colour the collage accurately from composition
- I can adjust my drawing in light of mistakes
- I can correct any rough edges or gaps in my colouring
- I can make a grid on paper
- I can draw an enlarged version of the section I have chosen by scaling it to a larger size
- I can paint accurately and evenly, painting straight edges and without leaving brush marks or gaps in my painting
- I can sketch my initial thoughts and ideas based on a given theme
- I have successfully used visualisation and my imagination to think of an original idea for a picture
- I can develop my ideas into a successful piece of artwork

Artist, craft maker or designer:

Paul Klee

Vocabulary:

Drawing, Pattern, Gradation, Tone, Shading, Designer, Invention, Innovation, Portrait, Sketch, Form, Shape, Texture, Line, Collage, Dynamic colours, Blend, Trace, Scale, Grid, Paint, Draw, Sketch, Illustration

Autumn Term - Formal Elements: Architecture

- I can successfully draw a picture of a house from observation
- I can look closely at details such as roof tiles and bricks to interpret them accurately
- I can evaluate my print composition
- I can create a clear print
- I can describe Hundertwasser's work and recognise it
- I can reimagine buildings in this style

- I can add colours and motifs to a design to transform the look of a building
- I can design a building based on an architectural style
- I can use perspective view, a plan view or front elevation to draw my design
- I can design a building based on a theme or to suit a specified purpose
- I can design a monument to symbolise a person or event

Artist, craft maker or designer:

Friedensreich Hundertwasser

Vocabulary:

Architecture, Design, Houses, Sketching, Shading, Monoprint, Abstract, House, Features, Pattern, Perspective, Elevation, Amphitheatre, Rainforest, Temple, Monument, Legacy

Spring Term- Every Picture Tells a Story

- I can evaluate and analyse a work of street art and relate it to the news and current affairs and to British Values
- I can use limited materials to create a symmetrical abstract image
- I can use my imagination to interpret and add detail to my image
- I can create a message (with meaning) using purely visual symbols
- I know that throughout history, people have recorded their lives, history and written messages using pictograms and the current emoji is a development from that
- I can express how a piece of artwork makes me feel
- I can compare events in a piece of artwork to current news and the 'Fundamental British Values'
- I can demonstrate my understanding of the composition and meaning of a piece of artwork through a drama activity
- I can see the importance of 2D drawings in developing three dimensional work
- I know that I can also develop ideas through exploring shape and form
- I can use 2D drawings and explore shape form to develop my own ideas for 3D work

Artist, craft maker or designer:

Banksy, Hermann Rorschach, Andy Warhol, John Singer Sargent, Magdalene Odundo

Vocabulary:

British Values, Immigration, Graffiti, Mural, Public Art, Racism, Inkblot, Pattern, Emoji, Facial Expressions, Tableau, Companionship, Support, Sketching, Tone, Shape

Summer Term- Design for a purpose

- I can design my own coat of arms by selecting and placing imagery appropriately within a shape
- I know what a coat of arms is and how symbols represent a person
- I understand the context of design throughout human history

- I know that a design requires both planning and purpose
- I know that designers start with ideas and rough drawings before finalising their designs
- I can work collaboratively to a design brief and present ideas and designs clearly in a visual format
- I know that designs can be reviewed and modified as a project develops
- I understand how advertising, words, USP and packaging help to sell a product and to give it an identity
- I can investigate and understand the use of language when naming a design product
- I can design a product based on a word
- I know that products have USP (unique selling points)
- I can communicate through spoken and visual language to 'sell' a product

Artist, craft maker or designer:

Morag Myerscough, Luke Morgan

Vocabulary: Coat of Arms, Shield, Armour, Symbol, Design, Features, Sketch, Shape, Bright Colours, Pattern, Diagram, Modify, Consumable, Product, Purpose, USP, Slogan, Purpose, Concept, Designer

Year 6

Autumn Term- Impressionism Painting

- I know some of the motivations and techniques of impressionist and post-impressionist painters
- I know not to leave any white areas within my painting
- I can paint skilfully by mixing complex colours
- I can apply the paint in the style of Claude Monet

