

## KOP science and non core subject progression documents

**Subject:** Art

FS framework - ages and stages

Year 7 - national curriculum for KS3

Year group	Progression of skills	Progression in knowledge	Key vocabulary and essential experiences
Pres school	<ul style="list-style-type: none"> <li>- Notices and is interested in the effects of making movements which leave marks.</li> <li>- Experiments with blocks, colours and marks.</li> <li>- Explores colour and how colours can be changed.</li> <li>- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>- Beginning to be interested in and describe the texture of things.</li> <li>- Uses various construction materials.</li> <li>- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>- Joins construction pieces together to build and balance.</li> <li>- Realises tools can be used for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>- Hold a paint brush correctly wash the brush before changing colour</li> <li>- begin to control the paintbrush</li> <li>- experience and use primary colours and know their names</li> <li>- explore, experiment and respond to colour through collecting, sorting and matching</li> <li>- experiment with mixing colours; explore and investigate the possibilities of painting implements</li> <li>- express and represent observations, ideas and feelings through paintings</li> <li>- apply different amounts of pressure to create different marks (thick/thin/long/short); paint simple shapes to represent objects</li> </ul>	<p>Exposure to different artists</p> <p>Opportunities to see art in different contexts, animation, galleries, comics, books, photography, magazines, etc</p> <p>Visiting artists - illustrators ie WBD</p>
Nursery	<p>Drawing</p> <ul style="list-style-type: none"> <li>- Enjoys making marks, signs and symbols on a variety of types of paper</li> <li>- Is spontaneously expressive, using marks, lines and curves</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>- Explores making marks on a variety of papers</li> <li>- Uses a variety of tools to spread paint - straws, matchsticks as well as brushes</li> </ul>	<ul style="list-style-type: none"> <li>- Hold a paint brush correctly wash the brush before changing colour</li> <li>- begin to control the paintbrush</li> <li>- experience and use primary colours and know their names</li> <li>- explore, experiment and respond to colour through collecting, sorting and matching</li> <li>- experiment with mixing</li> </ul>	<p>Exposure to different artists</p> <p>Opportunities to see art in different contexts, set design, animation, galleries, comics, books, photography, magazines,</p>

	<p>3D Work</p> <ul style="list-style-type: none"> <li>- Handles, feels and manipulates rigid and malleable materials</li> <li>- Pulls apart and reconstructs basic shapes</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>- Handles different materials from the class collection</li> <li>- Selects and sorts, cuts, tears, stitches and discusses</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>- Random experimental printing with hands, feet, found materials</li> <li>- Uses one colour of paint or ink on a block</li> </ul> <p>Photography</p> <ul style="list-style-type: none"> <li>- Becomes aware of photography as an art form by photographing people, nature, scenes, still life. iPads</li> <li>- Collects photographs for a theme. Cutting and pasting</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>- Handles and manipulates materials such as threads, cottons, wool, raffia, grass</li> <li>- Is aware of colour, texture and shape</li> </ul>	<p>colours; explore and investigate the possibilities of painting implements</p> <ul style="list-style-type: none"> <li>- express and represent observations, ideas and feelings through paintings</li> <li>- apply different amounts of pressure to create different marks (thick/thin/long/short); paint simple shapes to represent objects</li> </ul>	<p>graffiti etc</p> <p>Visiting artists - illustrators ie WBD</p>
<p>Reception</p>	<p>Drawing</p> <ul style="list-style-type: none"> <li>- Uses line to draw objects seen, remembered or imagined</li> <li>- Explores tone using different grades of pencil, pastel and chalk</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>- Explores mark-making using thick brushes, foam and sponge brushes</li> <li>- Experiments with and enjoys colour</li> </ul> <p>3D Work</p> <ul style="list-style-type: none"> <li>- Becomes aware of shape, feel, texture, pattern and weight</li> <li>- Experiments with basic tools on rigid and plastic materials</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>- Sorts according to specific qualities, e.g. warm, cold,</li> </ul>	<ul style="list-style-type: none"> <li>- that art, (design and craft) is made by artists</li> <li>- how to explain what they are doing</li> </ul>	<p>Exposure to different artists</p> <p>Opportunities to see art in different contexts, set design, animation, galleries, comics, books, photography, magazines, graffiti etc</p> <p>School Art Gallery</p> <p>Art competitions</p> <p>Visiting artists</p>

