

Waverley Abbey Artist - All things are possible for one who believes – Mark 9:23

During their time at school, each child will have the opportunity to experiment and seek inspiration through a variety of different mediums and artistic styles. Learning new knowledge and skills, allowing them to invent and create their own works of art. We strongly believe in encouraging children to express their individualities through their art, stimulating creativity, imagination and inventiveness. Our themed weeks, whole school activities and opportunities within and outside school all enrich and develop children’s artistic learning whilst enhancing their positive Growth Mindset and sense of achievement.

***“Art and design is not just a subject to learn, but an activity that you can practise: with your hands, your eyes, your whole personality.”*** Quentin Blake, Illustrator and Children's Laureate

**Curriculum Intent**

Pupils will be exposed to a broad range of different kinds of arts, craft and design. They will be able to think critically about art and design, including their own. Through gaining knowledge of famous artists, they will develop an understanding of how art and design both reflect and shape our history, and contribute to the culture and creativity. As they progress through each year group, they will develop their techniques and have the opportunity to apply these creatively with no ceiling on what they can achieve. Fundamental skills such as sketching, observing, use of materials, shape and colour and imagination are built upon with each new unit so that pupils feel confident to apply these independently at secondary school and beyond in turn building their identity as an artist.

**Aims**

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing/sketching, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

In KEY STAGE 2 - Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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.

**Curriculum enrichment** - Guildford Cathedral Nativity, Royal academy art comp, Frensham Art fayre, Art week, Year 6 art day, Farnham Station art Gallery, King Edwards Art competition, Farnham Lions Art competition

**Useful resource websites** - <https://theartyteacher.com/art-home-learning-inspiration-for-art-teachers/>; <https://www.nsead.org/resources/units-of-work/>  
[http://www.bbc.co.uk/schools/websites/4\\_11/site/art.shtml2](http://www.bbc.co.uk/schools/websites/4_11/site/art.shtml2) <http://www.nsead.org/home/index.aspx> [http://www.nsead.org/downloads/START\\_31.pdf](http://www.nsead.org/downloads/START_31.pdf) <https://www.vam.ac.uk/info/teachers-resources-for-primary-schools> [http://www.britishmuseum.org/learning/schools\\_and\\_teachers/resources.aspx](http://www.britishmuseum.org/learning/schools_and_teachers/resources.aspx) <https://www.nationalgallery.org.uk/learning/teachers-and-schools> <http://www.tate.org.uk/art/teaching-resource> Drawing/Sketching - [Start Here: Drawing \(accessart.org.uk\)](#) Sculpture - [National Curriculum Sculpture \(accessart.org.uk\)](#) Painting - <https://www.accessart.org.uk/category/painting-resources/>  
 Printing - [Printmaking \(accessart.org.uk\)](#)

		Year 3	Year 4	Year 5	Year 6
Topics studied	Aut 1	Introduction to art and different mediums through exploration <b>Theme: investigation and exploration</b> <b>Medium:</b> Charcoal, oil pastels, chalk, sketching pencils, watercolours <b>Artists:</b> Emma Burleigh Hans Hartung	Drawing and painting- <b>Two classes out of 4</b> <b>Theme: Portraits/</b> Caricatures <b>Medium:</b> Soft B pencils, handwriting pens, sharpies, oil/chalk pastels, acrylic or ready mixed paints	Collage - Mosaics - <b>Theme:</b> Islamic patterns <b>Medium:</b> Medium: Paper, Pens, Paint, tiles <b>Artists:</b> Rachel Parker, Andy Gilmore, Louise Despont, Gaudi and Cleo Mussi, Elisabeth Gower Diverse artists -Shaheen Ahmed,	Batik <b>Medium:</b> Batik <b>Artists:</b> Elisabeth Frink, Lynn Whipple, Henri Roseau, Diverse artists - Ellis Tayamika Singano, Aaron Douglas and Delita Martin

