



# Art Curriculum Progression Model – Knowledge and Skills Progression

The teaching of art is based on the aims and purposes outlined in the National Curriculum and has fidelity to the academic discipline of art.

The art curriculum has been designed with three formal taught units per year group: drawing, painting and sculpture. Each of these include components, which extend beyond the requirements of the national curriculum. These units build progressively, year on year, by deepening the children's understanding of the formal key elements of art: line, shape, form, tone, colour, texture and pattern.

We have carefully designed a knowledge-rich curriculum, underpinned by a progression of knowledge and skills. The knowledge and skills build incrementally and at age-appropriate levels to ensure that, by the end of Key Stage 2, children know, understand and apply the key elements of art across drawing, painting and sculpture.

Our curriculum is guided by the following academic fingerprint:

Children will:

- Become fluent with techniques and media across the formal elements of art in drawing, painting and sculpture
- Can experiment and make informed artistic choices
- Can reflect upon and evaluate their own artwork and that of others, thinking about their own artistic response to a given stimulus

Enclosed within this document are the following:

- Outline of taught focuses on a termly basis, linked to one of the foundation units of learning, such as history, science, geography.
- Knowledge and skills progression table, showing how the key elements of art are to be taught across drawing, painting and sculpture progress from Year 1-6 with consideration to suggested artists, media and texts
- Glossary
- Evaluation table, showing how the children should reflect upon and evaluate artists' work - as well as their own - to inform their subsequent artwork

	Unit 1	Unit 2	Unit 3
Year 1	Painting - Colour mixing linked to changes in living memory ***Kandinsky / Alma Thomas***	Sculpture – earth art, linked to science (plants) ***Andy Goldsworthy***	Drawing – linked to significant people (portraits) ***Van Gogh***
Year 2	Drawing – (plants) ***Georgia O’Keefe***	Sculpture -linked to Great Fire of London(history) ***Antony Gormley***	Painting – Significant people (Queen Elizabeth) ***Frida Kahlo***
Year 3	Painting – Stone Age *** Caroline Ross***	Drawing – Local History *** Sonia Boyce, David Hockney***	Sculpture – Egyptians
Year 4	Painting ***Michelangelo***	Sculpture – Greek ***Exekias***	Drawing – Local History ***Banksy***
Year 5	Sculpture - Mayans	Painting - Space ***Peter Thorpe***	Drawing ***Lubaina Himid***
Year 6	Painting ***Yayoi Kusama***	Drawing - ***L.S. Lowry***	Sculpture – Victorians ***Alfred Gilbert***

## Formal elements of art to be taught across drawing, painting and sculpture

Formal elements of art to be taught across drawing, painting and sculpture								
		Line	Shape	Form	Tone	Colour	Texture	Pattern
Year 1	Knowledge	<p>Know that pencil grip, control and brush stroke can change how marks are applied on a surface.</p> <p>Know the following line types: <b>straight, curved, zig zag, horizontal, vertical, thick and thin lines.</b></p>	<p>Know the line types they use to draw different <b>shapes</b> for example curved for a circle.</p>	<p>Know which lines and shapes form different areas of the face on paper.</p> <p>Know what it means to roll, <b>mould, stretch</b> and <b>cut</b> a mouldable material (e.g., clay).</p>	<p>Know that pencil marks can be lighter or darker depending on the pressure used.</p> <p>Identify and compare <b>tones of colour</b> in their drawings, paintings and sculptures (light blue/dark blue).</p>	<p>Know <b>primary and secondary colours</b> on a colour wheel.</p>	<p>Know <b>what texture</b> means (smooth/jagged/ruffled)</p>	<p>Know what a <b>repeating pattern</b> is.</p>
	Skill	<p>Draw and paint different lines with varied pencil grip, control, brush stroke and consistency.</p> <p>Imprint different lines onto clay (see above).</p>	<p>Draw, paint and overlap shapes using learnt lines.</p> <p>Cut simple geometric shapes drawn on paper.</p> <p>Make different shapes for a sculpture using clay.</p>	<p>Arrange line and shape to create simple forms from observations and known objects, including a face, using a mirror.</p> <p>Roll, mould, stretch and cut a mouldable material (e.g., clay) to create a simple 3D sculpture - e.g. a pot or animal etc.</p>	<p>Apply pressure when using mark-making tools to vary tone in drawings and paintings and on sculptures.</p> <p>Use drawing tools of different colour tones.</p> <p>Select paints of different colour tones to use in their paintings and start experimenting with colour mixing.</p>	<p>Choose primary and secondary colours based on observations and imagination in their drawings, paintings and sculptures.</p> <p>Apply simple colour washes to form backgrounds to be painted upon when dry.</p>	<p>Create visual texture through lines and tone.</p> <p>Form rubbings onto ranging surfaces, incorporating these into their drawings, paintings and sculptures (bark, bricks, leaves and coins).</p>	<p>Create a repeating pattern using different colours, lines and shapes to fill in spaces when drawing, painting and sculpting.</p>

