



# Saint Mary's Catholic Primary Academy

## Art and Design Curriculum 2023-2024

## What do we want for our pupils?

### Intent

At St Mary's, we value Art and Design as an integral part of our children's right to a broad and balanced curriculum. The teaching of Art and Design is developed to build on children's prior learning and provide opportunities to be creative through curricular and cross-curricular topics. Children are enabled to develop and extend their creative skills with the opportunity for self-expression and a chance to build their resilience, confidence and critical thinking skills through working independently and collaboratively with others. Children are introduced to a variety of artists both local and in the wider community to enhance their cultural capital and know about life beyond Grimsby - this enables the children to reflect on their own history and heritage while understanding the richness of societies world-wide. At St Mary's, the intent of our Art and Design curriculum is to encourage the children to be artists and create, craft and design their own creations.

### Implementation

At St Mary's, we teach the National Curriculum 2014 and Expressive Arts and Design - Creating with Materials in the Early Years framework. Our Art and Design curriculum at St Mary's is designed to be delivered through the entirety of the school with lessons delivered once a week when Art and Design is the driver topic; this is in rotation with Design Technology. Lessons are progressive and taught systematically to deliver the content of the National Curriculum while addressing the needs of the children within our school. Topics are planned through long term planning and feed into the medium term planning for each term. This ensures that the skills children learn are built upon each year so that they can be maintained and utilised through cross-curricular links.

Through the teaching of Art and Design, the children at St Mary's will explore a variety of skills associated with drawing, painting and sculpture. Planning ensures a 'Journey of Learning' that incorporates an artist inquiry where children can learn more about the artist's life and work, an exploration of skills where children are taught a specific skill and have the opportunity to practice and finally, children are provided with the opportunity to apply the skills they have learnt within their own design linked to the topic.

## What is our goal?

### Impact

By the time the children at St Mary's leave our school they should have developed the skills to:

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













Children should be proficient with the skills they have learnt and be able to apply them in a variety of contexts within their learning and in the real world. They should be able to celebrate their learning and have the confidence to further explore the possibilities presented by the creative world.













## Assessment in Art and Design

Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported.

Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:

- Tell me about that you are making and what inspired you
- What might you do next?
- Tell me about the materials and techniques you are using
- What have you discovered?
- How do you feel about the end result?
- What kinds of problems did you encounter and how did you get around them?
- Tell me about things you really liked or enjoyed
- What would you like to explore more of?
- What is the potential of what you have done? What could you do next?

Year Group	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
FS1	<p><b><u>DRAWING</u></b>  <b><u>Piet Mondrian</u></b>  <b><u>(Abstract)</u></b></p>  <p><i>Squares with Concentric Circles</i></p>		<p><b><u>PAINTING</u></b>  <b><u>Claude Monet</u></b>  <b><u>(Impressionism)</u></b></p>  <p><i>Water Lilies, Evening Effect</i></p>		<p><b><u>SCULPTURE</u></b>  <b><u>Robert Smithson</u></b>  <b><u>(Land Art)</u></b></p>  <p><i>Earthworks</i></p>	
FS2	<p><b><u>DRAWING</u></b>  <b><u>Wassily Kandinsky</u></b>  <b><u>(Abstract)</u></b></p>  <p><i>Composition 8</i></p>		<p><b><u>PAINTING</u></b>  <b><u>Eva Gonzales</u></b>  <b><u>(Impressionism)</u></b></p>  <p><i>Two Peaches and Grapes</i></p>		<p><b><u>SCULPTURE</u></b>  <b><u>Richard Long</u></b>  <b><u>(Land Art)</u></b></p>  <p><i>Flint Cross</i></p>	
1	<p><b><u>DRAWING</u></b>  <b><u>Pablo Picasso</u></b>  <b><u>(Cubism)</u></b></p>  <p><i>Weeping Woman</i></p>		<p><b><u>PAINTING</u></b>  <b><u>David Hockney</u></b>  <b><u>(Pop Art)</u></b></p>  <p><i>Going Up Garrowby Hill</i></p>		<p><b><u>SCULPTURE</u></b>  <b><u>Andy Goldsworthy</u></b>  <b><u>(Land Art)</u></b></p>  <p><i>Woven Branch Circular Arch</i></p>	
2	<p><b><u>DRAWING</u></b>  <b><u>Giorgio Morandi</u></b>  <b><u>(Still Life)</u></b></p> 		<p><b><u>PAINTING</u></b>  <b><u>Edward Tingatinga</u></b>  <b><u>(Environmental Art)</u></b></p>  <p><i>Leopard</i></p>		<p><b><u>SCULPTURE</u></b>  <b><u>Louise Bourgeois</u></b>  <b><u>(Contemporary)</u></b></p>  <p><i>Spider</i></p>	

