

Long Term Map

Art and Design

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Knowledge categories explained



Media and Materials



Techniques



Effects



Colour Theory



Emotions



Artists and Artisans



Styles and Periods



Visual Language



Process



Art and Design Curriculum Companion V2.6


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Art and Design statement of Intent: Our study of Art and Design will be underpinned by the Chris Quigley Essentials curriculum which encourages children to flourish by deepening their subject knowledge and revisiting key skills throughout their journey at West Twyford Primary School. We intend for all of our children to feel represented in their Art and Design curriculum and to become their own artists, inspired by the work of a diverse range of artists, artisans and communities. To increase opportunities to broaden their cultural capital, our Art and Design curriculum will be embedded with opportunities to explore various mediums underpinned with experiences to apply and showcase their learnt skills. Through engaging stimuli, our children will find a passion toward Art and Design exemplified by their final pieces and reflective practice using visual language.

SEND statement: At West Twyford Primary school, we intend to ensure all children access the Art and Design curriculum through a variety of strategies woven into the subject:


- mixed attainment seating
- paired discussion
- school wide displays
- multi-sensory approach with visual aids
- children with sensory needs are provided with plastic gloves or alternative mediums to access the skills

EYFS	Autumn	Spring	Summer
Expressive Arts and Design statements coverage	<ul style="list-style-type: none"> • Explore different materials freely, 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. <ul style="list-style-type: none"> • 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. • Explore colour and colour mixing. 	<ul style="list-style-type: none"> • Explore different materials freely, 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. • Explore colour and colour mixing. • Use drawing to represent ideas like movement or loud noises. 	<ul style="list-style-type: none"> • Explore different materials freely, 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. • Explore colour and colour mixing. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Show different emotions in their drawings – happiness, sadness, fear, etc.
EYFS learning activities	Drawing ourselves. Drawing objects.	Drawing ourselves. Drawing objects.	Drawing ourselves. Drawing objects.

	<p>Junk modelling. Making choices about what to create using the Creative Area station. Colour mixing primary colours to make secondary colours. Learning to use palette paints.</p>	<p>Junk modelling. Making choices about what to create using the Creative Area station. Colour mixing primary colours to make secondary colours. Using palette paints. Drawing in response to music and feelings.</p>	<p>Junk modelling. Making choices about what to create using the Creative Area station. Colour mixing primary colours to make secondary colours. Using palette paints. Drawing in response to music and feelings. Drawing/painting feelings.</p>
<p>Vocab</p> 	<p>Pencil, Line, Colour in, Straight, Circle/other shape names, Rubber, Portrait, Cut, stick, tape, pull, push, on, below, next to ,above, Brush, paint, mix, palette, dip, colour names, artist, emotions</p>		


<p>TS = Threshold Concepts MS = Milestones</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>Year 1</p>	<p>Significant Artist: Stephen Brown Drawing, Painting and Collage</p> 		<p>Significant Artist: Matisse Drawing and Printing</p>
<p>NC Links</p>	<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"> ▪ 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.
<p>TC</p>	<p>Develop Ideas –how ideas develop through the artistic process. Master Techniques – developing skills so ideas can be communicated Take inspiration from the Greats – learning from the artistic process and techniques of great artists throughout history</p>		