Suggested tools and media	Drawing – felt tip pens. Colouring pencils, HB pencil, Wax crayons, chalk pastels and ink. (Embed proper techniques for holding the pencil close for control and detail) Painting – poster paint, water colour paint, large, thick paint brushes, thin paint brushes, sponges, fingers, twigs etc Sculpture – Clay and sculpture tools
Vocabulary	Primary and secondary colours, colour wheel, colour tones (light and dark) line types – straight, curved, vertical, horizontal, thick and thin, dots, roll, mould, stretch and cut, implied texture and visual texture

		Formal elements of art to be taught across drawing, painting and sculpture						
		Line	Shape	Form	Tone	Colour	Texture	Pattern
Year 2	Knowledge	Know a wider range of line types and directions ( <b>zig-zag, straight, curved, wavy, dotted, diagonal, vertical, horizontal, thick and thin lines</b> ).  Know that different brush techniques create different lines.	Know the line types used to make different shapes and what a <b>symmetrical shape</b> is.  Know the difference between <b>2D and 3D</b> .	Know what <b>simple scale</b> means (larger/smaller objects in a drawing/painting).  Know what it means to <b>roll, mould, shape, cut, coil, twist, scratch and press</b> a mouldable material (e.g., clay).	Know that there are <b>light and dark areas</b> in observational drawings, paintings and sculpture, using <b>colour synonyms</b> – lime green, forest green and mint green.	<b>Identify primary and secondary colours</b> in drawings, paintings and sculptures using a colour wheel.  Know <b>warm and cool colour</b> families.	Through their learning of new lines and shapes, identify a <b>wider range of textures</b> .  Know what <b>implied texture</b> is.	Know how lines and shapes can be combined to create more detailed, repeating patterns.

	Skill	<p>Draw and paint from observation of objects using outline, some inside detail and a wider range of line types and directions (see above).</p> <p>Confidently vary pencil grip, brush stroke and consistency to change how marks are applied on a surface.</p> <p>Accurately use line as a boundary to colour within.</p> <p>Imprint the above lines into clay.</p>	<p>Combine different lines to produce 2D and 3D shapes in drawing, painting and sculpture, including symmetrical shapes.</p>	<p>Use simple scale to show larger/smaller objects in a drawing and painting.</p> <p>Build up lines and shapes to form a scene in drawings and paintings.</p> <p>Build up stick figures from the use of line to show movement.</p> <p>Use rolling pins and clay tools to roll, mould, shape, cut, coil, twist, scratch and press a mouldable material (e.g., clay) into a sculpture – e.g., a pot or animal etc.</p>	<p>Apply pressure when using mark-making tools to vary tone, representing light and dark.</p> <p>Experiment with colour mixing to create different tones of colour in their paintings.</p>	<p>Carefully select drawing tools of different primary and secondary colours, and work with warm and cool colour families.</p> <p>Mix primary colours to produce secondary colours when painting.</p> <p>Apply simple colour washes to form backgrounds to be painted upon when dry.</p>	<p>Use different lines to create tactile and implied texture in drawing, painting and sculpture.</p> <p>Form rubbings on ranging surfaces, incorporating these into their drawings, paintings and sculptures (bark, bricks, leaves, coins).</p>	<p>Create a repeating pattern with more detail and increasing accuracy, using colour, lines and shapes to fill in spaces in drawing, painting and sculpture.</p>
	Suggested tools and media	<p>Drawing - felt tip pens, colouring pencils, HB pencil, chalk pastels, wax crayons, biro ink and charcoal  Painting – poster paint, watercolour paint and thick and thin paint brushes  Sculpture – clay and sculpture tools</p>						
	Vocabulary	<p>All vocabulary covered in previous year groups – plus...  scenery, mirror image, new line types – wavy, diagonal, patterns – pointillism/dots/geometric, scale – large and small, coil, twist, scratch and press</p>						