			<b>Artists: Diverse ethnic artists - Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett Da Vinci, Kehinde Wiley, Amy Sberald and Elizabeth Catlett</b>		
Aut 2			Digital media study –photography <b>Two classes out of 4</b> <b>Theme:</b> Create a miniature photography piece <b>Medium:</b> <b>Artists:</b> Diverse ethnic artist – Seydou Keita Artist to explore – Ansel Adams, Anne Gedes, Fulvio Bonavia, Hannah Hoch, Raoul Hausmann, Slinkachu, Christopher Boffoli or Rich McCor (Paperboy)	Sculpture – Canopic Jars <b>Medium: Clay</b> <b>Artists:Diverse ethnic artists - sculpture - El Anatsui</b> <b>Yayoi Kusama</b> Antony Gormley, Barbara Hepworth, Henry Moore and Dale Chihuly Comparison of sculptures, historical vs modern Sculptures of people or animals	
Spring 1	<b>Drawing -</b> <b>Theme:</b> Cave art, Movement, Human Body, Relationship of Body to Place <b>Medium:</b> Charcoal, oil pastels		Printing <b>Two classes out of 4</b> <b>Theme:</b> Printing - nature <b>Medium:</b> Paper, Ink, Carbon Copy Paper, Paint <b>Artists;</b> <u>Angie Lewin (Line &amp; Woodcut)</u> Diverse ethnic artists - Katsushika Hokusa, Favianna Rodriguez <b>Elizabeth Catlett, Delita Martin, Benjie Torrado Cabrera, Francisco Souto</b>		
Spring 2	Painting, drawing and collage <b>Theme:</b> Roman cityscapes - mixed media <b>Medium:</b> Soft B pencils, handwriting pens, sharpies, ready mixed paints <b>Artists:</b> Phil Dean (Shoreditch Sketcher), Stephen Wiltshire, Clare Caulfield Diverse ethnic artist – Stephen Wiltshire, <b>Helen Zughaib</b>	Drawing and painting- Two classes out of 4 <b>Theme: Portraits/ Caricatures</b> <b>Medium:</b> Soft B pencils, handwriting pens, sharpies, oil/chalk pastels, acrylic or ready mixed paints <b>Artists: Diverse ethnic artists - Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett Da Vinci, Kehinde Wiley, Amy Sberald and Elizabeth Catlett</b>	Printing - <b>Theme:</b> Global Schools - Materials for purpose – curtains, clothing, wall hanging <b>Medium:</b> Printing ink and lino <b>Artists: Zeena Shah</b> - <a href="https://www.re-printmakers.com/artists/">https://www.re-printmakers.com/artists/</a>	Collage and Drawing - <b>Theme:</b> Activism <b>Medium:</b> Paper, Pen, Paint, computers <b>Artists:</b> Luba Lukova, Diverse artists Faith Ringgold, Shepard Fairey, Kate DeCiccio.  Extended learning Digital media – <a href="https://fontstruct.com/gallery?order=by-download-count">https://fontstruct.com/gallery?order=by-download-count</a> Use sketches to communicate emotions Typography and symbols. - A typographer is concerned with the selection and application of typefaces and their arrangement on the page. Propaganda poster	

	Sum 1	<p>Drawing and Painting</p> <p><b>Theme:</b> Flowers and local landscapes - Understand the concept of still life and landscape painting</p> <p><b>Medium:</b> Soft B pencils, handwriting pens, sharpies, oil/chalk pastels, acrylic or ready mixed paints, or water colours</p> <p><b>Artists:</b> Claude Monet, Georgia O'Keeffe, Anna Keay</p> <p>Diverse ethnic artists - <b>Takashi Murakami</b></p>	<p>Digital media study –photography <b>Two classes out of 4</b></p> <p><b>Theme:</b> Create a miniature photography piece</p> <p><b>Medium:</b></p> <p><b>Artists:</b></p> <p>Diverse ethnic artist – Seydou Keita</p> <p>Artist to explore – Ansel Adams, Anne Gedes, Fulvio Bonavia, Hannah Hoch, Raoul Hausmann, Slinkachu, Christopher Boffoli or Rich McCor (Paperboy)</p>		
	Sum 2	<p>Sculpture - Paper flower sculptures – and clay tiles</p> <p><b>Theme: Flowers and plants</b></p> <p><b>Medium:</b> Paper or clay</p>	<p>Printing <b>Two classes out of 4</b></p> <p><b>Theme:</b> Printing - nature</p> <p><b>Medium:</b> Paper, Ink, Carbon Copy Paper, Paint</p> <p><b>Artists:</b> <u>Angie Lewin (Line &amp; Woodcut)</u></p> <p>Diverse ethnic artists - Katsushika Hokusai, Favianna Rodriguez <b>Elizabeth Catlett, Delita Martin, Benjie Torrado Cabrera, Francisco Souto</b></p>	<p>Drawing</p> <p><b>Theme:</b> Still life</p> <p><b>Medium:</b> Acrylic or poster paint, pen, pencil, ink</p> <p><b>Artists:</b> Paul Cezanne, Peter Claesz, Melchior d' Hondcoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, <b>Diverse artist - Hirasho Sato</b></p>	<p>Painting and Drawing</p> <p><b>Theme: Perspective and Lowry research</b></p> <p><b>Medium:</b> Soft B pencils, handwriting pens, oil/chalk pastels, acrylic or ready mixed paints, watercolours</p> <p><b>Artists:</b> Lowry, Bill Clark</p>

