

St Denys Captivating Curriculum

Art



Intent

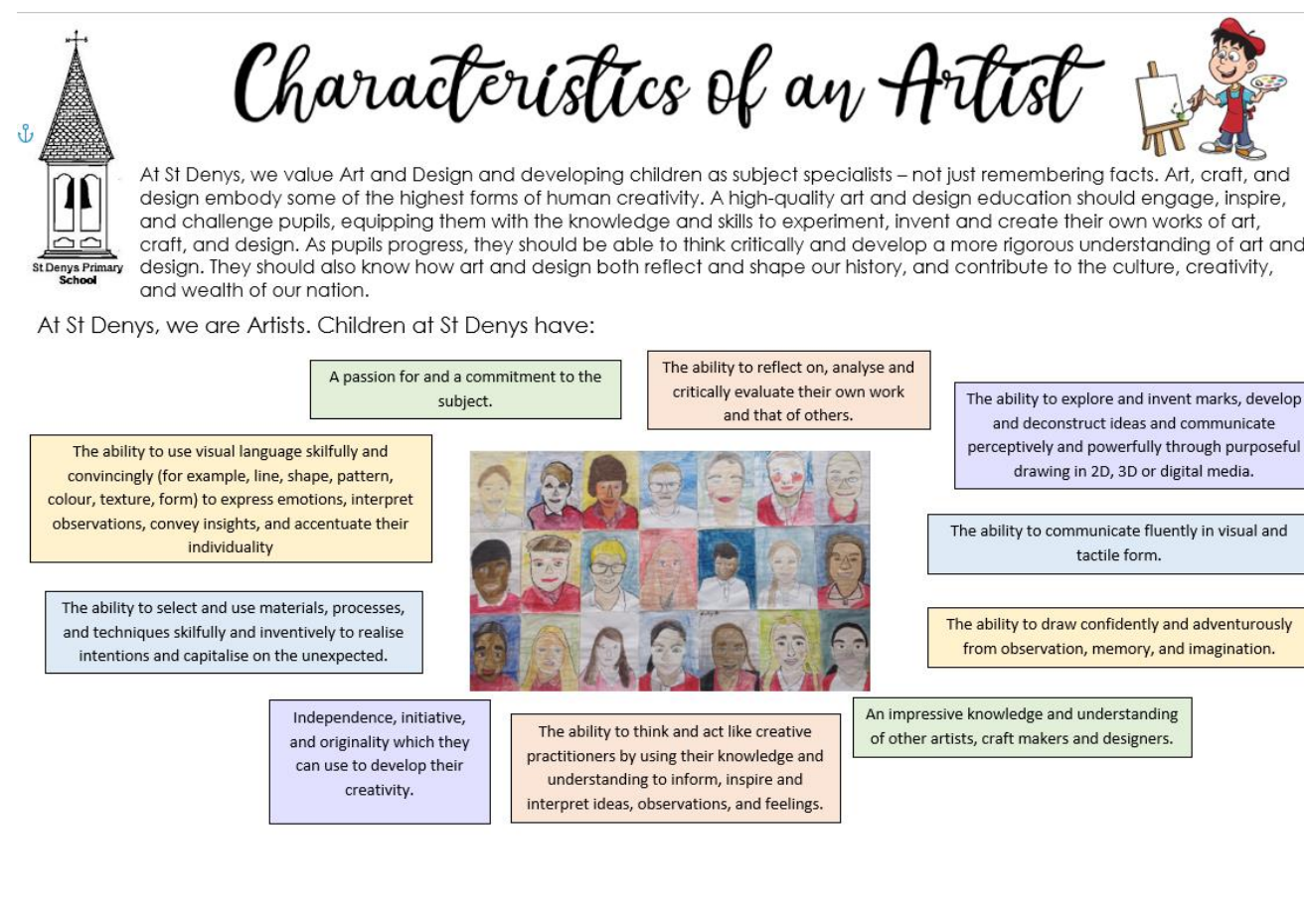
St Denys primary believes that art is a vital part of children’s education, with a significant and valuable role in the taught curriculum and the enrichment opportunities we offer our pupils. The art curriculum will develop children’s critical abilities, as well as an understanding of their own and others’ cultural heritages through the study of a diverse range of artists and genres. Through finding out about great artists throughout history and today, children understand how the past influences the present. Art enables children to develop a sense of identity through their own work and a chronological framework for their knowledge of significant artists in history and how that has influenced the Art of today.

Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing a curriculum which will enable children to reach their full potential. Our intent, when teaching Art at St Denys, is to stimulate the children’s curiosity in order for them to develop their knowledge, skills, vocabulary and understanding of themselves and the Art world.

Curriculum Drivers Our curriculum drivers shape, personalise and underpin our curriculum, bring about the aims and values of our school, and respond to the particular needs of our learners.	Well Being Our curriculum has physical, mental and emotional well-being at its heart. Children only learn if they are safe, well and happy.	Creativity Our curriculum harnesses the power of possibility and fosters creative thought, enabling children to solve problems and express themselves in different ways	Communication Our curriculum ensures that children develop the skills necessary to communicate their thoughts, ideas and feelings successfully in a wide range of different forms.	Choice Our curriculum provides children with the knowledge, skills and understanding to make informed choices	Challenge Our curriculum provides challenge for all learners, teaches learners to seek challenge and develops the resilience they need to embrace it
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Art at St Denys is taught every term but we ensure the skills are consistently reinforced and sustained through our daily dashboard and other subjects where suitable.


By the time that the children leave our school they should have developed these characteristics of learning in Art:



By the end of each Milestone the children will achieve: -

Pebbles Milestone Early Years Foundation Stage	Milestone 1 Years 1 & 2	Milestone 2 Years 3 & 4	Milestone 3 Years 5 & 6
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Art - End of Milestone Outcomes

By the end of the Pebbles Milestone , children will be able to...	<ul style="list-style-type: none"> • Begin to think about an artist's point of view. • Start to think about composition and colour. • Experiment with a wide variety of materials. • Use art to represent feelings. • Make intentional representations, deciding beforehand what they want to depict. • Use a wide variety of tools with developing expertise. 		
Threshold Concepts	By the end of Milestone 1 , children will be able to...	By the end of Milestone 2 , children will be able to...	By the end of Milestone 3 , children will be able to...
Develop ideas	<p>Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p> <p>Explore different methods and materials as ideas develop.</p> <p>Use tools with developing expertise</p>	<p>Develop ideas from starting points throughout curriculum.</p> <p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p>
Master techniques Painting	<p>Use thick and thin brushes.</p> <p>Mix primary colours to make secondary.</p> <p>Add white to colours to make tints and black to colours to make tones</p> <p>Create colour wheels.</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Experiment with creating mood with colour.</p>	<p>Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists</p>
Master techniques Collage	<p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p>	<p>Select and arrange materials for a striking effect.</p> <p>Ensure work is precise.</p>	<p>Mix textures (rough and smooth, plain and patterned).</p> <p>Combine visual and tactile qualities.</p> <p>Use ceramic mosaic materials and techniques</p>

		Use coiling, overlapping, tessellation, mosaic and montage.	
Master techniques Sculpture	Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail.	Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form
Master techniques Drawing	Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.	Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.
Master techniques Print	Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints.	Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns.	Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.
Master techniques Textiles		Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric.	Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces
Master techniques Digital media	Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Create images, video and sound recordings and explain why they were created. Replicate some of the techniques used by notable artists, artisans and designers.	Enhance digital media by editing (including sound, video, animation, still images and installations).
Take inspiration from the greats	Describe the work of notable artists, artisans and designers Use some of the ideas of artists studied to create pieces.	Create original pieces that are influenced by studies of other	Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish, be creative and make choices in order to be the best version of themselves. The St Denys Captivating Curriculum in Art has been designed to meet the needs of our learners in our context, meeting the requirements of the National Curriculum, informed by research and the principles of the Chris Quigley Essentials Curriculum covering different artists and genres throughout history and learning the skills of sculpture, textiles, drawing, painting and print making. It is supported by clear skills and knowledge progression with a clear vocabulary advancement. This ensures that skills and knowledge are built on year by year, sequenced appropriately with termly teaching and reinforced regularly to maximise learning for all children through the daily dashboard and other cross curricular links.