MS 1	<p>Develop Ideas: Respond to ideas and starting points Explore ideas and collect visual information Explore different methods and materials as ideas develop</p> <p>Master Techniques:</p> <p>Drawing: Draw lines of different sizes and thickness Colour (own work) neatly following lines Show pattern and texture adding dots and lines Show different tones by using colour pencils</p> <p>Painting: Use thick and thin brushes Mix primary colours to make secondary</p> <p>Collage: Use a combination of materials that are cut, torn and glued Sort and arrange materials Mix materials to create texture</p> <p>Artists: Describe the work of notable artists, artisans and designers Use some of their ideas to create own pieces of art Diverse artist-Romare Bearden (collage artist, curriculum links to music as a source of Artistic inspiration) https://beardenfoundation.org/collages/</p>		<p>Develop Ideas: Respond to ideas and starting points Explore ideas and collect visual information Explore different methods and materials as ideas develop</p> <p>Master Techniques:</p> <p>Drawing: Draw lines of different sizes and thickness Colour (own work) neatly following lines Show pattern and texture adding dots and lines Show different tones by using colour pencils</p> <p>Printing: Use repeating or overlapping shapes Mimic print from the environment Use objects to create prints Press roll, rub, stamp to make prints.</p> <p>Artists: Describe the work of notable artists, artisans and designers Use some of their ideas to create own pieces of art Diverse Artist- Alma Thomas https://americanart.si.edu/art/art-comics/alma-thomas-comic (African American artist inspired by Henry Matisse, first black woman to receive an art degree)</p>
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<p>Vocab</p> 	<p>Skills-Observation, Differences, Similarities, Foreground, Background</p> <p>Drawing- Pattern, repeating, thick, thin, Collage, Sketch, Line, Shape, Colour, shade</p> <p>Collage- manipulate, shaping, texture, construct, join, natural, man made</p> <p>Painting- Tools, Printing, Technique, Brush size, Colour match, Colour mix, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint</p>
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<p>Year 2</p>	<p>Artist: Van Gogh Painting Post- Impressionism Drawing and Painting Introduce sketchbooks</p> 		<p>Artists: Calder, Mondrian and Dale Chihuly Sculpture</p> 
<p>NC Links</p>	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products 		<ul style="list-style-type: none"> to use a range of materials creatively to design and make products



	<ul style="list-style-type: none"> ▪ 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"> ▪ 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.
TC	<p>Develop Ideas –how ideas develop through the artistic process. Master Techniques – developing skills so ideas can be communicated Take inspiration from the Greats – learning from the artistic process and techniques of great artists throughout history</p>		
MS1	<p>Develop Ideas: Respond to ideas and starting points Explore ideas and collect visual information Explore different methods and materials as ideas develop</p> <p>Master Techniques:</p> <p>Drawing: Draw lines of different sizes and thickness Colour (own work) neatly following lines Show pattern and texture adding dots and lines Show different tones by using colour pencils</p>		<p>Develop Ideas: Respond to ideas and starting points Explore ideas and collect visual information Explore different methods and materials as ideas develop</p> <p>Master Techniques:</p> <p>Drawing: Draw lines of different sizes and thickness Colour (own work) neatly following lines Show pattern and texture adding dots and lines Show different tones by using colour pencils</p>

	<p>Painting: Use thick and thin brushes Mix primary colours to make secondary Add white to colours to make tints Create colour wheels</p> <p>Artists: Describe the work of notable artists, artisans and designers Use some of their ideas to create own pieces of art</p>		<p>Painting: Use thick and thin brushes Mix primary colours to make secondary Add white to colours to make tints and black colours to make tones. Create colour wheels</p> <p>Sculpture: Use combination of shapes Include lines and texture Use rolled up paper, straws, card, and clay as materials Use techniques such as cutting, rolling, moulding and carving</p> <p>Artists: Describe the work of notable artists, artisans and designers Use some of their ideas to create own pieces of art Kinetic Art diverse artist Julio Le Parc (Argentinian artist renown for his abstract mobile hanging art) https://www.tate.org.uk/art/artists/julio-le-parc-1494</p>
<p>Vocab (new skills in bold)</p> 	<p>Skills- Observation, Differences, Similarities, Foreground, Background, annotate, develop Drawing- Pattern, repeating, thick, thin, Collage, Sketch, Line, Shape, Colour, shade, layer, smudge/blend, tone Painting- Tools, Printing, Technique, Brush size, Colour match, Colour mix, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint, brush mark, poster paint, cold colours Sculpture- care, rolling, Malleable, Texture, Construct, Join, Natural, Man made, Recycled, slip, form</p>		


<p>Year 3</p>	<p>Cultural Art: Tinga Tinga Art Reintroduce sketchbook expectations to be used throughout KS2 Drawing and painting</p> 		<p>Significant Artist: Henry Rousseau Printing</p> 
<p>NC Links</p>	<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. 		<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.