Assessment criteria in red

	Year 3	Year 4	Year 5	Year 6
Key skills to generate Ideas, skills of designing & developing Ideas	<p>Gather and review information, references and resources related to ideas and intentions.</p> <p>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p> <p>Use to express feelings about a subject</p> <p>Describe likes and dislikes</p> <p>Suggest improvements</p>	<p>Select and use relevant resources and references to develop their ideas.</p> <p>Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</p> <p>Keep notes on techniques</p> <p>Use sketchbook to express feelings about various subjects and outline likes and dislikes</p> <p>Use sketchbook to adapt and improve an original idea</p>	<p>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas</p> <p>Confidently use sketchbooks for a variety of purposes including recording observations; developing ideas; testing materials; planning and recording information.</p> <p>Make notes about the purpose of my work</p> <p>Use sketch book and compare and discuss ideas with others</p> <p>Combine graphics and text-based research of commercial design, for example magazines etc., to influence the layout</p>	<p>Independently develop a range of ideas which show curiosity, imagination and originality</p> <p>Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (For instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</p> <p>Compare methods to those of others and keep notes in their sketch books</p> <p>Combine graphics and text-based research of commercial design, for example magazines etc., to influence the layout</p> <p>Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in sketch books</p>

Key skills of making Art, craft and design	Develop practical skills by experimenting with and testing the qualities of a range of different materials (eg charcoal, graphite, felt pens, crayons, pastels) and techniques. Select, and use appropriately, a variety of materials and techniques in order to create their own work.	Investigate the nature and qualities of different materials and processes systematically. Apply the technical skills they are learning to improve the quality of their work. (For instance, in painting they select and use different brushes for different purposes)	Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them) Use acquired technical expertise to make work which effectively reflects their ideas and intentions.	Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. Independently select and effectively use relevant processes in order to create successful and finished work
Key skills to evaluating and making judgements about work	Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next) Comment on artworks using appropriate language and vocabulary	Regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve. Comment on artworks using appropriate language and vocabulary	Regularly analyse and reflect on their progress taking account of what they hoped to achieve. Comment on artworks with a fluent grasp of appropriate language and vocabulary	Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. Comment on artworks with a fluent grasp of appropriate language and vocabulary
Key skills for knowledge and understanding acquiring and applying knowledge to inform progress	Think about and describe the work of some artists, craftspeople, architects and designers. Explain how to use some of the tools and techniques they have chosen to work with.	Think about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their cultural context and intentions.	Describe the processes they are using and how they hope to achieve high quality outcomes. Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. Use technical vocabulary and techniques for modifying the qualities of different materials and processes.
Key skills to progress – To master techniques	<p><b>Drawing</b></p> <p><b>Sketching</b> - Use sketches to then develop a final product</p> <p><b>Tones and media</b> - Use different grades of pencils to shade different tones and textures. Using different medias to develop light and dark</p> <p><b>Perspectives</b> - Drawing familiar things from one viewpoint</p> <p><b>Expression</b> - Practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching</p> <p><b>Line:</b> charcoal, pencil, crayon, chalk, pastels, pens.</p> <p><b>Form and shape:</b> grades, forms, shapes, third dimension</p>	<p><b>Sketching</b> - Begin to draw simple object and use mark lines.</p> <p><b>Tones and media</b> - Explore shading. Choose specific materials – a range of pencils.</p> <p><b>Perspectives</b> - Show reflections.</p> <p><b>Expression</b> - Begin to show facial expressions and body language.</p> <p><b>Depicting and image</b> - Write an explanation of my sketch notes.</p>	<p><b>Sketching</b> - Use mark and lines to produce texture</p> <p><b>Media</b> - Using different medias to explore shading techniques</p> <p><b>Perspectives</b> - Organise line, tone, shape and colour to represent figures and movement</p> <p><b>Expression</b> - Use shading to create mood and feeling</p> <p><b>Depicting and image</b> - Identify and draw simple objects from different viewpoints</p>	<p><b>Tones</b> - Confident experimenting with line, tone and shades</p> <p><b>Media</b> - Select specific medias and techniques to achieve a specific outcome.</p> <p><b>Expression</b> - Use sketches to communicate emotions</p> <p><b>Depicting and image</b> - Explain why they have used different tools to draw. Explain the chosen techniques</p>