		Formal elements of art to be taught across drawing, painting and sculpture						
		Line	Shape	Form	Tone	Colour	Texture	Pattern
Year 3	Knowledge	Identify the new line types: <b>hatching and cross-hatching.</b> (See prior learning for full list of line types.)	<p><b>Identify 3D shapes</b> in drawing, painting and sculpture.</p> <p>Know that <b>directional shading</b> can influence a shape's 3D appearance.</p> <p>Know how to show facial expressions when drawing by combining different lines to create shapes.</p>	<p>Know the <b>grid method can be used to correctly scale</b> an object.</p> <p>Know that <b>perspective</b> allows artists to portray form in their artwork (1-point perspective and 2-point perspective).</p> <p>Know what <b>horizontal lines</b> and <b>vanishing points</b> refer to.</p> <p>Know how to use line and shape with different tool techniques to represent figures and <b>forms in movement.</b></p> <p>Know what it means to roll, <b>mould, shape, cut, coil, twist, scratch</b> and <b>press</b> a mouldable material (e.g., clay).</p>	<p>Know that <b>tone can create contrast</b> in a drawing, painting or sculpture.</p> <p>Know which <b>grades of pencils represent light and dark</b> (including shadow and the illusion of a 3D perspective).</p> <p>Know that H pencils are hard and will produce light marks. B pencils are soft and produce darker tones.</p> <p>Know that <b>colour tones, tints and shades in painting are created by adding white, black or grey to a colour respectively.</b></p>	<p>Identify primary, secondary and <b>tertiary colours</b> in drawing, painting and sculpture.</p> <p><b>Recognise warm and cool colour families.</b></p>	<p>Explore textures, including <b>tactile and implied texture</b>, in drawing, painting and sculpture.</p> <p>Identify how these have been created through the use of line.</p>	<p>Identify how lines and shapes can be combined to create more detailed, <b>repeating patterns</b> with different tools and brush techniques.</p>

	Skill	<p>Use a variety of line types and brush techniques in their drawings and paintings to represent different objects and observations – those learnt in Y2 and newly learnt lines above.</p> <p>Draw increasingly accurate outlines of objects and add finer details where necessary.</p> <p>Imprint a wider range of lines onto clay.</p>	<p>Combine lines to create drawings with a 3D perspective using directional shading.</p> <p>Show facial expressions by combining different lines to create different shapes.</p> <p>Roll out a wider range of 3D shapes for their clay sculptures with increasing accuracy.</p>	<p>Use the grid method to correctly scale objects in their drawings and paintings.</p> <p>Draw and paint from different perspectives.</p> <p>Experiment with line and shape using different tools and techniques to create figures and forms in movement - form larger strokes for colour washes, working in one direction, shorter strokes for detail and swirls to show movement.</p> <p>Use rolling pins and clay tools to roll, mould, shape, cut, coil, twist, scratch and press a mouldable material (e.g., clay) into a desired sculpture – e.g., a pot or animal - with more accuracy and sense of scale.</p>	<p>Use H pencils in technical drawings to produce light marks.</p> <p>Use B pencils in tonal drawings and shading to produce darker tones.</p> <p>Use cross-hatching and hatching to show light and dark.</p> <p>Use close and layered lines to show darker areas of an object.</p> <p>Create different tones, tints and shades when painting.</p>	<p>Mix primary and secondary colours to produce tertiary colours when painting (including sculpture work if appropriate).</p> <p>Work with warm and cool colour families in drawing, painting and sculpture.</p>	<p>Use different lines to create texture in their drawings, paintings and sculptures.</p> <p>This includes lines learnt in Y2 and newly learning of hatching and cross-hatching.</p>	<p>Combine line, shape, colour and different tools/techniques to create patterns with increasing detail.</p> <p>Create impressions, using various materials, onto clay to make a sculpture (including a relief) with more intrinsic patterns.</p>
Suggested tools and media	<p>Drawing - B and H art pencils of different grades, charcoal, biro ink, chalk pastels and oil pastels H pencils are hard and will produce light marks (best for technical drawing), and B pencils are soft and will produce darker tones (best used for tonal drawings and shading).</p> <p>Painting – poster paint, watercolour paint, large, thick paint brushes and thin paint brushes</p> <p>Sculpture – clay and sculpture tools</p>							
Vocabulary	<p>All vocabulary covered in previous year groups – plus...</p> <p>tertiary colours, colour descriptors – e.g., scarlet, crimson, emerald, turquoise, new line types – cross hatching and hatching, scale - grid method, movement (forms and figures of movement), perspective (1-point and 2-point), cross sectional drawings – show the middle of an object</p>							