	<p>shiny, smooth</p> <ul style="list-style-type: none"> <li>- Engages in more complex activities, e.g. cutting and sewing a variety of materials</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>- Repeating patterns, random or organised, with range of blocks</li> <li>- Extends repeating patterns - overlapping, using two contrasting colours etc</li> </ul> <p>Photography</p> <ul style="list-style-type: none"> <li>- Is aware that there are famous or specialist photographers. Yousuf Karsh.</li> <li>- Re-create poses</li> <li>- Develops an awareness of scale, perspective, movement and colour in photography.</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>- Sorts, collects, discusses and pulls apart cloths and threads</li> <li>- Stitches and cuts threads and fibres</li> </ul>		<p>- illustrators ie WBD</p>
<p>Year 1</p>	<p>Drawing</p> <ul style="list-style-type: none"> <li>- Uses line and tone to draw things seen, remembered or observed</li> <li>- Explores shading, using different media</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>- Creates pattern using different tools and colours</li> <li>- Uses colour and marks to express mood</li> </ul> <p>3D Work</p> <ul style="list-style-type: none"> <li>- Compares and recreates form and shape to natural and man made environments</li> <li>- Creates texture using rigid and plastic materials and a variety of tools</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>- Has experience of adhesives and decides on the most effective for a given task</li> <li>- Develops skills of overlapping and overlaying</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>- Explores and recreates patterns and textures with an extended range of materials -</li> </ul>	<ul style="list-style-type: none"> <li>- to describe what they can see and like in the work of another artist/ craft maker/ designer</li> <li>- how to recognise and describe some simple characteristics of different kinds of art, craft and design</li> <li>- the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use</li> <li>- Explain what like/feel about own artwork and work of others</li> <li>- Use some of the ideas of artists studied to create pieces</li> <li>- the names of the tools, techniques and the formal elements(colours, shapes, tones etc.) that they use</li> </ul>	<p>Exposure to different artists</p> <p>Opportunities to see art in different contexts, set design, animation, galleries, comics, books, photography, magazines, graffiti etc</p> <p>School Art Gallery</p> <p>Art competitions</p> <p>Visiting artists - illustrators ie WBD</p> <p>Vocab work, work of art, idea,</p>

	<p>e.g. sponges, leaves, fruit,</p> <ul style="list-style-type: none"> <li>- Explores images through monoprinting (black and white) on a variety of papers</li> </ul> <p>Photography</p> <ul style="list-style-type: none"> <li>- Develops an awareness of mood, emotions and feelings in photography.</li> <li>- iPads</li> <li>- Alters images through collage, jigsaws, shapes.</li> <li>- Photomontage</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>- Simple weaving with strong wool through a stiff card loom</li> <li>- Weaves paper, progressing from one to two colours</li> </ul>		<p>starting point, observe, focus, design, improve.</p> <p>portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p> <p>primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p> <p>sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p> <p>collage, squares, gaps, mosaic, features, cut, place, arrange.</p> <p>, fabric, weaving,</p>
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			<p>woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p> <p>colour, shape, printing, printmaking, woodcut, relief printing, objects.</p> <p>Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild</p>
Year 2	<p>Drawing</p> <ul style="list-style-type: none"> <li>- Draws familiar things from different viewpoints</li> <li>- Science – seeds, observational drawings</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>- Paints things observed, remembered or imagined, using colour/tools</li> <li>- Introduces different types of brushes for specific purposes</li> </ul> <p>3D Work</p>	<ul style="list-style-type: none"> <li>- Give reasons for preferences when looking at work of notable artists, artisans and designers</li> <li>- Know that different artistic works are made by craftspeople from different cultures and times</li> <li>- Suggest ways of improving own artwork based on the work of others and be able to talk about the materials,</li> </ul>	<p>Exposure to different artists</p> <p>Opportunities to see art in different contexts, set design, animation, galleries, comics, books, photography,</p>

