

ART & 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.

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

- ☺ produce creative work, exploring their ideas and recording their experiences
- ☺ become proficient in drawing, 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.

KS1 Pupils should be 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.

KS2 Pupils should be taught:

- ☺ to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- ☺ 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.

Intent

At St James', the intent of the Art and Design curriculum is to enable all children to be artists. They will learn to generate ideas, evaluate their own work and the work of other artists, as well as developing a strong understanding of the concepts of colour, texture, line, form, pattern and shape. Through experimentation, risk and innovation, pupils will develop the necessary skills to make choices about and create artwork using a range of media and for different purposes. Pupils will also learn about the holistic benefits of art, how it can be used as a means of communicating beyond their lifetime and as a tool that can unite communities.

Implementation

To ensure high standards of teaching and learning in Art and Design, we implement a curriculum that is progressive throughout the whole school. Art and Design is generally taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. Pupils are encouraged to apply their Art and Design skills in all areas of the curriculum, seeing the real-life application and value of art. We want pupils to use the art, craft and design techniques they learn as part of a creative journey; where experimenting, reflecting, adapting and refining are just as valued as a finished piece of artwork.

Teachers plan lessons for their class using our progression of knowledge and skills documents. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

Impact

The high-quality teaching of Art at St James will enable learners to build a strong range of core skills as they progress through the school that will give them the opportunity to express their ideas clearly across different media. All children will feel empowered to create their own pieces of art and will have a wide artistic vocabulary that will help them voice their ideas and evaluate their own work and the work of others. Children will have learned about artists from different cultures and time periods, racial backgrounds and ideologies. They will learn to see the value of art in a variety of contexts and the scope of art to build towards different careers in the future.

Coverage of key concepts

In Art, the Key Concepts below should be studied and explored across all areas of Art and Design.

<p>Colour Colour refers to hue, tint, tone and shade. Colours can be created and altered as well as specifically selected to affect how artwork is perceived.</p>	<p>To explore mixing colours and how they can change.</p> <p>To recognise and match colours to their intention e.g. green grass, blue sky</p> <p>To name basic colours – red, green, blue, yellow, pink, brown, purple, white, black, orange.</p>	<p>To recall primary colours</p> <p>To recognise primary colours cannot be created by mixing</p> <p>To make colours lighter</p> <p>To make colours darker</p> <p>To explore colours that can be made by mixing primary colours</p>	<p>To understand that a tint is a mixture of a colour with white and to change the tint of a single colour (i.e. green) by adding different amounts of white</p> <p>To understand that a shade is a mixture of a colour with black and to change the shade of a single colour by adding different amounts of black</p> <p>To explore colour mixing using primary and secondary colours to make new (tertiary) colours</p> <p>To recall secondary colours.</p>	<p>To know the tertiary colours and how to mix them</p> <p>To know the meaning of the words tint, shade and tone and describe colours using these terms</p> <p>To begin to recognise 'hue' as a term for colour</p>	<p>To use knowledge of shade and tone to recreate colour charts (single hue).</p> <p>To use terminology shade, tone and hue to describe colours</p> <p>To know the meaning of complimentary and contrasting colours.</p> <p>To use colour to express moods and feelings.</p>	<p>To begin to create simple colour charts to support artwork.</p> <p>To consider colours used to suit a specific purpose.</p> <p>To explore colour charts and how they can support colour mixing</p> <p>To experiment, and develop control with particular qualities of tone, shades and hue</p> <p>To recognise complimentary and contrasting colours</p>	<p>To create colour charts to support own artwork.</p> <p>To select colours to suit the intended purpose of the artwork.</p> <p>To discuss colours used in artworks using accurate terminology.</p> <p>To create a colour palette, demonstrating mixing techniques and effectively using knowledge of hue, shade and tone;</p>
<p>Texture Texture refers to how something feels. This can be both when physically touched or implied through appearance.</p>	<p>To explore the texture of different materials</p>	<p>To recognise different materials feel and look different.</p> <p>To use materials to create textures.</p>	<p>To describe the textures of different materials.</p> <p>To select materials to make a specific texture.</p>	<p>To begin to explore how texture can be implied through 2D techniques.</p>	<p>To identify how different textures can change the appearance or impact of an artwork (2D and 3D)</p>	<p>To independently select texture techniques to create a desired effect</p>	<p>To combine 2D and 3D approaches to create texture suited to a particular theme or direction within own artwork.</p>
<p>Line A line is a mark made on a surface that joins different points. Lines can vary in length,</p>	<p>To recognise lines in the environment e.g. bark, road markings, brickwork</p>	<p>To explore different types of line – straight, wavy, zigzag, curved</p> <p>To make lines using a variety of tools</p>	<p>To explore the impact of the thickness of a line</p> <p>To use lines to begin to add further detail to artwork</p>	<p>To explore most appropriate style of line for artwork e.g. softer, smudged curves or sharp, straight lines.</p>	<p>To begin to select line styles based on focus of artwork. (e.g. Picasso portraits using straight lines)</p>	<p>To begin to recognise how different lines can be combined to create different effects in artwork (e.g. movement, emotion, atmosphere) and begin to</p>	<p>To recognise and combine different lines in own artwork to create specific effects.</p>