		Formal elements of art to be taught across drawing, painting and sculpture						
		Line	Shape	Form	Tone	Colour	Texture	Pattern
Year 4	Knowledge	<p>Know which line types are symbolic in their artwork and why, based on their aesthetic (e.g., strident, straight, sharp lines to show anger). See prior year groups for line types.</p> <p>Know what <b>layering and stippling</b> means.</p>	<p>Know that when drawing, painting and sculpting from observation, they must consistently look at the subject to gauge accurate shape.</p> <p>Know which <b>symbolic lines</b> to combine to create shape in drawing, painting and sculpture.</p>	<p>Explore <b>1-point perspective, 2-point perspective</b></p> <p>Know that <b>scale is a comparison of size between objects and that scale will change relative to distance and depth</b> (know how to create objects in the foreground that appear larger than those in the back and middle ground).</p> <p>Know the <b>grid and thumb methods for scaling</b>.</p> <p>Begin to understand that the <b>composition</b> of an artwork can affect its focal point.</p>	<p>Children explore the <b>difference between shades, tints and tones of colour</b> and the different ways in which these are created.</p> <p><b>Know which pencils they must use based on their properties to create desired tones. E.g., 2B pencil would be appropriate for mid to dark tones.</b></p> <p>Know that <b>tone can be used to show implied form</b> within a drawing, painting and sculpture, using dark, mid and light tones to portray a light source.</p>	<p>Identify a wider range of different moods associated with colour – e.g., vibrant, calm, love, relaxed, fiery, angry, powerful, moody and sad.</p> <p><b>Identify contrasting and complementary colours</b> on a colour wheel.</p>	<p>Begin to understand different techniques that create <b>different texture, such as layering, stippling, differing brush strokes</b> or varying equipment such as a sponge or palette knife.</p>	<p>Know how to explore pattern making as a vehicle to select colour relations and positioning onto paper.</p> <p>Identify <b>tessellations</b> in drawings.</p>



	Skill	<p>Use lines expressively and aesthetically to portray mood and different effects in drawing, painting and sculpture.</p> <p>See prior year groups for line types.</p>	<p>Apply their understanding of symbolic lines to create accurate shapes – including facial expressions – within drawing, painting and sculpture.</p>	<p>Draw, paint and sculpt from different perspectives, showing a stronger understanding of proportion.</p> <p>Use the grid method to correctly scale an object.</p> <p>Measure shapes from observation using a scaling method - thumb and pencil (scaling of human figure).</p> <p>Draw cross-sectional drawings to show the middle of a drawn object.</p> <p>Use rolling pins and clay tools to roll, mould, shape, cut, coil, twist, scratch and press a mouldable material (e.g., clay).</p>	<p>Select specific pencil grades to blend tones using a soft and smooth gradient with little visual appearance of intervals.</p> <p>Create tones, shades and tints of colour to represent a light source in their drawings and paintings.</p> <p>Use different variations and quantities of colour when painting, blending show a soft and smooth gradient.</p> <p>For colour washes with watercolour paint, explore intensities of colour to show tone. Use dabbing to lift out sections, showing foreground, background and some detail.</p>	<p>Use and create contrasting and complementary colours in drawing, painting and sculpture, using terminology previously learnt (colour mixing, primary, secondary and tertiary).</p> <p>Select and create colour to match the observed palette.</p>	<p>Combine lines using the above methods to create different textures in drawing, painting and sculpture – including implied texture.</p>	<p>Create patterns of increasing complexity and detail with newly learnt line types – layering and stippling – in drawing, painting and sculpture.</p> <p>Use of tracing to begin creating tessellations and repeated patterns of an image or observation.</p>
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Suggested tools and media	Drawing - B and H art pencils of different grades, charcoal, biro ink, chalk pastels and oil pastels H pencils are hard and will produce light marks – best for technical drawing. B pencils are soft and will produce darker tones – best used for tonal drawings and shading. Painting - poster paint, watercolour paint and varying styles of paint brushes for different purposes Sculpture – clay and sculpture tools
Vocabulary	All vocabulary covered in previous year groups – plus... appearance, personality, character, soft gradient, contrasting and complimentary colour, colour moods – warm, cool, vibrant, calm, love, angry, sad, powerful, relaxed and fiery - expressive, intensity, symbolic lines – e.g., strident, straight, sharp lines show anger, directional shading – realism, pattern - tracing, tessellations, texture – layering and stippling, distance, depth and proportion, movement, 3-point perspective,