	<p>Painting</p> <p><b>Colour mixing/ terminology</b> -Predict with accuracy the colours mixed Explain the groups of primary and secondary colours Develop understanding of colour wheel <b>Colour washes</b> - Create a background using a wash <b>Equipment manipulation</b> -Use a variety of different tools to spread – straws, matchsticks etc Apply and build upon colour mixing and mark-making skills, thinking about how certain colour ranges/combinations affect the outcome. <u>Stencils composition and mark making</u> and <u>Exploring colour</u></p>	<p><b>Colour mixing/ terminology</b> - Create all colours they need (mixing). <b>Equipment manipulation</b> - Use a range of brush effects – thin brushes, thick brushes, foam/sponges, rollers. Create patterns using tools and colours. <b>Mood and tone</b> - Begin to create a mood in a painting.</p>	<p><b>Colour mixing/ terminology</b> - Mix all colours needed <b>Colour washes</b> -- Explore effects on paint – adding water, glue, sand, sawdust <b>Equipment manipulation</b> - Introducing different brushes for a specific purpose <b>Mood and tone</b> - Successfully use shading to create mood and feeling</p>	<p><b>Colour mixing/ terminology</b> - Explore the effects of light and colour, texture and tone on natural and manmade objects <b>Equipment manipulation</b> - Use a range of brush effects –Scratching, swirling, splashes, dots <b>Mood and tone</b> - Confidently using different medias and techniques to express mood</p>
	<p>Collage</p> <ul style="list-style-type: none"> <li>• Cut accurately</li> <li>• Select and sorts, cuts, tears and rips</li> <li>• Sorting materials according to specific qualities – warm, cold, shiny, smooth</li> <li>• Developing skills of overlapping and overlaying materials</li> <li>• Experiment using different colours</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting stimuli through material</li> <li>• Use ceramic mosaic</li> <li>• Selects and uses materials for a specific stimulus</li> <li>• Engaging in more complex activities – cutting and securing a variety of materials.</li> <li>• Having experience of adhesives and chooses most effective for given task.</li> </ul>	<ul style="list-style-type: none"> <li>• Embellishes using a variety of techniques – drawing, painting, printing</li> <li>• Builds up images using various techniques – card, relief, transfer</li> <li>• Combine pattern, tone and shape</li> <li>• Justify the materials chosen</li> <li>• Applies knowledge of different techniques to express emotion</li> <li>• Experimenting with advanced embellishing – batik</li> </ul>	
	<p>Sculpture</p> <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (eg. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials</li> <li>• Add materials to provide interesting detail</li> <li>• Explore a simple clay technique such as making slab pieces, and decorate them with relief patterns based upon observational drawing skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract provokes different interpretations</li> <li>• Use tools to carve and add shapes, texture and pattern</li> <li>• Combine visual and tactile qualities</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form</li> </ul>		
	<p>Print</p> <ul style="list-style-type: none"> <li>• <b>Colour</b> - Four colour printing.</li> <li>• <b>Stylising</b> - Extending repeating patterns – overlapping, using contrasting colours.</li> <li>• Exploring images through mono-printing on different papers.</li> <li>• <b>Techniques</b> - Prints on fabric and other materials</li> <li>• Using printing to represent the natural environment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stylising</b> - Create and execute an accurate design</li> <li>• <b>Techniques</b> - Printing using different materials (lino), Printing on different materials</li> <li>• <b>Colour</b> - Overprint using different colours</li> <li>• <b>Influences</b> - Designing prints for a purpose (wall hanging)</li> <li>• <b>Evaluating</b> - Evaluate effectiveness of printing methods used</li> </ul>		
	<p>Digital media</p> <ul style="list-style-type: none"> <li>• Use printed images taken by children and combine with other medias</li> <li>• Use the internet to research artists or a style of art</li> </ul>	<ul style="list-style-type: none"> <li>• Use the internet to research artists or a style of art</li> <li>• Use software to create digital artwork</li> </ul>		