Drawing and Craft – Zentangle Patterns and Printing

- I know how to transfer my drawn zentangle pattern onto a polyprint/polystyrene tile
- I know that this method creates a reverse system where the imprinted lines become white and the background becomes the colour of the ink used
- I can create a design matrix by drawing different zentangle patterns
- I can apply an even layer of ink onto the tile
- I can create a repeat pattern

Design – Making a Hat

- I know how the design process works and can successfully use it
- I can create a prototype
- I can review, evaluate and modify ideas as the design develops
- I can share my ideas verbally and through quick sketches

- I can work as part of a team on a working model by reviewing, evaluating and modifying design ideas

Evaluating – Edward Hopper

- I can analyse and evaluate artwork using the following fundamental element:
 - ‘Say what you see’/scene
 - Technique
 - Form and Shape
 - Colour and light
 - The title

Artist, craft maker or designer:

Claude Monet, William Morris, Edward Hopper

Vocabulary: Impressionism, Claude Monet, Painting, Brush, Zentangle method, Pattern, Shape, Printing, Repeated, Reverse system, Hat, Design, Prototype, Realism, Symbolism, Character, Oil paint

Autumn Term- Make my Voice Heard

- I know there are different styles of graffiti art
- I know that the work of the artist Kathe Kollwitz is based on difficult experiences
- I can create my own graffiti tag
- I can add a 3D shadow to my tag
- I can draw a series of lines to create a simple portrait of a face
- I can use Kathe Kollwitz as an inspiration to add to these lines to show an emotional expression
- I can use charcoal to add shadows to my portrait drawing
- I know about some of the symbolism used in Picasso’s ‘Guernica’
- I can plan and create a drawn composition in the style of Picasso’s ‘Guernica’ by:
 - using symbols in my artwork to convey a message
 - considering where the tones of black, grey and white are used to create effect
- I can use paint to produce a carefully finished piece of art in the style of Picasso’s ‘Guernica’
- I know how to use masking tape to create a straight line
- I can create a sculpture of a head using clay
- I know to keep clay malleable using a drop of water
- I can convey a message or emotion in my sculpture by:
 - using clay sculpting tools
 - adding facial features using additional pieces of clay and attaching these to the head

Artist, craft maker or designer:

Banksy, Käthe Kollwitz, Pablo Picasso, Mark Wallinger

Vocabulary:

Graffiti, Street art, Wildstyle tag, Mural, Portrait, Features, Shading, Pastel, Halo technique, Chiaroscuro technique, Guernica, First World War, Spanish Civil War, Composing, Painting, Clay, Sculpture, Features

Spring Term- Photography

- I can create a photomontage image by selecting images and creating a new image with them
- I know that a photomontage is a collection of images put together to create a final piece
- I can select images and create a composition
- I can create a successful close up photograph of a natural form and edit the photograph in appropriate software/apps
- I can make decisions about cropping, editing and presentation of photographic images
- I know that artists use photography to record and observe, I understand the terms macro, and monochromatic
- I can take photographs in different poses which show different expressions
- I can develop one of these into a line drawing, using continuous line
- I can develop a self-portrait from a photograph and understand how this can be used to create expression in an image
- I can combine photography with learning how to draw a portrait
- I can take photographs in different poses which show different expressions
- I know that paintings and photographs can express emotion
- I can replicate the mood and expression of a painting

Artist, craft maker or designer:

Hannah Höch, Edward Weston, Edvard Munch

Vocabulary:

Photomontage, Composition, Dada, Macro Photography, Saturate, Desaturate, Tones, Self-portrait, Selfie, Expression, The Scream

Summer Term- Still Life

- I can draw from observation with a focus on line and form
- I know that my sketches are not the finished article and I can do several attempts
- I can use charcoal and chalk to show light and shadow
- I can create a piece of abstract art
- I can create clear lines and shapes
- I can use other materials to draw with
- I know what is meant by a negative image
- I can paint with attention to form line and layout
- I know how to mix colours to create the hue that I need

- I know how to mix darker and lighter tones
- I can represent ideas graphically, combining words and graphics
- I can justify my choice of graphics and words
- I can create a box from pieces of thick paper/card

Artist, craft maker or designer:

Paul Cezanne, Jaromír Funke, Iberê Camargo

Vocabulary:

Still Life, Composition, Negative medium, Shade, Underpainting, Hue, Tone, Memory box, Graphic representations