TC	<p>Develop Ideas –how ideas develop through the artistic process. Master Techniques – developing skills so ideas can be communicated Take inspiration from the Greats – learning from the artistic process and techniques of great artists throughout history</p>		
MS 2	<p>Develop Ideas: Develop ideas from starting points Collect information, sketches and resources Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on artworks using visual language</p> <p>Master Techniques:</p> <p>Painting Use a number of brush techniques using thick and thin brushes to produce shapes and textures, patterns and lines Mix colours effectively Use watercolour paints to produce washes for backgrounds Use watercolour paints to add detail Experiment with creating mood with colour</p> <p>Collage Select and arrange materials for a striking effect Ensure work is precise Use coiling, overlapping, tessellation, mosaic</p>		<p>Develop Ideas: Develop ideas from starting points Collect information, sketches and resources Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on artworks using visual language</p> <p>Master Techniques:</p> <p>Drawing Use different pencils (H, HB, B) to show line, tone and texture Annotate sketches to explain and elaborate ideas. Sketch lightly Use shading to show light and shadow Use hatching and cross hatching to show tone and texture.</p> <p>Printing Use layers of two or more colours Replicate patterns observed in Natural or built environments Make printing blocks Make precise repeating patterns</p>

	<p>and montage</p> <p>Artists Replicate some of the techniques used by artists, artisans and designers Create original pieces that are influenced by the studies of others</p>		<p>Artists Replicate some of the techniques used by artists, artisans and designers Create original pieces that are influenced by the studies of others</p> <p>Trip opportunity- Room 43 National Gallery https://www.nationalgallery.org.uk/artists/henri-rousseau Interestingly he had no formal artistic training (disadvantaged example!)</p>
<p>Vocab (new skills in bold)</p> 	<p>Skills- Observation, Differences, Similarities, Foreground, Background, Follow creative process plan, design, make, Adaptation , Sources, Variation, express how their and their artist's work make them feel (boring, realistic, uneven, rough etc)</p> <p>Drawing- Grades of pencil, Scale, Symmetry, Refine and alter, Layer, Pattern, repeating, thick, thin, Smudge/blend, Collage, Sketch, Line, Shape, Colour, Tone (lightness or darkness), Shade (shadow)</p> <p>Painting/colour- Colour-scheme, Colour spectrum, Tertiary Colours , Colour washing Properties of paint (thickness, water/oil bases, water resistant), Tools, Printing, Technique, Brush size, Colour match, Colour mix, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint, brush mark, poster paint, cold colours</p>		

Year 4		<p>Significant Artist: Barbara Hepworth Sculpture, Abstract</p> 	<p>Significant Artist: Monet Impressionism, painting, sketching</p> 
NC links		<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. 	<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.

TC	<p>Develop Ideas –how ideas develop through the artistic process. Master Techniques – developing skills so ideas can be communicated Take inspiration from the Greats – learning from the artistic process and techniques of great artists throughout history</p>		
MS 2		<p>Develop Ideas: Develop ideas from starting points Collect information, sketches and resources Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on artworks using visual language</p> <p>Master Techniques:</p> <p>Drawing Use different pencils (H, HB, B) to show line, tone and texture Annotate sketches to explain and elaborate ideas. Sketch lightly Use shading to show light and shadow Use hatching and cross hatching to show tone and texture.</p> <p>Sculpture Create and combine shapes to create recognizable forms (3D) Include texture that conveys feelings, expression or movement Use clay and other mouldable materials Add materials to provide interesting details</p> <p>Artists Replicate some of the techniques used by artists, artisans and designers</p>	<p>Develop Ideas: Develop ideas from starting points Collect information, sketches and resources Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on artworks using visual language</p> <p>Master Techniques:</p> <p>Painting Use a number of brush techniques using thick and thin brushes to produce shapes and textures, patterns and lines Mix colours effectively Use watercolour paints to produce washes for backgrounds Use watercolour paints to add detail Experiment with creating mood with colour</p> <p>Artists Replicate some of the techniques used by artists, artisans and designers Create original pieces that are influenced by the studies of others</p> <p>Trip opportunity-Monet paintings in Room 41 of National Gallery London Leicester Square.</p>