	<ul style="list-style-type: none"> <li>• Becoming aware of photography as an art form</li> <li>• Takes photographs for a theme</li> <li>• Present a collection of own work</li> <li>• Developing awareness of scale, perspective, movement and colour in photography</li> <li>• Developing awareness of mood, emotions and feelings when photographing</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of the process of producing a photograph</li> </ul> <p>Photography club for the summer term for upper school children to build upon previous skills</p>
<p>Key skills and knowledge to progress – To take inspiration from the greats (classic and modern)</p>	<ul style="list-style-type: none"> <li>• Compare the work of different artists</li> <li>• Explore work from other cultures</li> <li>• Becoming aware of photography as an art form</li> <li>• Takes photographs for a theme</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with different styles which artist have used</li> <li>• Explain art from other periods of history</li> <li>• Explore work from other cultures</li> </ul>
<p>Key vocabulary knowledge</p>	<p>Whole School - Key vocabulary knowledge</p>	
	<p>There are 7 elements of art that children are encouraged to use and discuss. The visual components of colour, form, line, shape, space, texture, and value.</p> <p><b>Colour</b> Colour is the element of art that is produced when light, striking an object, is reflected back to the eye. There are three properties to colour. The first is hue, which simply means the name we give to a colour (red, yellow, blue, green, etc.). The second property is intensity, which refers to the vividness of the colour. A colour's intensity is sometimes referred to as its "colourfulness", its "saturation", its "purity" or its "strength". The third and final property of colour is its value, meaning how light or dark it is. The terms shade and tint refer to value changes in colours. In painting, shades are created by adding black to a colour, while tints are created by adding white to a colour.</p> <p><b>Form</b> The form of a work is its shape, including its volume or perceived volume. A three-dimensional artwork has depth as well as width and height. Three-dimensional form is the basis of sculpture. However, two-dimensional artwork can achieve the illusion of form with the use of perspective and/or shading or modelling techniques. Formalism is the analysis of works by their form or shapes in art history or archaeology. describes volume and mass.</p> <p><b>Line</b> Lines and curves are marks that span a distance between two points (or the path of a moving point). As an element of visual art, line is the use of various marks, outlines, and implied lines during artwork and design. A line has a width, direction, and length. A line's width is most times called its "thickness". Lines are sometimes called "strokes", especially when referring to lines in digital artwork. point that moves through space</p> <p><b>Space</b> Space is any conducive area that an artist provides for a particular purpose. Space includes the background, foreground and middle ground, and refers to the distances or area(s) around, between, and within things. There are two kinds of space: negative space and positive space. Negative space is the area in between, around, through or within an object. Positive spaces are the areas that are occupied by an object and/or form.</p> <p><b>Shape</b> Shape refers to a 2-dimensional, enclosed area. Shapes could be geometric, such as squares, circles, triangles etc.</p> <p><b>Texture</b> Texture, another element of art, is used to describe how something feels or looks. e.g. her hair was smooth. Smooth is a texture, same as bumpy, hard, light, clear, rough and many more. way something feels. can be simulated or real.</p> <p><b>Value</b> Value is the degree of lightness and darkness in a colour. The difference in values is called contrast. Value can relate to shades, where a colour gets darker by adding black to it (shade), or tints, where a colour gets lighter by adding white to it</p>	
	<p>When introduced - Lower School</p>	<p>When introduced - Upper school Upper School should continue to use the vocabulary shared in lower school</p>
<p><b>Drawing</b> – A rough, first, or quick drawing or painting to assist in exploring and planning a more finished artwork. A means of information gathering</p> <ul style="list-style-type: none"> <li>• Horizon- is a horizontal line that runs across the paper to represent where the sky meets the ground.</li> <li>• Background and foreground what is perceived as furthest away and closest to the viewer.</li> </ul>	<p><b>Drawing</b> - A rough, first, or quick drawing or painting to assist in exploring and planning a more finished artwork. A means of information gathering</p> <ul style="list-style-type: none"> <li>• Perspective - The art of drawing solid objects on a two-dimensional surface to give the right impression of their height, width and depth. A picture drawn in such a way, appearing to enlarge or extend the actual space, or to give the effect of distance</li> </ul>	