width, direction and shape.				To use lines to add shading to artwork. To select appropriate line width for artwork		combine these in own artwork	
Form Form refers to three dimensional objects. While shapes have two dimensions (height and width), forms have three dimensions (height, width and depth).	To create 3-dimensional models and representations.	To create a simple form through sculpture. To recognise art can be both 3- and 2-dimensional	To recognise that a form may also be hollow.	To begin to recognise how to convey form through drawing techniques (shading) To consider the impact of working in 3-dimensions, recognising how a form can be viewed from different perspectives.	To show implied form through simple 3D drawing techniques	To recognise how different forms can be combined in layers to create artwork (armature frames) and how the internal forms may differ to the final piece.	To recognise and discuss features of forms on a larger scale – buildings and architecture.
Pattern Pattern refers to the visual arrangement of elements in some kind of sequence or repetition.	To explore different types of patterns.	To recognise repeating patterns around them – natural and man made To make simple repeating patterns – repeating one motif (block repeat)	To create more complex repeating patterns with multiple elements	To create more complex repeating patterns thinking about position (e.g. half drop/mirror)	To recognise more abstract patterns – focusing on repeated arrangements e.g. animal prints, plants, water ripples.	To recognise pattern as a repetition of shape or line – e.g. clouds or mountains in a landscape.	To apply knowledge of pattern when creating artwork for a purpose.
Shape A shape is a two-dimensional area. Shapes have height and width but not depth.	To recognise shapes – organic and geometric (e.g. square, leaf, cloud etc)	To use geometric shapes to create representations in artwork.	To create organic shapes in own artwork, identifying how these differ to known geometric shapes.	To recognise and combine geometric and organic shapes in artwork.	To identify how geometric shapes can affect the perception of a piece of artwork e.g. man-made, predictable. To identify how natural shapes can affect the perception of artwork e.g. fluid, unpredictable, real.	To identify how geometric shapes can support the development of organic forms and shapes in artwork e.g. using a circle or oval as base shape for a head	To recognise the impact of shapes used in own artwork and the effect these have on the observer.
Space Space refers to objects and to the area around them. Space relates to volume, so a space has width, depth and height	To fill space with chosen artwork (2D) recognising that they can fill a space completely or partially.	To consider where to place parts of a picture – sky above, land below etc.	To consider the amount of space taken up when considering proportions.	To identify foreground and background in artwork.	To explore drawing and painting objects using foreground and background and by overlapping	To recognise how space can be used to create movement and emotion in artwork e.g. solid colours imply stillness whilst patterns filling a space suggest movement To identify how space can be used to highlight key features of artwork e.g. gaps in sculpture,	Generating Ideas To use knowledge of space to create features and focus points in own artwork – perspective, form, architecture etc.