Year Group	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
3	<p><b><u>DRAWING</u></b>  <b><u>Georgia O'Keefe</u></b>  <b><u>(American Modernism)</u></b></p>  <p><i>Petunias</i></p>		<p><b><u>PAINTING</u></b>  <b><u>Leonid Afremov</u></b>  <b><u>(Impressionism)</u></b></p>  <p><i>Fog Autumn Alley</i></p>		<p><b><u>SCULPTURE</u></b>  <b><u>Juan Munoz</u></b>  <b><u>(Figure)</u></b></p> 	
4	<p><b><u>DRAWING</u></b>  <b><u>Michelangelo</u></b>  <b><u>(Renaissance)</u></b></p>  <p><i>Sistine Chapel – Hand of God and Adam</i></p>		<p><b><u>PAINTING</u></b>  <b><u>Lee Panizza</u></b>  <b><u>(Abstract Art)</u></b></p>  <p><i>Head in the Clouds</i></p>		<p><b><u>SCULPTURE</u></b>  <b><u>Barbara Hepworth</u></b>  <b><u>(Modernism)</u></b></p>  <p><i>The Family of man</i></p>	
5	<p><b><u>DRAWING</u></b>  <b><u>Ivan Belikov</u></b>  <b><u>(Contemporary</u></b>  <b><u>illustrator)</u></b></p>  <p><i>Wyvern</i></p>		<p><b><u>PAINTING</u></b>  <b><u>Grant Wood</u></b>  <b><u>(Social Realism)</u></b></p>  <p><i>Young Corn</i></p>		<p><b><u>SCULPTURE</u></b>  <b><u>Anthea Hamilton</u></b>  <b><u>(Surrealism)</u></b></p>  <p><i>Pumpkin</i></p>	
6	<p><b><u>DRAWING</u></b>  <b><u>Salvador Dali</u></b>  <b><u>(Surrealism)</u></b></p>  <p><i>Persistence of Memory</i></p>		<p><b><u>PAINTING</u></b>  <b><u>Vincent Van Gogh</u></b>  <b><u>(Expressionism)</u></b></p>  <p><i>Starry Night</i></p>		<p><b><u>SCULPTURE</u></b>  <b><u>Alberto Giacometti</u></b>  <b><u>(Modernism)</u></b></p>  <p><i>Le Chat</i></p>	

## NATIONAL CURRICULUM

### In KS1 pupils are taught:

- 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.

### In KS2 pupils are taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

## YEAR ONE

### DRAWING: Cubism (Pablo Picasso)

### PAINTING: David Hockney (Pop Art)

### SCULPTURE: Andy Goldsworthy (Land Art)

#### Knowledge and Understanding:

- To know that mark-making in art uses different lines and patterns.
- To know that Pablo Picasso was a Spanish artist famous for his abstract and cubism work
- To know that hue in a drawing can convey emotion.
- To know that texture in a drawing is the hardness or softness of mark-making.
- To know that observational drawing is drawing what you can see.
- To know that different media can be used different texture and emotions.

#### Knowledge and Understanding:

- To know that primary colours can be mixed to make secondary colours.
- To know that David Hockney is a British artist who contributed to the Pop Art movement.
- To know that colours can be warm or cold.
- To know that different brush sizes and tools changes the texture of the paint.
- To know that a painting is created using different colours, techniques and textures.
- To know that a section of a painting can have added detail.