		<p>Create original pieces that are influenced by the studies of others</p> <p>Diverse artist- Yinka Shonibare sculptor artist</p>	
<p>Vocab</p> 	<p>Skills- Paper, sugar paper, cartridge paper, card, A4, A3, A5, tissue paper, coloured paper, cardboard.</p> <p>Media, talk about own work in in-depth and considered way. (This could be a great way to generate cross-curricular writing in English) Observation, Differences, Similarities, Foreground, Background, Follow creative process plan, design, make, Adaptation , Sources, Variation, Opaque, Translucent, Focus</p> <p>Drawing- Grades of pencil, Scale, Symmetry, Refine and alter, Layer, Pattern, repeating, thick, thin, Smudge/blend, Collage, Sketch, Line, Shape, Colour, Tone (lightness or darkness), Shade (shadow)</p> <p>Painting- Shade, Tint, Tone, Hue, 3D Form, Carving, Surface, colour- Colour-scheme, Colour spectrum, Tertiary Colours , Colour washing Properties of paint (thickness, water/oil bases, water resistant), Tools, Printing, Technique, Brush size, Colour match, Colour mix, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint, brush mark, poster, watercolour paint, cold colours</p> <p>Sculpting- Carving, Surface, Shaping, Sculpture, Malleable, Texture, Construct, Join, Natural, Man made, Recycled, slip, form, Transparent</p>		
<p>Teacher Notes/ CPD</p>	<p>https://artsandculture.google.com/ Zoom into aspects of painting to explore artist skills in the classroom, multimodal</p>		

<p>Year 5</p>	<p>Significant Artist: William Morris Watercolours Arts and Crafts Movement</p> 		<p>Significant Artist: Hokusai Sculpture, Japanese Art</p> 
<p>NC Links</p>	<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] 		<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]

	<ul style="list-style-type: none"> ▪ about great artists, architects and designers in history. 		<ul style="list-style-type: none"> ▪ about great artists, architects and designers in history.
TC	<p>Develop Ideas –how ideas develop through the artistic process. Master Techniques – developing skills so ideas can be communicated Take inspiration from the Greats – learning from the artistic process and techniques of great artists throughout history</p>		
MS 3	<p>Develop ideas: Develop and imaginatively extend ideas from starting points Collect information sketches and resources and present ideas imaginatively in a sketch book Use the qualities of materials to enhance ideas Spot potential unexpected results as work progresses Comment on artworks with a fluent grasp of visual language</p> <p>Master Techniques</p> <p>Drawing Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.</p> <p>Painting</p>		<p>Develop ideas: Develop and imaginatively extend ideas from starting points Collect information sketches and resources and present ideas imaginatively in a sketch book Use the qualities of materials to enhance ideas Spot potential unexpected results as work progresses Comment on artworks with a fluent grasp of visual language</p> <p>Master Techniques</p> <p>Drawing Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.</p>

	<p>Sketch lightly before painting Create a colour palette based upon colours observed in the natural world Use qualities of watercolour paints to create visually interesting pieces Combine colours, tones and tints to enhance the mood of a piece Use brush techniques and the qualities of paint to create texture Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>Artists:</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.</p> <p>Trip opportunity: V&A museum https://www.vam.ac.uk/collections/william-morris</p>		<p>Sculpture Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.</p> <p>Artists:</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.</p>
Vocab	<p>Skills- comparison, contrast, various mediums, Observation, Differences, Similarities, Foreground Background, Follow creative process plan, design, makeadapt to art work and models, adaptation, Sources variation, paper types</p> <p>Drawing- Grades of pencil, Scale, Symmetry, Refine and alter, Layer, Pattern, repeating, thick, thin, Smudge/blend, Collage, Sketch, Line, Shape, Colour, Tone (lightness or darkness), Shade (shadow)</p>		