Skills and Knowledge

	YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Generating ideas, evaluate own work and the work of other artists.</p> <p>Produce creative work, exploring their ideas and recording their experiences</p>	<p>To share the creations they have made.</p> <p>To explain how artwork has been created.</p> <p>To create simple representations of people and other things.</p> <p>ELG: To share their creations, explaining the processes they have used. ELG: (UtW) To make observations and drawing pictures of animals and plants. ELG: (EAD) To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>To try out and use all materials that are presented to them</p> <p>To show their ideas through artwork.</p> <p>To give simple responses to their own and other artist's artwork.</p> <p>To use the work of other artists as a stimulus for own work – creating own representation.</p> <p>To ask simple questions about works of art or artists with support.</p>	<p>To explore and experiment with a range of materials and make independent choices about what to do next.</p> <p>To use artistic techniques to record ideas and experiences</p> <p>To use the work of other artists as a stimulus for own work – starting to focus on specific features or techniques.</p> <p>To ask simple questions about artwork and artists.</p>	<p>To gather and review information, references and resources related to their ideas and intentions.</p> <p>To use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p> <p>To evaluate own work by expressing clear preferences and suggesting improvements.</p> <p>To consider why artists have made particular choices focusing on a set theme e.g. colour, style, shape.</p>	<p>To use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i></p> <p>To regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>To explore how artists and artworks can influence others – identify similar characteristics or styles.</p> <p>To compare artworks within a similar style to identify key characteristics e.g. pop art, pointillism</p> <p>To explore the steps artists use to develop artworks – recognising that many pieces were not the first attempt.</p>	<p>To engage in open ended research and exploration, from a range of sources, in the process of initiating and developing their own personal ideas</p> <p>To confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p>To regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p>To study an artist, designer or architect and explore how their work was influenced by events</p>	<p>To independently develop a range of ideas which show curiosity, imagination and originality</p> <p>To systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(e.g. sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i></p> <p>To create original pieces that show a range of influences and styles from notable artists, artisans and designers.</p> <p>To provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</p> <p>To study an artist, designer or architect and explore how their work changed and developed over time considering events and influences throughout</p>

	YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Skill: Drawing - mark making, shading and creating texture, sketching from real life and portraiture</p>	<p>To explore different types of marks that can be made using different media including pencils, pens, chalks.</p> <p>To develop accuracy in the marks that are made showing control.</p> <p>To draw items from imagination.</p> <p>ELG: (PD) To hold a pencil effectively using the tripod grip in almost all cases. ELG: (PD) To begin to show accuracy and care when drawing. ELG: To safely use a variety of tools and techniques, experimenting with colour, design, texture and form.</p>	<p>To explore the effect of a range of mark making tools including B Pencils, oil pastels and charcoal.</p> <p>To use a variety of media to create more detailed images.</p> <p>To explore different surfaces and create varied textures.</p> <p>To begin to draw from observation.</p> <p>To begin draw simple portraits considering shape of key features.</p>	<p>To explore and experiment with a range of mark making media showing greater control.</p> <p>To make more accurate sketches which begin to include detail from light and dark pencil marks.</p> <p>To create more detailed patterns and textures in artwork.</p> <p>To draw from observation with growing accuracy.</p> <p>To use drawing to express ideas and emotions.</p> <p>To draw simple portraits, beginning to consider proportion.</p>	<p>To draw more accurately from observation: begin to use line, tone, texture, and shading to convey objects from real life.</p> <p>To recognise and use different marks at different stages of a drawing – e.g. sketching to map out initial form.</p> <p>To begin to explore shading by manipulating pencils e.g. altering pressure, grip, pencil type, smudging</p> <p>To expand range of tools used (charcoal, ink), comparing the effect of different mark making tools</p>	<p>To work confidently with a broader range of different materials for drawing including pen and ink, selecting their own tools</p> <p>To make increasingly detailed observational drawings using specifically selected techniques.</p> <p>To experiment with sketching media and make informed choices about which types of pencil to use or when to use charcoal or pen.</p> <p>To use a sketchbook to record and develop preparatory drawing skills – shading, cross hatching, pattern and texture.</p> <p>To explore how to create light and shadow in drawing.</p> <p>To show awareness of scale and proportion.</p>	<p>To select the most appropriate tool to draw with and justify choices made</p> <p>To explore a variety of techniques to create perspective, show light and shadow, and include texture</p> <p>To use a sketchbook to gather skills and ideas, working in an independent and sustained way to develop key elements in art work.</p>	<p>To produce increasingly detailed preparatory sketches for painting and other work.</p> <p>To make use of a wider variety of techniques to add depth to drawings.</p> <p>To share rationale for choosing different techniques.</p> <p>To draw portraits, employing all skills learned to consider shape, proportion, light and dark as well as selecting appropriate shading techniques.</p> <p>To draw from different focal points and consider the possible impact of light and perspective</p>
	YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Skill: Painting & Printing - how to paint, incorporating styles and textures, types of paint,</p>	<p>To explore different tools e.g fingers, small, medium and thick brushes, rollers, stamps.</p> <p>To explore the different effects that can be made e.g. splatter paint, flicking, roller painting, blowing.</p> <p>Printing: To explore printing using different tools/objects.</p>	<p>To paint lines and solid shapes with some control.</p> <p>To explore brushes – thin/thick considering purpose.</p> <p>To hold brushes appropriately.</p> <p>To explore different tools to apply paint e.g. palette knives, brushes, sponges)</p>	<p>To understand how to layer paint.</p> <p>To select appropriate brushes (thick/thin)</p> <p>To select appropriate type of paint (poster, powder, water) for a purpose.</p> <p>Printing: To make a textured printing block (cardboard, string etc) and identify which parts print</p>	<p>To create texture by exploring different styles of line and shape made with brushes – dotting, scratching etc</p> <p>To experiment with colour by adding white or black and by diluting with water, using specific colour language to describe.</p> <p>To extend the range of colour media used to</p>	<p>To identify ways to manipulate the texture of paint – adding water or PVA to create thinner or thicker paint.</p> <p>To reflect on different tints, tones and shades of various types of paint and how they create mood.</p> <p>To independently colour mix paint for a purpose</p> <p>To begin to understand how to manipulate</p>	<p>To confidently make choices about paint based on the subject and effect desired</p> <p>To independently experiment with different paint effects and textures using chosen tools.</p> <p>To show awareness of the work of artists when making decisions about painting techniques.</p>	<p>To use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces</p> <p>To use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists</p>