	<ul style="list-style-type: none"> <li>- Uses stimuli to create simple 2D and - 3D images using a variety of tools and materials</li> <li>- Recreates 2D images in a 3D piece (eg the houses of the three little pigs)</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>- Develops awareness of contrasts in texture and colour</li> <li>- Experiments with creating mood, feeling, movement and areas of interest</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>- Explores images and recreates texture using wallpaper, string, polystyrene</li> <li>- Explores colour mixing through printing, using two colours and a variety of materials</li> </ul> <p>Photography</p> <ul style="list-style-type: none"> <li>- Experiences a variety of lenses - cameras, telescopes, binoculars</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>- Able to discriminate between materials</li> <li>- Prints on fabrics ie pirate bandanas</li> </ul>	<p>techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)</p>	<p>magazines, graffiti etc</p> <p>School Art Gallery</p> <p>Art competitions</p> <p>Visiting artists - illustrators ie WBD</p> <p>Vocab work, work of art, idea, starting point, observe, focus, design, improve.</p> <p>portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p> <p>primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p> <p>sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving,</p>
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			<p>sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p> <p>collage, squares, gaps, mosaic, features, cut, place, arrange.</p> <p>, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p> <p>colour, shape, printing, printmaking, woodcut, relief printing, objects.</p> <p>Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley,</p>
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			Brendan Jamison, Eva Rothschild
Year 3	<p>Drawing</p> <ul style="list-style-type: none"> <li>- Is happy to experiment with line, tone and shade</li> <li>- Uses a range of materials to produce line, tone and shade</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>- Introduces primary and secondary colours with the addition of black and white and other hues</li> <li>- Explores the effect on paint of adding water, glue, sand, sawdust</li> </ul> <p>3D Work</p> <ul style="list-style-type: none"> <li>- Shows an awareness of texture, form and shape by recreating an image in 3D form</li> <li>- Begins to look at colour and pattern in 3D structures, transferring the knowledge to their own work</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>- Interprets stories, music, poems and other stimuli</li> <li>- Uses the natural environment or townscapes as a stimulus</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>- Uses printing to represent the natural environment</li> <li>- Compares own image and pattern making with that of well-known artists</li> </ul> <p>Photography</p> <ul style="list-style-type: none"> <li>- Experiences the effect of light</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>- Simple stitching - uses a long needle to make straight stitches</li> <li>- Uses contrasting colours in stitching and weaving</li> </ul>	<p>Create original pieces that are influenced by the studies of others</p> <p>Replicate some of the techniques used by notable artists, artisans and designers</p> <p>Comment on the differences and similarities in their own work and the work of others</p> <ul style="list-style-type: none"> <li>- To be able to explain how to use some of the tools and techniques they have chosen to work with.</li> </ul>	<p>Exposure to different artists</p> <p>Opportunities to see art in different contexts, set design, animation, galleries, comics, books, photography, magazines, graffiti etc</p> <p>School Art Gallery</p> <p>Art competitions</p> <p>Visiting artists - illustrators ie WBD</p> <p>Vocab line, pattern, texture, form, record, detail, question, observe, refine</p> <p>portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p> <p>colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>

