

BEING AN ARTIST



Year Group	National Curriculum	Sticky Knowledge	Vocabulary	Skills
Three and Four-Year-Olds (Nursery)	Physical Development Expressive Arts and Design	<p>Non-statutory guidance <i>Statements taken from Development Matters (2020) as pre-requisite skills in art in preparation for access to the National Curriculum</i></p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. <ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. 	Design, construct, build, make, tape, glue, stick, picture, paint, pencil, felt pen, patterns, shape, print, junk model, rainbow, colour	<p>Nursery Autumn term Designing houses and constructing Joining Materials Cake Baking Making Gifts/ toys</p> <p>Nursery Spring term My favourite toy painting. Observational drawings of an old teddy bear or toy. Design posters for class toy shop. Print patterns using toy shapes. Observational flower drawings Fruit/ Veg paint printing Nature pictures- Transient Art</p> <p>Nursery Summer term Paper mache creatures using paint and other junk modelling items. Mini-beats collage and art. Underwater scene Shiny rainbow fish art</p>

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Reception	Physical Development	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. 	Self-portrait, mix, colour, paint, design, pattern, pencil, pen, paint, shade, Van Gogh, Starry Night, pastels, tools, clay, mould, imprint, collage, materials, natural, man-made	Reception Autumn term Self portraits using pencils & paint Colour mixing – paint hands to mix colours and print Observational drawing of leaves Design a superhero spoon puppet Diwali patterns Christmas art
	Expressive Arts and Design	Statutory – ELG (Fine-motor skills) <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Statutory – ELG (Creating with materials) <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 		Reception Spring term Colour mix block paints to create different shades to paint planets Explore the work of Vincent Van Gogh's Starry Night and use to reproduce own examples using a combination of media. Investigate using pastels to create a planet. Use seashells, pebbles, stones and other natural objects; pencils, clay tools, bottle tops and other manmade objects to make impressions in clay
				Reception Summer term Use a variety of seeds to make a collage of 'Sunflowers' by Van Gogh. Observational drawing of flowers Show children how to thicken paint by adding flour and then apply the paint using fingers or lolly sticks to produce paintings in the style of Van Gogh. Transient art using natural materials
Y1	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products to use 	<u>Unit 1 Formal elements of art</u>	<u>Formal elements of art</u> Abstract, modern art,	<u>Drawing</u> Explore mark making, experiment with drawing lines and use 2D shapes to draw