	<p>ELG: To use a range of small tools, including paintbrushes.</p> <p>ELG: To safely use a variety of tools and techniques, experimenting with colour, design, texture and form.</p> <p><i>Explore different types of paint throughout</i></p>	<p>Apply self-mixed colours independently using chosen tools</p> <p>Printing:</p> <p>To make a relief printing block – foam sheets and identify which parts print</p> <p><i>Explore different types of paint throughout</i></p>		<p>include acrylic paint, watercolour and ink.</p> <p>To mix tertiary colours using new representations for colour mixing and start to use the words tint, shade and tone when colour mixing.</p> <p>To select and apply a range of painting skills and other art media to create a 'final piece'.</p> <p>Printing:</p> <p>To explore monoprinting (printing where only one copy can be made e.g. printing over paper shapes)</p> <p>To explore how to layer prints to apply different colours (separate printing blocks)</p>	<p>different brushes to achieve a range of effects. (including pointillism)</p> <p>To review and refine use of equipment for a particular purpose e.g. size of paintbrush or paper needed.</p>	<p>To discuss the ideas, mood or feelings created by making colour choices and selecting specific techniques to apply colour.</p> <p>Printing:</p> <p>To design and create printing blocks/tiles;</p> <p>To develop techniques in block and relief printing</p> <p>To explore how a printing block can be modified and reused to apply different layers</p> <p>To use key vocabulary to demonstrate knowledge and understanding of printing: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph</p>	<p>Develop own artistic personality or style through independent application of chosen painting skills.</p> <p>Purposefully control the types of marks, brushstrokes used to create desired effect</p>
	YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Skill:</p> <p>Textiles/ Collage/ Digital media</p>	<p>To explore different materials e.g paper, card, shiny paper, tissue paper, wool, ribbon.</p> <p>To match and sort different materials according to colour.</p> <p>ELG: To safely use a variety of tools and techniques, experimenting with colour, design, texture and form.</p>	<p>To explore different texture materials such as threads, cottons, ribbons, wool, grass.</p> <p>To match and sort different materials according to texture.</p> <p>To create an image from cut and torn media.</p> <p>To explore digital tools to create artwork.</p>	<p>To plan and use different ways of adding detail to materials through batik and fabric painting.</p> <p>Apply collage materials in a variety of imaginative ways.</p> <p>To manipulate an image using a digital media app.</p>	<p>Collage:</p> <p>To begin to select from a wider range of materials to create different effects, giving reasons for their choices</p> <p>To refine work as they go to ensure precision</p> <p>To learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage</p> <p>Use collage as a means of collecting ideas and</p>	<p>Textiles:</p> <p>Use different techniques to create textile-based art: printing, dyes, stitching, applique etc.</p> <p>To select appropriate materials (including non-traditional), giving reasons for choices made</p> <p>To make effective and exciting choices when creating textures to combine visual and tactile qualities in textiles e.g. using weaving, overlapping, layering</p>	<p>Collage:</p> <p>To make effective and exciting choices when creating textures to combine visual and tactile qualities in collage</p> <p>To add collage to a painted or printed background;</p> <p>To create and arrange accurate patterns;</p> <p>To use key vocabulary to demonstrate knowledge and understanding in collage: shape, form, arrange, fix</p>	<p>Photography and film:</p> <p>To combine text and photographs to create different effects (e.g. decollage)</p> <p>To understand and apply composition elements of photography when taking photographs (e.g. rule of thirds, foreground, background, focus, lighting)</p> <p>To modify an image on computer to achieve the best quality print</p>