#### Knowledge and Understanding:

- To know that land art is sculpture made up of composed of natural materials from the Earth.
- To know that Andy Goldsworthy is one of the most well-known and admired Land artists.
- To know that a splash of colour can be added to natural objects.
- To know that sculpture can contain different visual elements.
- To know that natural sculpture can interact with their surrounding environment.
- To know that evaluation and feedback enables the artist to reflect and improve a piece of artwork.

#### Sketchbook Skills:

- To use sketchbooks through teacher modelling.
- Use sketchbooks to record thoughts and ideas and to experiment with materials.

#### Creating original artwork skills:

- Explore and create ideas for purposes and intentions.
- Use artist sources to develop their own original artwork.

#### Art analysis skills:

- Recognise and describe key features of their own other's work.
- Compare other's work, identifying similarities and differences.
- Begin to use art language (formal elements) when discussing art.
- Describe what they feel about their work and the art of others.
- Describe choices and preferences using the language of art.

#### Study of artists' skills:

- Study famous works of art, craft and design, learning how and when they were made.
- Describe the content and the feelings and emotions conveyed by the work.

**Vocabulary:**

Mark-making, technique, line, zig-zag, dots, circle, media, pencil, coloured pencil, chalk, charcoal, Cubism, Cubist, abstract, geometric, shapes, colour, emotions, hue, emotion, feelings, texture, flat, emotion, portrait, self-portrait, observation, face, facial features,

**Vocabulary:**

primary, secondary, colour, mixing, colour wheel, relationship, painting, pop art, artist, mark-making, emotion, warm, cold, cool, emotions, texture, technique, splashing, scraping, pouring, shape, direction, large, fine

**Vocabulary:**

Land art, environment, natural, colour, tone, shape, circle, spiral, large, small, line, material, wavy, straight, bendy, zigzag, contrast, texture, symmetry, ephemeral, , space, mass, volume, value, rhythm, repetition, continuity, emphasis, balance, proportion



## YEAR TWO

### DRAWING: Giorgio Morandi (Still Life)

### PAINTING: Edward Tingatinga (Environmental Art)

### SCULPTURE: Louise Bourgeois (Contemporary)

#### Knowledge and Understanding:

- To know that mark-making creates texture. (Y1 Recap)
- To know that tone allows an artist to create a sense of depth and form to make it appear 3D.
- To know that Giorgio Morandi was an Italian artist who specialised in still life.
- To know that an observational drawing is drawing an object that you can see.
- To know that different drawing materials can be used to create different tones.
- To know that an artist uses sketches to make a record of ideas.
- To know that a final observational drawing uses previous sketches to show shape and tone.

#### Knowledge and Understanding:

- To know that tertiary colours are made by mixing equal amounts of primary and secondary colours.
- To know that Edward Tingatinga was an environmental artist.
- To know that some types of paint are more suited to particular painting styles.
- To know that different colours complement each other.
- To know that a wash effect can be used to create a background.
- To know that fine detail can be added to the main part of a painting.

#### Knowledge and Understanding:

- To know that wire can be manipulated using different techniques.
- To know that Louise Bourgeois was a sculptor famous for large-scale art installations.
- To know that sketchbooks are key to exploring and recording ideas prior to creating a sculpture.
- To know that solid form can be added to wire frameworks.
- To know that sculpture can contain different visual elements.
- To know that evaluation and feedback enables the artist to reflect and improve a piece of artwork.

#### Sketchbook Skills:

- To use sketchbooks through teacher modelling.
- Use sketchbooks to record thoughts and ideas and to experiment with materials.

#### Creating original artwork skills:

- Explore and create ideas for purposes and intentions.
- Use artist sources to develop their own original artwork.

#### Art analysis skills:

- Recognise and describe key features of their own other's work.
- Compare other's work, identifying similarities and differences.
- Begin to use art language (formal elements) when discussing art.
- Describe what they feel about their work and the art of others.
- Describe choices and preferences using the language of art.

#### Study of artists' skills:

- Study famous works of art, craft and design, learning how and when they were made.
- Describe the content and the feelings and emotions conveyed by the work.

