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| Name of Artist: Paul Cesanne  | Name of Artist: Monet  | Name of Artist: Victoria Topping |
| Drawing - pencil | Painting – water colours  | Collage/Digital Image |
| * Experiment with wet media to make different marks, lines, patterns, textures and shapes.
* Explore colour mixing and blending techniques with coloured pencils.
* Use different techniques for different purposes i.e. shading, hatching within their own work.
* Start to develop their own style using tonal contrast and mixed media.

**Lines and Marks*** Starts to use fine, light and miniscule lines to build up a picture.
* Reflecting and adapting the use of line in picture as it develops. This may be by layering paint to create the most fitting lines, or using smaller lines in sketching and building up details with minute markings.

**Shape*** Can draw 3D shapes by adding the appropriate shape faces.
* Shades the shadow for a sphere and understand the highlight is where the light ‘hits’ the object.

**Colour/Tone** * Uses light and dark tones to show shadows or to show different hues (colour) in a variety of mediums – pencils, pastels, paints.
* Blended colours are subtle with artist showing they can make small changes to create a new shade or tone.
* Watercolour techniques developed; blotting out colour with a tissue, using salt to disperse colour, letting colours run to produce an effect.

**Pattern** * Create complex and appealing patterns which fit the genre of art they are studying.
* Investigate optical illusions and attempts to create simple illusions.

**Perspective and Composition*** Begin to use simple perspective in their work using a single focal point.
* Begin to develop an awareness of composition, scale and proportion in their paintings.

***E.g., foreground, middle ground and background.**** Show and awareness of how paintings are created i.e. Composition
 | * Develop a painting from a drawing
* Carry out preliminary studies, trying out different media and materials and mixing appropriate colours
* Create imaginative work from a variety of sources

***E.g. observational drawing, themes, poetry, music*** **Colour/Tone*** Mix and match colours to create atmosphere and light effects
* Be able to identify primary secondary, complementary and contrasting colours
* Work with complementary colours Developing colour techniques in using watercolours

***E.g. Using watercolours to blend the sky (this is called a wash) but using block colours for the foreground*.** | * Experiment with a variety of techniques exploiting ideas
* from sketchbook.
* Use a number of different stitches creatively to produce different patterns and textures.
* Work in 2D and 3D as required.
* Design, plan and decorate a fabric piece.
* Recognise different forms of textiles and express
* opinions on them.
* Use sketchbooks to collect and record visual information from different sources.
* Use the sketch book to plan how to join parts of the sculpture.
* Adapt their work according to their views and describe
* how they might develop it further. Annotate work in sketchbook.
* Use language appropriate to skill and technique.
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| Generic Skills* Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
* Question and make thoughtful observations about starting points and select ideas to use in their work.
* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
* Compare ideas, methods and approaches in their own and other’s work and say what they think and feel about them.
* Adapt their work according to their views and describe how they might develop it further.
* Annotate work in sketchbooks

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