		Formal elements of art to be taught across drawing, painting and sculpture						
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Year 5	Knowledge	Identify different line types (see Prior year groups), thinking carefully about their effects and symbolism.	Know that facial expressions and body language can be drawn, painted and sculpted through combining <b>symbolic lines and shapes.</b>	Understand the 4 types of <b>perspective – 1-point, 2- point, 3-point and multi-point</b> perspective.  Know that the <b>horizon line</b> is a horizontal line that runs across the paper or canvas to represent the viewer's eye	Developing understanding of the difference between <b>shades, tints and tones.</b>  Know that <b>tone can be used to show implied form</b> within a drawing, painting or sculpture.	Identify a wider range of different moods associated with colour – e.g., warm, cool, vibrant, calm, love, relaxed, fiery, angry, powerful, moody and sad.  <b>Identify complimentary, contrasting and analogous colours</b> in their drawing,	Know and notice that 3D objects have a <b>tactile texture</b> and when this is captured in a drawing and painting, it is called <b>implied texture.</b>	Explore patterns of layering, <b>rotations and tessellation</b> s in drawings, paintings and

		Know that sketched lines are used to map concepts on a surface.		level or outline where the sky meets the ground. Know the grid and thumb methods for scaling. Know that scaling is applied in art when something needs to be emphasised, or when, through disproportionate sizing, the importance is highlighted.  Know what it means to roll, mould, shape, cut, coil, twist, scratch and press a mouldable material (e.g., clay) and which ones are best for different sculpture work.	Know how to use dark, mid and light <b>tones to portray a light source and shadows.</b>	painting and sculpture, where appropriate.	Know that texture can be applied to a surface prior to painting via the use of gesso, grout, sand etc. to enhance the mood of an artwork.	sculpture, identifying where colour mixing has been manipulated.
	Skill	Select appropriate line types and tools for specific drawing, painting and sculpture work.  When appropriate for the artwork, refine lines accurately. See prior year	Combine symbolic lines to create shapes that represent facial expressions and body language in drawing, painting and sculpture.  Create disproportionate shapes and sizes to emphasise	Use the grid method to correctly scale objects in paintings and drawings.  Measure shapes from observation using a scaling method - thumb and pencil (scaling of human figure).  Draw, paint and sculpt from different perspectives, thinking about the purpose of the art.	Refines technique for creating tones, shades and tints of colour with increasing confidence to represent light sources and shadows in drawing and painting.	Select and create complimentary, contrasting and analogous colours, working from direct observations of objects, such as leaves and flowers (refer back to primary/secondary/tertiary /colour mixing).  Take risks to create more abstract drawings, paintings and sculptures by experimenting with colour palettes and families (e.g., blues for leaves).	Use a range of techniques to create texture - e.g., colour, choice of line, shape, chosen surface and the medium or equipment used - a palette knife creates thick, tactile texture.  Combine lines to create intrinsic textures	Create free hand patterns of layering, rotations and tessellations in drawing, painting and sculpture, thinking carefully about line,

		groups for learnt lines.	scaling, movement and the importance of the art.	<p>Create relief and freestanding sculpture using a mouldable material (e.g., clay).</p> <p>Accurately form and join 3D shapes by using rolling pins and clay tools to roll, mould, shape, cut, coil, twist, scratch and press a mouldable material (e.g., clay).</p>		<p>Ascertain whether the colour used in their work has greater meaning or is symbolic.</p>	<p>competently onto clay sculpture.</p>	<p>shape and colour.</p>
	Suggested tools and media	<p>Drawing - B and H art pencils of different grades, charcoal, biro ink, chalk pastels and oil pastels  H pencils are hard and will produce light marks – best for technical drawing. B pencils are soft and will produce darker tones – best used for tonal drawings and shading.  Painting – poster paint, watercolour paint and varying styles of paint brushes to suit different purposes  Sculpture – clay and sculpture tools</p>						
	Vocabulary	<p>All vocabulary covered in previous year groups – plus..  viewpoint, direction, angle, modify, interior, exterior, natural form, vista, panorama, image, caricature, expression and personality, abstract colour palettes, experimentation, colour ratios, analogous colours, free-hand, multi-point perspective, horizon, observational</p>						