<p style="text-align: center;"><b>Vocabulary:</b></p> <p>tone, depth, shade, shadow, hue, colour, media, light, dark, still life, shape, form, observation, shape, tone, 3D, chalk, blend, smudge, purpose, sketch, evaluate, criteria, improvement, chalk, charcoal, technique, detail</p>	<p style="text-align: center;"><b>Vocabulary:</b></p> <p>primary, secondary, tertiary, colour wheel, shape, tone, secondary, patterns, natural, recycled, environmental, poster paint, watercolour paint, acrylic paint, transparent, opaque, water-based, water-soluble, complementary, brighten, prominent, vibrancy, wash, soluble, brush, thickness, line, shape, tone.</p>	<p style="text-align: center;"><b>Vocabulary:</b></p> <p>sculpture, contemporary, wire, technique, visual, solid, form, element, shape, size, scale, proportion, ideas, framework, evaluation, materials, skin</p>
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## YEAR THREE

### DRAWING: Georgia O'Keefe (American Modernism)

### PAINTING: Leonid Afremov (Modern Impressionism)

### SCULPTURE: Juan Munoz (Figure)

#### Knowledge and Understanding:

- To know that different grades of pencils create different effects.
- To know that Georgia O'Keefe was an American Modernist artist.
- To know that pastels can be used to create dark and light tones.
- To know that Georgia O'Keefe specialised in drawing flowers using one hue.
- To know that large-scale sketches enable the artist to explore ideas and techniques.
- To know that pastels strengthen tone clarity in a drawing and convey different emotions.

#### Knowledge and Understanding:

- To know that tints, tones and shades are used to add depth and contrast to a painting.
- To know that Leonid Afremov was a Russian modern impressionist painter known for his use of colour to create atmosphere.
- To know that colour can be used to create mood.
- To know that there are different ways to apply paint.
- To know that the planning and design of a painting is crucial to the quality of the end product.
- To know that a painting has a mixture of fine and bold details.

#### Knowledge and Understanding:

- To know that action and movement can be created by the human figure.
- To know that Juan Munoz was a sculptor famous for creating figures.
- To know that sketchbooks are key to exploring and recording ideas prior to creating a sculpture.
- To know that a framework is needed to create a papier-mâché sculpture.
- To know that a sculpture can contain different visual elements.
- To know that evaluation and feedback enables the artist to reflect and improve a piece of artwork.

#### Sketchbook Skills:

- To use sketchbooks to generate ideas and record thoughts and observations.
- Make records of experiments with media.
- Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.

#### Creating original artwork skills:

- Create personal artwork using the artwork of others to stimulate them.
- Begin to express thoughts and feeling through the creation of art.
- Manipulate materials to achieve desired effects.

#### Art analysis skills:

- Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).
- Reflect upon their own and other's opinion of their work in order to identify areas of improvement.

#### Study of artists' skills:

- Study significant works of art, craft, design or architecture and give personal opinions about it.
- Study how other artist's make art, including the work of other peoples and cultures, past and present.
- Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).

**Vocabulary:**

pencil grade, hardness, softness, shadow, tone, American Modernism, blending, smudging, pastel chalks, mark-making, purity, light, dark, hue, scale, enlarge, emotion, evaluation, analyse, feedback

**Vocabulary:**

Modern Impressionism, atmosphere, mood, depth, contrast, complementary, colour, hue, tint, tone, shade, lighten, darken, brushstroke, application, fine, bold, detail, dotting, splashing, evaluation

**Vocabulary:**

sculpture, figure, armature, framework, papier-mâché, storytelling, interaction, visual, elements, posture, movement, action, dynamics, texture, edge, shape, space, form, size, line, colour, tone, mould, balance, proportion,

## YEAR FOUR

### DRAWING: Michelangelo (Renaissance)

### PAINTING: Lee Panizza (Abstract Art)

### SCULPTURE: Barbara Hepworth (Modernism)

#### Knowledge and Understanding:

- To know that tone is used to create a sense of depth and form to make it appear 3D. (Y2 recap)
- To know that light and dark tones help make an image more realistic.
- To know that Michelangelo was an Italian Renaissance artist.
- To know that proportion explores the size relationship between two or more elements.
- To know that scaling means that every element in a drawing or model is in the same proportion.
- To know that shading creates the illusion of depth.
- To know that evaluation and feedback enables the artist to reflect and improve a piece of artwork.