			<p>rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet</p> <p>texture, shape, form, pattern, mosaic.</p> <p>pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration</p> <p>line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p> <p>Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore,</p>
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			<p>Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.</p>
Year 4	<p>Drawing</p> <ul style="list-style-type: none"> <li>- Selects appropriate media and techniques to achieve a specific outcome</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>- Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes</li> <li>- Uses different methods, colour and a variety of tools and techniques to express mood</li> </ul> <p>3D Work</p> <ul style="list-style-type: none"> <li>- Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour</li> <li>- Looks at 3D work from a variety of genres and cultures and develops own response through experimentation</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>- Selects and uses materials to achieve a specific outcome</li> <li>- Embellishes, using a variety of techniques, including drawing, painting and printing</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>- Makes connections between own work and patterns in their local environment (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe some of the key ideas, techniques and working practices of artists, architects and designers who are studied</li> <li>- Create original pieces that are influenced by the techniques and working practices of other artists</li> <li>- Make constructive comments about their work and that of their peers using visual language</li> <li>- To explain art from other periods of history</li> <li>- to be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</li> </ul>	<p>Exposure to different artists</p> <p>Opportunities to see art in different contexts, set design, animation, galleries, comics, books, photography, magazines, graffiti etc</p> <p>School Art Gallery</p> <p>Art competitions</p> <p>Visiting artists - illustrators ie WBD</p> <p>Vocab line, pattern, texture, form, record, detail, question, observe, refine portrait, light,</p>

	<p>curtains, wallpaper)</p> <ul style="list-style-type: none"> <li>- Recreates images through relief printing using card</li> </ul> <p>Photography</p> <ul style="list-style-type: none"> <li>- Makes a flick book to give the impression of movement</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>- Dyes fabrics using tie-dye, batik etc</li> <li>- Develops an awareness of the natural environment through choice of colour</li> </ul>		<p>dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p> <p>colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p> <p>rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet</p> <p>texture, shape, form, pattern, mosaic.</p> <p>pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration</p> <p>line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p> <p>Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough,</p>
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			<p>Sonia Boyce,  Lucian Freud,  Howard  Hodgkin, Anish  Kapoor,  Caravaggio,  Le Corbusier,  Coco Chanel,  Jackson  Pollock, John  Constable,  Thomas Cole,  Claude Monet,  Henri Matisse,  Paul Cézanne,  Julian Opie,  Henry Moore,  Giacometti,  Vivienne  Westwood,  Louise  Bourgeois,  Jennifer  Angus,  Braque,  Claesz, Kalf,  Carl Warner,  Michael  Brennand-Woo  d.</p>
Year 5	<p>Painting</p> <ul style="list-style-type: none"> <li>- Investigates paintings and breaking it down into simple shapes</li> <li>- Uses techniques, colours, tools and effects to represent things seen, remembered or imagined</li> </ul> <p>3D Work</p> <ul style="list-style-type: none"> <li>- Recreates images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape painting, focus on textures</li> <li>- Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>- Develops experience in embellishing, using more</li> </ul>	<ul style="list-style-type: none"> <li>- Give details (including own sketches) about the style of some notable artists, artisans and designers; explain how processes were used in the finished product</li> <li>- Create original pieces that show influences and style of notable artists, artisans and designers</li> <li>- Comment on art works with a fluent grasp of visual language</li> <li>- To learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information</li> <li>- how to describe the processes they are using and how they hope to achieve high quality</li> </ul>	<p>Exposure to different artists</p> <p>Opportunities to see art in different contexts, set design, animation, galleries, comics, books, photography, magazines, graffiti etc</p> <p>School Art Gallery</p> <p>Art competitions</p> <p>Visiting artists</p>