		Formal elements of art to be taught across drawing, painting and sculpture						
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Year 6	Knowl edge	<p>Identify different line types (see prior learning), making reflections based on artists' use of symbolic lines.</p> <p>Know that line construction refers to temporary line-work entities, which can be used as references when creating and positioning other objects.</p>	<p>Know that facial expressions and body language can be drawn, painted and sculpted by combining different <b>symbolic lines and shapes.</b></p>	<p>Know that different <b>viewpoints and perspectives</b> (learnt in previous year groups) affect a shape's appearance -e.g. profile of a face – some features may be unobservable.</p> <p>Know that <b>foreshortening</b> is a technique used in perspective to create the illusion of an object receding strongly into the distance or background.</p> <p>Know that technique of applying media and choice of perspective directly affects the aesthetic and form of an artwork. E.g., an expressive method of applying paint will create a sense of movement or an abstract piece.</p> <p>Know what it means to roll, mould, shape, cut, coil, twist, scratch and press a mouldable material (e.g., clay) and which ones are best suited for different sculpture work.</p>	<p>Know that <b>tone can affect the ability to create form and the mood of a drawing, painting or sculpture</b> (e.g. dark = melancholy).</p> <p>Know the difference between <b>shades, tints and tones.</b></p>	<p>Identify a wider <b>range of different moods associated with colour</b> – e.g., warm, cool, vibrant, calm, love, relaxed, fiery, angry, powerful, moody and sad.</p> <p><b>Identify complimentary, contrasting and analogous colours on a colour wheel</b> in drawing, painting and sculpture, where appropriate.</p>	<p>Identifies risks taken by artists with mixed media use and other techniques to create a wider range of textures in their drawings – e.g. use of gesso, sand etc.</p> <p>Articulate that 3D objects have a tactile texture, and when this is captured in a drawing or painting, it is called an implied texture.</p>	<p>Identify and articulate <b>patterns of layering, rotations and tessellations</b> in drawings, identifying where colour mixing has been manipulated to create pattern.</p>
	Skill	Apply a variety of mark making techniques in	Combine symbolic lines to	Children select the most appropriate way of scaling to the suited outcome. E.g.	Accurately show a range of tonal qualities in	Can confidently use and create contrasting,	Start to take risks with paintings, incorporating mixed	Create free hand patterns of

		<p>drawing, painting and sculpture that show a development of personal response to what they observe or feel about a given stimulus, thinking carefully about symbolic lines (see prior year groups for line types).</p> <p>Lines are refined accurately when appropriate to the artwork to show significant detail.</p>	<p>affect shape in drawing, painting and sculpture to create a certain style of artwork.</p>	<p>architectural drawings would be well suited to the grid method. Children draw from different perspectives and viewpoints to affect the aesthetic of their artwork – creating more or less depth. See prior year groups for different perspectives.</p> <p>Use directional shading with confidence to create form in a drawing or painting. Follow the contours of the shape to carefully replicate it.</p> <p>Create larger, more refined sculpture by forming and joining different 3D shapes. Use rolling pins and clay tools to roll, mould, shape, cut, coil, twist, scratch and press a mouldable material (e.g., clay).</p>	<p>drawings, paintings and sculptures, including cross hatching, pointillism, side stroke and use of a rubber, where appropriate.</p> <p>Refine technique for creating tones, shades and tints of colour with a smooth gradient to represent light sources and shadows in drawing and painting.</p>	<p>complimentary and analogous colours and think about colour families for their drawings, painting and sculpture to show influence of an artist, sculptor, style or movement (refer back to primary/secondary/tertiary/colour mixing).</p> <p>Can ascertain whether the colour used in their work has greater meaning or is symbolic.</p>	<p>media materials to create a wider range of textures in drawing, painting and sculpting.</p> <p>Techniques include use of an eraser, line (stippling, cross-hatching), shape, colour, surface, chosen surface, or choice of drawing tool (oil v chalk pastel).</p>	<p>layering, rotations and tessellations in drawing, painting and sculpting with line, shape and colour.</p>
Tools and media	<p>Drawing - B and H art pencils of different grades, charcoal, biro ink, chalk pastels and oil pastels (H pencils are hard and will produce light marks – best for technical drawing. B pencils are soft and will produce darker tones – best used for tonal drawings and shading.)</p> <p>Painting – poster paint, watercolour paint and varying styles of paint brushes to suit different purposes</p> <p>Sculpture – clay and sculpture tools</p> <p>Experiment with perspective and media (e.g. brush) technique depending on the chosen aesthetic of the drawing, painting or sculpture.</p>							
Vocabulary	<p>All vocabulary covered in previous year groups – plus...</p> <p>landscape, action, dynamic, balance, imbalance, poised, transition, viewpoint, weight, colour ratios, stippled, splattered, dabbed, scraped, dotted, stroked, construction, composition, response and influence</p>							