#### Knowledge and Understanding:

- To know that tints and shades increase lightness and darkness.
- To know that Lee Panizza is an Australian abstract artist inspired by nature.
- To know that different paints create different effects.
- To know that intricacy is when artwork is made up of different sized details.
- To know that the planning and design of a painting is crucial to the quality of the end product.
- To know that a painting needs to reflect a mood or emotion.

#### Knowledge and Understanding:

- To know that modernist sculpture is made up of abstract shapes.
- To know that Barbara Hepworth was a British modernist sculptor who was inspired by the natural world.
- To know that texture and pattern can be created in sculpture.
- To know that direct carving is where the process of carving suggests the final form.
- To know that a sculpture can contain different visual elements.
- To know that evaluation and feedback enables the artist to reflect and improve a piece of artwork.

#### Sketchbook Skills:

- To use sketchbooks to generate ideas and record thoughts and observations.
- Make records of experiments with media.
- Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.

#### Creating original artwork skills:

- Create personal artwork using the artwork of others to stimulate them.
- Begin to express thoughts and feeling through the creation of art.
- Manipulate materials to achieve desired effects.

#### Art analysis skills:

- Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).
- Reflect upon their own and other's opinion of their work in order to identify areas of improvement.

#### Study of artists' skills:

- Study significant works of art, craft, design or architecture and give personal opinions about it.
- Study how other artist's make art, including the work of other peoples and cultures, past and present.
- Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).

**Vocabulary:**

tone, light, dark, brightness, value, depth, Renaissance, shadow, proportion, scale, dimension, realistic, shading, illusion, shadow, evaluation, analyse, develop

**Vocabulary:**

tint, shade, tone, colour, darkness, lightness, geometrical, light, movement, scale, watercolour, acrylic, poster point, interlinked, elements, intricacy, arrangement, mood, emotion, warm, cool, evaluate, mood, effect

**Vocabulary:**

abstract, sculptor, sculpture, direct carving, interaction, visual, elements, movement, dynamics, texture, edge, shape, space, form, size, line, colour, tone, pattern, tool, clay

## YEAR FIVE

**DRAWING:**  
**Ivan Belikov**  
**(Contemporary illustrator)**

**PAINTING:**  
**Grant Wood**  
**(Social Realism)**

**SCULPTURE:**  
**Anthea Hamilton**  
**(Surrealism)**

Knowledge and Understanding:

- To know that graphic art uses mark-making and patterns.
- To know that Ivan Belikov is a Russian contemporary illustrator who specialises in folklore beasts.
- To know that texture is created using patterns.
- To know that an artist uses sketches to make a record of ideas.
- To know that a final drawing uses previous sketches to show patterns and shading.
- To know that an artist regularly analyses, evaluates and develops a drawing.

Knowledge and Understanding:

- To know that tone is a hue or mixture of pure colours to which only pure grey is added.
- To know that Grant Wood was a Social Realist artist who focused on real settings.
- To know that shape in art is created using line and colour.
- To know that the choice of colour and pattern can reflect an emotion or mood.
- To know that the planning and design of a painting is crucial to the quality of the end product.
- To know that a painting has a mixture of fine and bold details.

Knowledge and Understanding:

- To know that different textures can be created.
- To know that Anthea Hamilton is a Surrealist sculptor famous for large-scale art installations.
- To know that sketchbooks are key to exploring and recording ideas prior to creating a sculpture.
- To know that a framework is needed to create a papier-mâché sculpture.
- To know that a sculpture can contain different visual elements.
- To know that evaluation and feedback enables the artist to reflect and improve a piece of artwork.

Sketchbook Skills:

- Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.
- Make personal investigations and record observations.
- Record visual experiments with media and try our new techniques and processes.

Creating original artwork skills:

- Develop personal, imaginative responses to a theme.
- Express ideas, thoughts and feelings through the creation of art.

Art analysis skills:

- Use the language of art with greater sophistication when discussing own and others art.
- Analyse and reflect on their intentions and choices.
- Give reasoned evaluations of their own and others work which takes account of context and intention.