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	<p>drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<ul style="list-style-type: none"> I know what abstract art is and that abstract art uses a lot of shapes. Horizontal lines go from left to right, across the page, like a horizon line. Vertical lines go up and down, the length of a page, from top to bottom. Working collaboratively means to work in a group on the same piece of work. <p><u>Unit 2 Art and design skills</u></p> <ul style="list-style-type: none"> I know that yellow and blue mixed together make green. I know that mixing blue and red makes purple. A mirror image is a reflection of the image. A motif is a small design, which can be repeated to make a pattern. <p><u>Unit 3 Collage using different media.</u></p> <ul style="list-style-type: none"> I know the horizon line is where the sky meets the ground. I know I can make different tints by adding white to my colours to lighten them. I can create various textures by using different materials to show how things feel when touched. <p><u>Unit 4 Sculptures and collages.</u></p> <ul style="list-style-type: none"> I can use moulding clay or plasticine to make different shapes and create a sculpture. I can make patterns by repeating motifs. Recycled junk (cereal boxes, scrap paper) can be reused to create art work or other things. Etching tools can be used to create patterns by scratching into a surface when I then apply ink to then print from. 	<p>Primary colours, secondary colours. Shape.</p> <p><u>Art and design skills</u> 2d shapes, 3d shapes, printing, shade, abstract, contemporary, tudor-style house.</p> <p><u>Collage using different media</u> Horizon line, landscape, representation, shades, tones.</p> <p><u>Sculptures and collages</u> Sculpture, symmetrical, etching, contemporary, sketch, Textile.</p>	<p><u>Painting</u> Develop skill and control when painting. Paint with expression <u>Craft, design, materials and techniques</u> Learn a range of materials and techniques such as clay-etching, printing and collage.</p> <p><u>Knowing and applying the formal elements</u> <u>Colour</u> Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. <u>Form</u> Learn about form and space through making sculptures and developing language. <u>Line</u> Use express and experiment with line for purpose, then use appropriate language to describe lines. <u>Pattern</u> Understand patterns in nature, design and make pattern in a range of materials. <u>Shape</u> Identify, describe and use shape for purpose. <u>Texture</u> Use materials to create textures. <u>Tone</u> Understand what tone is and how to apply this to their own work. <u>Sketchbooks</u> To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p>
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Y2	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<ul style="list-style-type: none"> <u>Unit 1 Formal elements of art</u> I can explain that tone refers to how light or dark something is. I can shade in different tones with different kinds of pencils to make something look 3D. I know that tessellation is an arrangement of shapes, close together in a repeated pattern, without gaps or overlapping. I know that Surrealism is an art movement where artists paint from their imaginations. I know that Pop art uses bright colours and everyday objects. I know that Ed Ruscha was an American artist associated with Pop art. <u>Unit 2 Art and design skills</u> I know that a sketch is a light, fast drawing to help plan my work. I know that ceramics include plates, bowls and vases that could be made from clay. I know how to hold a paintbrush so that I have control when painting. I can recognise concentric circles in art work. I know that Clarice Cliff is an English artist who created pottery. <u>Unit 3 Human form</u> I know that a self portrait means to draw or paint my own face. I know that a collage is to make art work from a mixture or collection of materials and is known. I know that symbolism means one object represents another. I can explain why I like the look of something that somebody else might not like. I know that Damien Hurst/Julian Opie/Edwina Bridgeman is a modern artist from Britain. <u>Unit 4 Sculpture and mixed media</u> 	<p><u>Formal elements of art</u> tessellation, repeating pattern, overprinting, rubbing, frottage, 3D drawing, dada, surrealism, pop art</p> <p><u>Art and design skills</u> air drying clay, ceramics, concentric circles, repeating pattern, score, sketch, slip tone</p> <p><u>Human form</u> choreograph, collaboration, contemporary, day of the dead, mixed media, sculpture, self-portrait, symbolism.</p> <p><u>Sculpture and mixed media</u> blend, cartoon, colour wash, comic, dot matrix, illustrator, pop art, sculpture.</p>	<p><u>Drawing</u> Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials</p> <p><u>Painting</u> Further improve skill and control when painting. Paint with creativity and expression.</p> <p><u>Craft, design, materials and techniques</u> Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</p> <p><u>Knowing and applying the formal elements</u></p> <p><u>Colour</u> Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</p> <p><u>Form</u> Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</p> <p><u>Line</u> Draw lines with increased skill and confidence. Use line for expression when drawing portraits</p> <p><u>Pattern</u> Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own.</p> <p><u>Shape</u> Compose geometric designs by adapting the work of other artists to suit their own ideas.</p> <p><u>Texture</u> Identify and describe different textures. Select and use appropriate materials to create textures.</p> <p><u>Tone</u> Experiment with pencils to create tone. Use tone to create form when drawing.</p> <p><u>Sketchbooks</u></p>

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		<p>I know that a cartoon is an illustration or animated film designed to be funny.</p> <p>I know that a comic is a series of illustrations telling an amusing story.</p> <p>I know that an illustrator is an artist who draws pictures for books.</p> <p>I can explain how a series of dots can create an effect of colour or tone.</p> <p>I know that adding white to primary colours makes pastel colours.</p> <p>I know that Leo Baxendale was a cartoonist who created characters for the Beano comics.</p>		<p>To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p> <p><u>Creating original artwork</u></p> <p>Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</p> <p>NB for VG: Are these classed as skills as they are in the generating ideas section of the Kapow doc.</p>
Y3	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history 	<p><u>Unit 1 Art and Design Skills</u></p> <p>Know cartoons tell a story and do not have to be funny.</p> <p>It helps to draw cartoons in a simple and minimal style.</p> <p><u>Unit 2 Prehistoric Art</u></p> <p>Know charcoal is made from thin, peeled willow twigs which are heated without oxygen;</p> <p>Know crushed charcoal can be used to create different textures and effects;</p> <p>Charcoal smudges easily and a fixing spray can be used to limit this.</p> <p>Large wild animals were important to people in prehistory such as: bison, horses, deer and aurochs.</p> <p>Earth colours used by people in prehistory include: red, yellow, umber pigments, black charcoal from the fire and burnt bones.</p> <p>The process of making art in prehistory was to retell stories and record history.</p> <p>Early man created art to communicate.</p>	<p><u>Unit 1</u></p> <p>Cartoonist, character, minimal, opaque, puppet, sketching, style, 3-dimensional, tint, tone, shadow, silhouette, artist, Carl Giles, Sam McBratney, Diego Velazquez</p> <p><u>Unit 2</u></p> <p>Cave artist, charcoal, earth colours, geometric shape, line drawings, native, iron age, prehistoric, proportions, stone age, texture, tone</p>	<p><u>Drawing</u></p> <p>Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p> <p><u>Painting</u></p> <p>Increase skill and control when painting. Apply greater expression and creativity to own painting.</p> <p><u>Craft, design, materials and techniques</u></p> <p>Use materials such as paper, weaving, tie dying, sewing and other skills to design and make products.</p> <p><u>Knowing and applying the formal elements</u></p> <p><u>Colour</u></p> <p>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints, and shades, for different purposes.</p> <p><u>Form</u></p> <p>Further develop their ability to describe 3D form in a range of materials, including drawing.</p>