				information to build a visual brainstorm. Collect and select textured papers to form a collaged image.	To use key vocabulary to demonstrate knowledge and understanding in textiles; colour, fabric, weave, pattern, line, texture, decoration	To create a photomontage using given photographs from a range of sources. To use digital media to create or manipulate artwork.	To understand how to alter the quality of an image e.g. understand different processes to zoom, make use of software tools
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Skill: Sculpture/3D	<p>To explore a range of malleable materials to make models (playdough, salt dough, cooking materials)</p> <p>To explore how to change shape of malleable materials.</p> <p>To explore the use of different tools to change models.</p> <p>To explore different materials for improving models (sequins).</p> <p>ELG: To safely use a variety of tools and techniques, experimenting with colour, design, texture and form</p>	<p>E.g. Pinch pots</p> <p>To use hands to manipulate and mould plasticine and playdough to produce a desired shape.</p> <p>To practise pinching, kneading, patting and rolling techniques and identify the effect on the media.</p> <p>To use hands to manipulate and mould clay to produce a desired shape.</p> <p>To discuss and explore the properties of clay – recognising how it changes when dry, becoming more fragile.</p> <p>To experiment with tools, recognising how they can be used to add detail and texture to models</p>	<p>E.g. Castle turrets</p> <p>To begin to recognise how to join sections of a model (cross hatching and slip for clay)</p> <p>To use runners to ensure clay is rolled to an even thickness (tiles)</p> <p>To use a simple armature/mould to shape clay.</p> <p>To use tools and techniques to add texture to models</p>	<p>E.g. Greek clay pots</p> <p>To use coil building method to create models with increasingly even thickness of walls</p> <p>Demonstrate awareness of sculpture to help plan 3D designs (i.e. Greek vases or Greek buildings.)</p> <p>Plan, shape, mould and make constructions from different materials.</p> <p>Develop 3D forms using own 2D designs learning how to achieve form, shape, texture and pattern using modelling materials.</p>	<p>To explore how emotions can be expressed through sculpture.</p> <p>To explore further malleable forms – wire, paper, Modroc etc and recognise how they can be manipulated.</p> <p>Discuss the work of other sculptors and architects and how their ideas might be used in their own work / designs.</p> <p>To create more intricate surface patterns using a range of processes.</p> <p>To review and adapt work when necessary and explain adaptations when evaluating</p>	<p>To compare different ways to finish a product – glaze, paint, -varnish</p> <p>To explore how to represent movement within sculpture.</p> <p>Select from a range of media (due to their properties) understanding that each can be used for different purposes.</p> <p>To explore how to create form and movement within sculpture, using wire frames (armature) and other supporting structures.</p> <p>Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors work.</p>	<p>To design and create sculptures, considering how to express emotion and movement to achieve a desired outcome.</p> <p>To discuss the properties of media and reflect on why a certain material is well suited for a purpose</p> <p>To recognise and draw inspiration from sculptural forms in the real world – ceramics, sculpture and architecture – using sketches as a basis for artwork.</p> <p>To independently choose modelling materials to use when planning their own sculptures.</p>