## **Glossary**

Abstract – art in which the artist changes the way something looks so that it doesn't look like the real object it represents

Analogous colours – three colours that are very similar to each other and are next to each other on the colour wheel

Background – when you look at a landscape, this is the part that seems farthest away (often, it is at the top of the picture)

Balance – the way an artist uses elements of art to make you look at all parts of the work

Colour – one of the elements of art (also called hue)

Colour wheel – a circle diagram that shows how colours are related

Complementary colours – colours that are directly across from each other on the colour wheel (they have a lot of contrast)

Composition – the arrangement of elements and subject matter in a piece of visual art, such as a painting, drawing, or sculpture

Contrast – when there is a lot of difference between elements of art – for example, the colours are red and green/the textures are smooth and rough)

Cool colours – colours that remind you of cool things like water or the forest (green, blue and purple)

Depth – how great the distance between the nearest and furthest looking parts of a composition appears to be

Elements of art – line, shape, form, colour, tone, texture and pattern (artists plan how to use these in their artworks to get the results they want)

Emphasis – what you notice first in an artwork

Expressive art – art created to show a feeling or emotion

Foreground – when you look at a landscape, the foreground is the part that seems the closest to you (often, it is at the bottom of the picture)

Form – an element of art (forms have three dimensions – length, width and depth)

Foreshortening – a technique used in perspective to create the illusion of an object receding strongly into the distance of background

Implied texture – visual texture that is only perceived by the viewer to make a drawing or painting appear to have texture when, in reality, the work is rather flat and lacking actual texture

Landscape – a work of art that shows an outdoor scene

Line – an element of art (a mark with length, directions and qualities such as thick, thin or zig zag)

Media/medium – a material used to produce art – for example, paint or clay (the plural of medium is media)

Palette – the range of colours used in a piece of art

Pattern – a line, shape or colour repeated again

Pointillism – the practice of applying small strokes or dots of colour to a surface so that from a distance they visually blend together

Portrait – a work of art that shows a specific person or group of people

Primary colours – colours that cannot be made from other colours – red, yellow and blue

Proportion – the size or amount of one thing compared to that of another thing

Realism – a style of art that closely represents reality - art that looks like the real thing

Realistic – art that show things the way they really look

Rhythm – visual tempo or beat (the way an artist arranges the elements of art to cause you to move your eyes across an artwork)

Secondary colours – colours made by mixing two primary colours (e.g., blue and yellow make green)

Self-portrait – a work of art in which the artist portrays himself or herself

Shade – a colour mixed with black to make it dark

Shadow – the area of darkest tone in an artwork, used to suggest areas that are shaded from light

Shape – an element of art (an enclosed space created when lines meet or through colour or texture)

Space – an element of art (the area between, around, above, below or within things in an artwork)

Still-life – a work of art that shows nonliving objects arranged in an interesting way

Stippling – adding tiny dots of colour of texture

Symmetrical – when the parts of an image or object are organised so that one side is a mirror image of the other

Tactile texture – texture that you can feel (has width, depth and height)

Tertiary colours – colours made by mixing a primary and secondary colour (e.g. blue-green)

Tint – a mixture of a colour with white

Tone – how light or dark a colour is (can also mean a mixture of a colour with grey)