	<ul style="list-style-type: none"> <li>• Pattern- a design in which lines, shapes, forms or colours are repeated.</li> <li>Perspective- depicting 3D objects on a 2D piece of paper.</li> <li>• Media - Different materials used by artists, such as paint, charcoal, clay and thread.</li> <li>• Proportion- refers to the size of the parts of an object in relationship to other parts of the same object</li> <li>• Mark making - Making as wide a variety of dots and lines of differing size, shape and density as you can invent</li> <li>• Thick -Wide- apply hard/more pressure</li> <li>• Thin -Small- apply light/less pressure</li> <li>• Smudge/blend -To use a tool or finger to merge two or more colours together to create another colour or texture</li> </ul>	<ul style="list-style-type: none"> <li>• Shade- shade is a mixture with black, which increases darkness.</li> <li>• Atmosphere- a feeling or mood created pictorially.</li> <li>• Geometric- the use of straight lines and shapes.</li> <li>• Composition- the arrangement and placement of objects in a piece of art.</li> <li>• Scale- refers to the size of an object in relationship to another object.</li> <li>• Negative and positive space positive space is the area taken up by objects in the picture and negative space is the area around.</li> </ul>
	<p><b><u>Painting</u></b> - The process of creating a work of art on a surface using paint</p> <ul style="list-style-type: none"> <li>• Primary- primary colours are red, yellow and blue.</li> <li>• Secondary- secondary colours are made by mixing two primary colours. They make orange, green and purple.</li> <li>• Texture- what artwork feels like or looks like it might feel like.</li> <li>• Tint- is a mixture of a colour with white, which reduces darkness.</li> <li>• Tone- is produced either by mixing a colour with grey, or by both tinting and shading.</li> <li>• Complementary colours- are opposite to each other on the colour wheel, so they create a strong contrast.</li> <li>• Wash - A painting technique in which a paintbrush is loaded with watery paint and passed loosely over a surface to make a continuous transparent area with little evidence of brushwork</li> <li>• Shade- shade is a mixture with black, which increases darkness</li> <li>• Brush mark - The textural effect by the bristles of a brush on a painted surface.</li> <li>• Layers - Single thicknesses or sheets of material placed on top of each other. Washes of paint placed over each other to makes changes in colour</li> </ul>	<p><b><u>Painting</u></b> - The process of creating a work of art on a surface using paint</p> <ul style="list-style-type: none"> <li>• Tonal contrast- is created when light tones and dark tones lie alongside each other e.g. monochrome images</li> <li>• Aesthetics - A term used to explore and explain the look and sensual appeal of a work of art, craft or design. The term embraces aspects of beauty across all the senses; touch, taste, smell, sight and sound</li> <li>• Blend - To combine or mix materials so they become indistinguishable from each other</li> <li>• Curator - The profession of managing and making meaningful exhibitions, installations and interventions from a museum or gallery collections of paintings, sculptures, drawings, installations, objects or artefacts.</li> <li>•</li> </ul>
	<p><b><u>Sculpture</u></b> - The process of creating a work of art that can be seen in the round or as a relief</p> <ul style="list-style-type: none"> <li>• Construct - Build or make</li> <li>• Malleable - Easily moved/changed.</li> <li>• Slip - A slip is a liquid mixture or slurry of clay and/or other materials suspended in water use to join pieces of clay together.</li> </ul>	<p><b><u>Sculpture</u></b> - The process of creating a work of art that can be seen in the round or as a relief</p> <ul style="list-style-type: none"> <li>• Manipulate - The artist to make a change</li> <li>• Kneading - massage or squeeze with the hands.</li> <li>• Assembling - To gather items together in one place. Assemblage is an artistic process that usually refers to artists who make two- or three-dimensional art works out of found objects</li> </ul>
	<p><b><u>Collage</u></b> – A technique of producing an artwork by gluing or fixing different, often found or discarded materials onto a 2 dimensional or 3 dimensional surface. The materials can include wrappers, cardboard, packaging, different papers and scraps of fabric, leaves,</p>	<p><b><u>Collage</u></b> -</p>