	<p>advanced stitching and appliqué techniques (sewing material onto materials)</p> <ul style="list-style-type: none"> <li>- Applies knowledge of different techniques as a form of expression</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>- Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief</li> <li>- Recreates a scene remembered, observed or imagined, through collage printing</li> </ul> <p>Photography</p> <ul style="list-style-type: none"> <li>- Understands that camcorders and videos are forms of photography and the principles of how they work</li> <li>- Creates simple images on photographic paper</li> </ul> <p>Photography</p> <ul style="list-style-type: none"> <li>- Uses plaiting, pinning, stapling, stitching and sewing techniques</li> <li>- Stitching - using various needles to produce more complex patterns</li> </ul>	<p>outcomes</p>	<p>- illustrators ie WBD</p> <p>Vocab sketchbook, develop, refine, texture, shape, form, pattern, structure.</p> <p>: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p> <p>blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists</p> <p>form, structure, texture, shape, mark, soft, join, tram, cast.</p> <p>shape, form, arrange, fix</p> <p>colour, fabric, weave, pattern</p> <p>Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph</p> <p>Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David</p>
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Year 6	<p>Painting</p> <ul style="list-style-type: none"> <li>- Explores the effect of light and colour, texture and tone on natural and man-made objects</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>- Designs an artefact, using knowledge of techniques, for a specific outcome</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>- Designs prints for fabrics, book covers and wallpaper</li> <li>- Carries out screen printing</li> <li>- Experiments with approaches used by other artists</li> </ul> <p>Photography</p> <ul style="list-style-type: none"> <li>- Explores negative and positive</li> <li>- Superimposes using a combination of techniques and photographs</li> <li>- Is aware of all basic principles and processes of photography, together with its limitations</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>- Cuts and stitches patterns</li> <li>- Experiments with soft sculpture; cuts and joins patterns, embellishing the</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the work and ideas of various artists, artisans and designers, using appropriate vocabulary and referring to historical and cultural contexts</li> <li>- Show how the work of those studied was influential in both society and to other artists</li> <li>- Explain and justify preferences towards different styles and artists, including through own art work</li> <li>- Adapt and refine work to reflect the views of others and with consideration for intended purpose and meaning</li> <li>- To be able to make a record about the styles and qualities of their work</li> <li>- To say what their work is influenced by</li> <li>- To include technical aspects in their work e.g. architectural design</li> <li>- use technical vocabulary and techniques for modifying the</li> </ul>	<p>Exposure to different artists</p> <p>Opportunities to see art in different contexts, set design, animation, galleries, comics, books, photography, magazines, graffiti etc</p> <p>School Art Gallery</p> <p>Art competitions</p> <p>Visiting artists - illustrators ie WBD</p> <p>Vocab sketchbook, develop, refine, texture,</p>

	<p>components</p> <ul style="list-style-type: none"> <li>- Designs shapes, tie-dyes, batiks and prints for a specific outcome</li> </ul>	<p>qualities of different materials and processes.</p>	<p>shape, form, pattern, structure.</p> <p>: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p> <p>blend, mix, line, tone, shape, abstract, absorb, colour, impressionism impressionists</p> <p>form, structure, texture, shape, mark, soft, join, tram, cast.</p> <p>shape, form, arrange, fix</p> <p>colour, fabric, weave, pattern</p> <p>Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph</p> <p>Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García,</p>
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			<p>Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michel Basquiat, Mary Cassatt.</p>
Year 7	<p>Drawing</p> <ul style="list-style-type: none"> <li>- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>- to use a range of techniques and media, including painting</li> </ul> <p>3D Work &amp; Collage</p> <ul style="list-style-type: none"> <li>- to increase their proficiency in the handling of different materials</li> </ul>	<ul style="list-style-type: none"> <li>- To develop their creativity and ideas, and increase proficiency in their execution.</li> <li>- To develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work</li> <li>- Be able to explore their ideas and recording their experiences</li> <li>- To be proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>- To be able to evaluate and analyse creative works using the language of art, craft and design</li> <li>- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul>	<p>Exposure to different artists</p> <p>Opportunities to see art in different contexts, set design, animation, galleries, comics, books, photography, magazines, graffiti etc</p> <p>Art competitions</p> <p>Visiting artists - illustrators ie WBD</p> <p>Vocab  ABSTRACT,  BALANCE,  ASYMMETRIC  AL  BALANCE,CO  NTRAST,  LINE, SHAPE,  TONE,  PERSPECTIV  E,  STRUCTURAL  ,  POST-MODER  N,</p>

			<p>SUBJECTIVE, CONTRAST, REALISM, CULTURAL, TESSELLATIO N, GEOMETRIC, Mark Making, Tone, Shading, Shape, Accurate, Expressive, Line, Emotion, Proportion, Primary, Secondary, Tertiary, Complementar y, Balance, Patterns, Shape, Design, Culture, Fluid, Structure, Stories, Layers</p> <p>Warhol, Liechtenstein, Georgia O'Keeffe, Yayoi Kusama, Fibonacci, J.Vincent Scarpace, Tom Hill, Jeremey Kool,</p>
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