Painting- colour match, colour mix, hade, Tint, Tone, Hue, 3D Form, Carving, Surface, colour- Colour-scheme, Colour spectrum, Tertiary Colours , Colour washing, Properties of paint (thickness, water/oil bases, water resistant), Tools, Printing, Technique, Brush size, Colour match, Colour mix, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint, brush mark, poster, watercolour paint, cold colours

Sculpture- Carving, Surface, Shaping, Sculpture, Malleable, Texture, Construct, Join, Natural, Man made, Recycled, slip, form, Transparent, reflecting, Distance, Symbolic, Subtle, Complex, Complementary, Contrasting

Year 6

Significant Artist: Andy Warhol and the Pop Art Movement



Cultural Art: Islamic Art and Geometric patterns

Significant Artist: Architecture – Cityscapes (Plan Bee)

NC Links	<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. 	<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. 	<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.
TC	<p>Develop Ideas –how ideas develop through the artistic process. Master Techniques – developing skills so ideas can be communicated Take inspiration from the Greats – learning from the artistic process and techniques of great artists throughout history</p>		
MS 3	<p>Develop ideas: Develop and imaginatively extend ideas from starting points Collect information sketches and resources and present ideas imaginatively in a sketch book Use the qualities of materials to enhance ideas Spot potential unexpected results as work progresses Comment on artworks with a fluent grasp of visual language</p> <p>Drawing Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p>	<p>Develop ideas: Develop and imaginatively extend ideas from starting points Collect information sketches and resources and present ideas imaginatively in a sketch book Use the qualities of materials to enhance ideas Spot potential unexpected results as work progresses Comment on artworks with a fluent grasp of visual language</p> <p>Drawing Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p>	<p>Develop ideas: Develop and imaginatively extend ideas from starting points Collect information sketches and resources and present ideas imaginatively in a sketch book Use the qualities of materials to enhance ideas Spot potential unexpected results as work progresses Comment on artworks with a fluent grasp of visual language</p> <p>Drawing Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p>

	<p>Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.</p> <p>Painting Sketch lightly before painting Use qualities of acrylic paints to create visually interesting pieces Combine colours, tones and tints to enhance the mood of a piece Use brush techniques and the qualities of paint to create texture Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>Artists:</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles. Diverse Artists: Takashi Murakami (known as the modern Japanese Warhol)</p>	<p>Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.</p> <p>Artists:</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.</p>	<p>Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.</p> <p>Artists:</p> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.</p>
Vocab	<p>Skills- Purpose, Manipulate, Dry Media (graphite, charcoal, pastels), wet Media (water based) Digital Media, comparison, contrast, various mediums, Observation, Differences, Similarities, Foreground Background, Follow creative process plan, design, make adapt to art work and models, adaptation, Sources</p>		

variation, paper types

Drawing- *Grades of pencil, Scale, Symmetry, Refine and alter, Layer, Pattern, repeating, thick, thin, Smudge/blend, Collage, Sketch , Line ,Shape,Colour*

Painting- *colour match, colour mix, hade, Tint, Tone, Hue, 3D Form, Carving, Surface, colour- Colour-scheme,Colour spectrum, Tertiary Colours , Colour washing, Properties of paint (thickness, water/oil bases, water resistant), Tools, Printing, Technique, Brush size, Colour match, Colour mix, Primary colours, Secondary colours, Warm colours, Cold colours, Shade, Tint, brush mark, poster, watercolour paint, cold colours*

Sculpture- *Carving, Surface, Shaping, Sculpture, Malleable, Texture, Construct, Join, Natural, Man made, Recycled, slip, form, Transparent, reflecting, Distance, Symbolic, Subtle, Complex, Complementary, Contrasting*