Key Vocabulary

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Generating Ideas	Make, create	explore, discover, share, express	Experiment, starting point, subject	Combine, transform, manipulate, sketchbook, primary source (real-life), secondary source (photos)	Stimuli, arrangement, modify, process, intention	outcome, inspiration, open-ended, research, justify	Context, systematic, originality, intent, rationale, composition,
Evaluating Own work and other artists	Like, dislike, artist	end result, similarity, difference, real, abstract	Opinion, emotion, features, technique, pop art, realism	style, theme, representation, comparison, Art Deco, impressionist	Improvement, effect, characteristics, influence, pointillism, contemporary	impact, analyse, study, architect, designer, modernism,	Evoke, reasoning, street art, surrealism
Drawing	Mark making, pencil, chalk, draw	pen, pencil gradings (HB, 2B etc) charcoal, wax, soft pastel, oil pastel, pressure, grip	Observational drawing, detail, sketch, shading, outline,	Smudge, sharp, graphite, layer, proportion	Hatching, cross-hatching, viewfinder, depth	perspective	preparatory sketch
Painting and printing	Paint (verb), brush, roller, stamp, thick (texture), runny (texture)	print, palette, splatter, poster paint, water colour, powder paint, mix	Bristles, width, thickness, printing block	monoprint, layer, rounded brush, flat brush, dotting, scratching, wash,	manipulate,	Relief, hapa-zome, hammering, arrange, collagraph,	Blend, absorb,
Textiles, collage and digital media	Paper, card, tissue paper, wool, ribbon	Fold, cut, tear, stick, collage, fabric, string, thread, weave	batik, dye, decorate, qualities	Overlapping, tessellation, mosaic, montage	Embroidery, fibres, tapestry, embellish,	Arrange, fix	Decollage, focus, zoom, lens, sharp, frame, transparency, graffiti, mural, edit
Sculpture and 3D	Playdough, plasticine, clay, tool, glue	shape, mould, pinch, knead, pat, roll, fragile, strong, soft, hard, decoration, pressure	Slip, cross hatch, join, sculpture/sculpt, maquette, model	Coil, even (thickness), sculptor, architecture	wire, pliers, malleable, Modroc	Armature, glaze, polish	Sculptural form
Key concepts: Colour, texture, line, form, pattern, shape, space	shape, colour, picture, red, green, blue, yellow, pink, brown, purple, white, black, orange, mix, pattern, space	Line, wavy, straight, curved, zigzag, texture, shade, dark/-er, light/-er, primary colours, 2D, 3D, repeating pattern, natural, man-made	Colour mixing, secondary colours, tint, warm, cold, landscape, portrait, still life, distance, positive, negative, form, background	colour wheel, relief, decorate, foreground, geometric shape, organic shape, position, tone, hue	Relationship, aesthetic, abstract, environment, perception, appearance, impact, base colour, depth, complimentary, contrasting,	Perspective, movement, atmosphere	pigment, visual, tactile,

Possible Artists

Drawing	Colour		3D/textiles
CJ Hendry Kandinsky (lines/shapes) Van Gogh (lines) Albrecht Durer MC Escher	Wassily Kandinsky Mondrian Matisse Van Gogh Georges Seurat Claude Monet Banksy David Hockney Bridget Riley	Andy Warhol Gustav Klimt Jackson Pollock Georgia O'Keefe William Morris Steven Brown Paul Klee Roy Lichtenstein Peter Thorpe Chris Ofilli	Goldsworthy Antony Gormley Barbara Hepworth Gaudi Isaiah Zagar Robert Arneson Beate Kuhn Faith Ringgold