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		<p><u>Unit 3 Formal Elements of Art</u> Know that the points, lines, shapes and space that make up simple 2D and 3D shapes are known as geometry. Know that by bending, manipulating and joining wire, objects can be created, such as a fish. Know that by shaping smaller pieces of wire, features can be created. Know when shading, tone needs to be blended gradually. Know shading can be improved by: shading tones smoothly; shade in one direction; leave no spaces. Know man-made objects consist of straight lines. I know in nature, objects are usually formed from wavy lines.</p> <p><u>Unit 4 Craft</u> Ann Roth is a contemporary textile designer who specialises in weaving. Know that tie dye means making unusual patterns in fabric by tying parts of material into parts and covering it with dye. I know that ideas can be recorded in a mood board.</p>	<p>3D form, facial features, geometric shapes, guidelines, shading, sketching, template, tones, geometry, geometric design</p> <p>Interior designer, intersection point, loom card frame, weaving loom, mood board, personality, running stitch, synthetic materials, textile designer, warp, weft, wax resist, weave, wax resist</p>	<p><u>Line</u> Express and describe organic and geometric forms through different types of line.</p> <p><u>Pattern</u> Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.</p> <p><u>Shape</u> Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.</p> <p><u>Texture</u> Analyse and describe texture within artists' work.</p> <p><u>Tone</u> Develop skills and control when using tone. Learn and use simple shading rules.</p> <p><u>Sketchbooks</u> Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.</p>
Y4	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting 	<p><u>Unit 1 Formal Elements of Art</u> Know abstract is modern art with colours, lines and shapes but does not represent objects or living things Know that charcoal is made of carbon and often used for sketching Know that pattern is repeated motifs in art Know that symmetrical is an object that looks the same on each side To know texture is the way something feels when it is touched</p>	<p>2D shapes, abstract, charcoal, pattern, reflection, symmetrical, texture,</p>	<p><u>Drawing</u> Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.</p> <p><u>Painting</u> Develop skill and control when painting. Paint with expression. Analyse painting by artists.</p> <p><u>Craft, design, materials and techniques</u></p>