	<p>twigs and ribbons. The term collage comes from the French word 'coller' meaning to glue.</p>	<ul style="list-style-type: none"> <li>Mixed media- art form that combines a variety of media in a single artwork Form- the shape in artwork.</li> </ul>
	<p><b>Printing</b> - <u>The process of making a work of art by making or taking the impression of one surface onto another</u></p> <ul style="list-style-type: none"> <li>Monoprint</li> <li>Replication</li> <li>Relief printing- built up or cut into</li> <li>Repeating</li> <li>Block</li> <li>Printmaking</li> <li>Resist- something blocking contact e.g. stencilling</li> </ul>	<p><b>Printing</b> - <u>The process of making a work of art by making or taking the impression of one surface onto another</u></p>
	<p><b>Digital Media</b> – Digital media is any form of media that uses electronic devices for distribution. This form of media can be created, viewed, modified and distributed via electronic devices. Digital media is commonly used software, video games, videos, websites, social media, and online advertising.</p>	
	<ul style="list-style-type: none"> <li><b>Evaluating</b> - In KS2 pupils should be encouraged to use a wider range of vocabulary to <u>express how others’ artwork</u>, as well as their own makes them feel. Here are some ideas to introduce starting with colour, texture, size.</li> <li>Busy; Plain; Thick; Thin; Rough; Smooth; Swirling; Uneven; Big/ Small; Colourful; Bright; Dark; Realistic; Unrealistic; Simple; Boring; Opaque; Translucent; Focus; Simple; Fine; Dull; patterned; crowded; Flat; Natural</li> </ul>	<ul style="list-style-type: none"> <li><b>Evaluating</b> - In KS2 pupils should be encouraged to use a wider range of vocabulary to <u>express how others’ artwork</u>, as well as their own makes them feel. Here are some ideas to introduce starting with colour, texture, size.</li> <li>Distance; Symbolic; Subtle; Complex; Complementary; Contrasting; Atmosphere; Representation; Contrasting; engaging; Inconsistent; Delicate; Flowing; Vibrant</li> </ul>
<p>Links to school values</p>	<p><b>Enjoy</b> – we are more likely to succeed in something we enjoy. We aim to provide a visually stimulating environment. Pupils will be encouraged to develop a sense of achievement in their artwork and sharing it with others.</p> <p><b>Compassion</b> - for themselves and others. We <b>learn from mistakes</b> – remind pupils we do not need to be defeated by mistakes and the value of persistence.</p> <p><b>Grow - Learn new skills</b> – Explore their sense of self through imagination and increased self-worth as skill and accuracy increase, for example be able to give reasons for their choice of material or medium.</p> <p>Keep a record which shows increased proficiency over time, for example sketch and/or doodle book.</p> <p><b>Gain new knowledge</b> – learn about crafts, sculpture, design, artists. Develop pupils understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meaning.</p> <p><b>Discuss</b> – be able to describe differences and similarities, make links to their own work. Help pupils to develop socially through collaborative working.</p> <p><b>Investigate</b> – how formal and informal elements of art and design work. Be able to identify and appreciate the work of other artists which reflect diversity. Give <b>honest</b> and respectful feedback on their own and other’s work.</p> <p><b>Courage</b> to try new things, individually and collaboratively. <b>Imagine</b> – explore and develop creative ideas.</p> <p>Appreciate the value of the process of creating art, as well as the finished product.</p> <p><b>Observe</b> – show not just what, but how they have looked at different aspects of art; what they have recorded, experimented, what they like and don’t like and why.</p> <p><b>Communicate</b> emotion through art, exploring a range of emotions including the school values of <b>love</b> and <b>hope</b>.</p> <p>Pupils are encouraged to develop a technical art vocabulary as well as to express their feelings in non-verbally through their artwork.</p>	