Study of artists' skills:

- Study significant works of art using the following method: *Approach; Inspiration; Meaning; Skills.*
- Make studies of artists' work to learn the techniques & processes used.
- Use some of what they have learned from their artists' studies to produce original work.

**Vocabulary:**

graphic art, pattern, mark-making, line, cross-hatch, contemporary illustration, shading, sources, observation, texture, sketch, form, colour, line, shape, space, value, imagination, creativity, evaluate, record, analyse, record, feedback

**Vocabulary:**

tone, tint, shade, hue, pure, colour, brushstroke, shape, line, colour, depth, geometric, organic, asymmetrical, effect, atmosphere, emotion, texture, pattern, social, society, realism, Regionalism

**Vocabulary:**

Surrealism, sculptor, sculpture, interaction, visual, elements, movement, texture, edge, shape, space, form, size, line, colour, tone, pattern, vegetable, art installation, large-scale, proportion, papier-mâché, rough, smooth, stippled



## YEAR SIX

### DRAWING: Salvador Dali (Surrealism)

### PAINTING Vincent Van Gogh (Expressionism)

### SCULPTURE Alberto Giacometti (Modernism)

#### Knowledge and Understanding:

- To know that pressure control, shading smoothly and the behaviour of light creates shadow and tone.
- To know that Surrealism is an art movement which shows illogical scenes.
- To know that tone refers to how light or dark something is.
- To know that the horizon line is the place in a picture where ground meets sky.
- To know that perspective is a technique that enables artists to add the illusion of depth to a painting or drawing.
- To know that scale can be changed to make it more surrealist.
- To know that symbolism or the unconscious mind can guide the artist when creating a Surrealist picture.

#### Knowledge and Understanding:

- To know that harmonious colours work well together and create a pleasing image to the eye.
- To know that Vincent Van Gogh was an expressionist artist famous for his bold brushstrokes.
- To know that different textures can be created using paint and different media.
- To know that the choice of colour and pattern can reflect an emotion or mood.
- To know that the planning and design of a painting is crucial to the quality of the end product.
- To know that a painting has a mixture of fine and bold details.

#### Knowledge and Understanding:

- To know that different textures can be created using clay.
- To know that clay can be manipulated in different ways.
- To know that Alberto Giacometti is a Modernist sculptor famous for creating sculpted animal figures.
- To know that sketchbooks are key to exploring and recording ideas prior to creating a sculpture.
- To know that a sculpture can contain different visual elements.
- To know that evaluation and feedback enables the artist to reflect and improve a piece of artwork.

#### Sketchbook Skills:

- Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.
- Make personal investigations and record observations.
- Record visual experiments with media and try our new techniques and processes.

#### Creating original artwork skills:

- Develop personal, imaginative responses to a theme.
- Express ideas, thoughts and feelings through the creation of art.

#### Art analysis skills:

- Use the language of art with greater sophistication when discussing own and others art.
- Analyse and reflect on their intentions and choices.
- Give reasoned evaluations of their own and others work which takes account of context and intention.

#### Study of artists' skills:

- Study significant works of art using the following method: *Approach; Inspiration; Meaning; Skills.*

- Make studies of artists' work to learn the techniques & processes used.
- Use some of what they have learned from their artists' studies to produce original work.

**Vocabulary:**

tone, depth, shade, shadow, cross-hatch, hatching, stippling, scribbling, pressure, Surrealism, Surrealist, dream-like, juxtaposition, illogical, distorted, transformation, highlight, horizon, horizon line, perspective, vanishing point, background, foreground, scale, proportion, distorted, unconscious mind, symbolism

**Vocabulary:**

colour wheel, colour theory, harmony, harmonious, analogous, tone, tint, shade, Expressionism, Expressionist, emotion, brushstroke, texture, pattern, media, technique, mood, atmosphere, warm, cool, evaluate, effect

**Vocabulary:**

Modernist, sculptor, sculpture, visual, elements, movement, texture, edge, shape, space, form, size, line, colour, tone, pattern, vegetable, art installation, small-scale, proportion, clay, rough, smooth, stippled, animal, distance, position, posture, pinch, slip, join, framework, manipulate