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	<p>and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> About great artists, architects and designers in history 	<p><u>Unit 2 Art and Design Skills</u> Know that vertical lines run up and down Know that horizontal lines run left to right Know parallel lines are two lines that are always the same distance apart but never touch Know perpendicular lines are at right angles to each other Know optical illusions are patterns which use light and colour to create images that trick your brain Know that scoring is to make a crease on paper or card so that it can be folded with ease</p> <p><u>Unit 3 Art and Design Every picture tells a story</u> To understand and recognise the story behind a painting To know that art can be based on an emotion or evoke a feeling To know pop art began in the 1950s and is a style that is based on simple bold images of everyday items To know David Hockney was a British artist who contributed to pop art movement</p> <p><u>Unit 4 Art and Design Sculpture</u> To know the primary colours are red, blue and yellow To know secondary colours are mixed from primary colours and are orange, purple and green To know Sokari Douglas camp was a sculptor who worked mainly with steel To know Giuseppe Arcimboldo was best known for creating portrait heads made of objects such as fruit, vegetables and flowers.</p>	<p>Lenticular lens, optical, illusion, score, sequential order, thematic Georgio Morandi, Paul Cezanne, Luz Perez Ojeda, Barbara Hepworth</p> <p>Abstract, narrative, pop art, preparatory drawing, re-enact David Hockney, Paula Rego, Fiona Rae, Edward Hopper, Peter Brueghel</p> <p>Composition, contrast, crochet, geometric pattern, maracas, optical effect, percussion, pitch, quaver, recycle, sketch, upcycle, wax resist Sokari Douglas, El Anatsui, Sam Francis, Giuseppe Arcimboldo</p>	<p>Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.</p> <p><u>Knowing and applying the formal elements</u> <u>Colour</u> Analyse and describe colour and painting techniques in artist's work. Manipulate colour for print. <u>Form</u> Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work. <u>Line</u> Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. <u>Pattern</u> Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. <u>Shape</u> Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work. <u>Texture</u> Use a range of materials to express complex textures. <u>Tone</u> Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.</p>
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				<u>Sketchbooks</u> Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.
Y5	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history 	<u>Unit 1: Formal elements: Architecture</u> <ul style="list-style-type: none"> Composition is the arrangement of the different elements or 'things' within a work of art. Mono print is a form of printmaking where the design or drawing can only be made once <u>Unit 2: Art and design skills</u> <ul style="list-style-type: none"> Leonardo Da Vinci was an Italian artist, he was an inventor, sculptor and architect Paul Klee was an artist born in Switzerland, he was interested in the theory of colour To be able to use continuous line drawing where an image is created without taking the pencil from the paper know that everything that is made starts with an idea, a drawing, a sketch, a design <u>Unit 3: Every picture tells a story</u> <ul style="list-style-type: none"> To know that abstract art does not represent images of the everyday world and is open to interpretation To know that symmetry means both sides of an image or object are exactly the same. To be aware that political statements and people's thoughts opinions and emotions can be represented through art. To know Banksy is an English street artist who works anonymously and often bases his work on current themes, 	<u>Unit1: Formal elements of art: Architecture</u> Abstract, amphitheatre, ancient, architects, composition, cryptic, legacy, mono-print, ornate, pattern, plaque, representation, shading, sketch, stadium, symbolism, temple <u>Unit 2: Art and design skills</u> Analytical observational drawing, annotation, collage, computer-aided-design (CAD), continuous line drawing, diagram, exploded-diagram, invention, portrait, prototype, sketch, texture <u>Unit 3: Every picture tells a story</u> Abstract, anonymous, Brexit, emojis, immigration, mural, pictograms, racism, street art, symmetrical <u>Unit 4: Design for a purpose</u> Client, collaboration, design brief, font, heraldry, logo, pitch, presentation, prototype, sketch, slogan,	<u>Drawing</u> Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. <u>Painting</u> Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression <u>Craft, design, materials and techniques</u> Create mixed media art using found and reclaimed materials. Select materials for a purpose. <u>Knowing and applying the formal elements</u> <u>Colour</u> Select and mix more complex colours to depict thoughts and feelings. <u>Form</u> Further extend their ability to describe and model form in 3D using a range of materials. <u>Line</u> Extend and develop a greater understanding of applying expression when using line. <u>Pattern</u> Construct patterns through various methods to develop their understanding. <u>Shape</u>

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		<ul style="list-style-type: none"> To know Hermann Rorschach was an artist from Switzerland, to understand what the Rorschach Inkblots were used for Know that throughout history, people have recorded their lives, history and written messages using pictograms and the current emoji is a development from that <p><u>Unit 4: Design for a purpose</u></p> <ul style="list-style-type: none"> I know Heraldry is the art and science of designing and using a coat of arms. A prototype is the first version of a new product or design, designers start with ideas and rough drawings before finalising their designs a design requires both planning and purpose I know that designs can be reviewed and modified as a project develops 	<p>soundbite, template, urban, unique-selling-point (USP)</p>	<p>Composing original designs by adapting and synthesising the work of others. Analyse and evaluate.</p> <p><u>Texture</u> Develop understanding of texture through practical making activities.</p> <p><u>Tone</u> Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.</p> <p><u>Sketchbooks</u> Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks</p>
Y6	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, 	<p><u>Art & Design Skills</u></p> <ul style="list-style-type: none"> Know impressionism is a style of painting that focuses on light. Know impressionist artists often use thick, broken brush strokes and painted scenes of everyday life. Know the post-impressionism art movement followed after the Impressionists. Like the Impressionist artists, it featured bright colours and thick brushstrokes, but they included more emotion and expression in their paintings. Know that William Morris was a British textile designer. Know that Claude Monet was a French painter and a founder of French Impressionist painting. Know that Vincent Van Gogh was a Dutch painter and well-known post-impressionist artist. Know that Bundle MaClaren was a British contemporary milliner who made bespoke and ready-to-wear hats. 	<p><u>Art and Design Skills</u> Abstract, herringbone, milliner, mindfulness, pattern, polyprint tile, prototype, realism, symbolism, zentangle pattern</p> <p><u>Make my voice heard</u> Abstract, chiaroscuro, composition, figurative, graffiti art, parallel lines, serif, symbolism, tag</p> <p><u>Photography</u> Composition, crop, digital, expressions, lens, macro,</p>	<p><u>Drawing</u> Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</p> <p><u>Painting</u> Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</p> <p><u>Craft, design, materials and techniques</u> Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p> <p><u>Knowing and applying the formal elements - colour</u> Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.</p> <p><u>Knowing and applying the formal elements – form</u> Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</p>

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	<p>architects and designers in history</p>	<p><u>Make my voice heard</u></p> <ul style="list-style-type: none"> • Know complementary colours are directly opposite each other on the colour wheel. • Know that shading using a pencil can create shadows, degrees of light and dark and a 3D effect. • Know cubism ignores perspective and artists paint their subjects from lots of different angles. • Know Pablo Picasso was a Spanish artist who co-founded the cubism art movement with artist George Braque in 1909. • Know Kathe Kollwitz was a German artist who worked with painting, printmaking and sculpture. • Know Mark Wallinger, a contemporary British artist. <p><u>Photography</u></p> <ul style="list-style-type: none"> • Know photomontage is a type of collage in which photographs are placed into a single composition. • Know the 'frame' in photography refers to the way you plan the composition to draw attention to something. • Know contemporary artists are artists who are alive and currently making artwork. • Be able to talk about an example of a photo taken with a macro lens. • Know and be able to talk about at least one of the following: Hannah Hoch (a German Dada artist who was one of the originators of photomontage during the Weimar period); Peter Kennard (a contemporary British photomontage artist); and Jerry Uelsmann (a contemporary American photomontage artist). <p><u>Still life</u></p> <ul style="list-style-type: none"> • Know that font means the size, shape and style of lettering. • Know in a negative image, the dark areas are light and the light areas are dark. • Know and be able to talk about at least one of the following: Jaromir Funke (a leading photographer from Czechoslovakia during the 1920s and 1930s); 	<p>photography, self-portrait, technique, truism</p> <p><u>Still life</u></p> <p>Abstract, cartoon, charcoal, colour wheel, composition, cuboid, greyscale, hue, negative image, sketching, still life, underpainting, visual minutes</p>	<p><u>Knowing and applying the formal elements – line</u></p> <p>Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</p> <p><u>Knowing and applying the formal elements – pattern</u></p> <p>Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</p> <p><u>Knowing and applying the formal elements – shape</u></p> <p>Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.</p> <p><u>Knowing and applying the formal elements - texture</u></p> <p>Understand how artists manipulate materials to create texture.</p> <p><u>Knowing and applying the formal elements - tone</u></p> <p>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.</p> <p><u>Sketchbooks</u></p> <p>Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.</p> <p><u>Creating original artwork</u></p> <p>Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.</p> <p><u>Artists, craftspeople, designers</u></p> <p>Study, analyse and evaluate the work of various artists.</p> <p><u>Identifying similarities and differences to others' work</u></p> <p>Use the language of art with greater sophistication when discussing own and others art.</p> <p><u>Reflecting</u></p> <p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p>
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		Ben Nicholson (an English painter who painted abstract compositions, landscape and still-life); Paul Cezanne (a French artist and post-impressionist painter); and Ibere Camargo (an expressionist painter from Brazil).		
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