There are many opportunities for children to revisit and practice their skills within the cross curricular links, Daily Dashboard, working with local Artists and entering competitions. We are proud of our Young Artists and showcase their work around the school. It is important that the children develop the progressive skills of an Artist throughout their time at St Denys and do not just learn a series of facts/procedures related to the subject. In lessons, children are encouraged to use the skills and characteristics of an Artist: All skills that will convey insights and accentuate their individuality and help them in their adult life

The curriculum overview for Art is as follows: -


ART	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AUTUMN	Colour Monster – Painting Colour mixing Creation and use of Autumn colours Printing Using different natural materials such as leaves to create prints Healthy Eating Drawing- using colour and form to depict fruit	Portraits-Drawing Children will: Know that a portrait is a piece of art that represents a person: their face is usually the main focus Name some famous portrait artists Understand how artists show mood and features through a portrait The 2 particular styles of portrait Skills and techniques: - fast observation sketching Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines.	Food & Cezanne - Painting Children will learn about Paul Cezanne and create their own still life linked to food. Skills and techniques: - Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels.	Renaissance - Drawing - Painting Children will learn about the Renaissance Focus on the life and work of Leonardo Da Vinci Skills and techniques: - Learn how to draw a portrait in proportion Learn the Paint techniques used in Renaissance painting to use in their own work. Use different hardness of pencils to show line, tone and texture. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture	Symbolism - Textile and collage Children will learn: what Symbolism is and which century Symbolist artists became famous. Focus on Edvard Munch Skills and techniques: - Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric.	Surrealism – Drawing The children will learn: What surrealism means When surrealism began and was at its peak The names of some famous surrealist artists Focus on Salvador Dali Skills and techniques: - Advancement of drawing techniques Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement	Pop Art– Print Children will learn: What Pop art is and when and where it originated Who are the most influential Pop artists, with a focus on the work of several pop artists and the effects of their work Skills and techniques: - Teach techniques used Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.

SPRING	<p>Winter Sleep and North - Arctic</p> <p>Drawing and painting</p> <p>Looking at art What is art topic?</p> <p>Exploring art and artists and how they make us feel</p> <p>Exploring the use of art in illustration and responses</p> <p>Using inspiration from topic books to create winter drawing and scenes</p>	<p>Landscapes - Painting -</p> <p>Children will understand: -</p> <p>Landscape art depicts natural scenery and the sky</p> <p>The process of painting a landscape painting – quick sketch, colour wash, add detail with fine brush</p> <p>The place of people and the sky in landscapes</p> <p>John Ndambo and his style of landscape paintings especially his use of colour</p> <p>Skills and Techniques: -</p> <p>Use thick and thin brushes.</p> <p>Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones</p> <p>Create colour wheels.</p>	<p>Underneath the Sea - Print/ collage -</p> <p>Focus on the artist Ken Donn</p> <p>Skills and Techniques: -</p> <p>Use repeating or overlapping shapes.</p> <p>Mimic print from the environment</p> <p>Use objects to create prints (e.g. fruit, vegetables or sponges).</p> <p>Press, roll, rub and stamp to make prints.</p> <p>Use combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p>	<p>Animals - Painting</p> <p>Children will: -</p> <p>Learn how animals are depicted in paintings through history</p> <p>Paint techniques used to paint fur</p> <p>Focus on Rosa Bonheur's work and techniques she used.</p> <p>Skills and Techniques: -</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Experiment with creating mood with colour.</p>	<p>Art Deco – Print</p> <p>Using inspiration from Tamara de Lempicka and other Art Deco artists.</p> <p>Skills and Techniques: -</p> <p>Use layers of two or more colours.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Make printing blocks (e.g. from coiled string glued to a block).</p> <p>Make precise repeating patterns.</p>	<p>Expressionism - Henri Matisse - Painting</p> <p>The children will learn:</p> <p>The key features of any style of Expressionistic art</p> <p>What was fauvism? how artists like Henry Matisse and Andre Dorain produced their artwork</p> <p>Why Expressionistic artists did not use realistic colours in their artwork</p> <p>Skills and Techniques: -</p> <p>Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists</p>	<p>Art and fashion _ Piet Mondrian – Textiles</p> <p>Children will learn: -</p> <p>About the link between art and fashion</p> <p>Artists whose work has influenced and inspired fashion design.</p> <p>Importance of colour theory and optical effects to fashion designers</p> <p>Learning about the life of Piet Mondrian</p> <p>Skills and Techniques: -</p> <p>Textile techniques.</p> <p>Show precision in techniques.</p> <p>Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces</p>
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SUMMER	<p>Summer Season –</p> <p>Use of colours that depict the time of year</p> <p>Life cycles –</p> <p>Collage experimenting with various materials and collage techniques e.g., tearing, use of texture, layering to create various animals</p> <p>Traditional tales</p> <p>Painting – experimenting with colour, and colour mixing to create large fairy tale characters</p>	<p>Clay Flower - Sculpture</p> <p>Children will learn: Flowers are used in art to represent different ideas and themes</p> <p>Flowers are shown in art through a variety of media and styles</p> <p>Marc Quinn’s artwork includes sculptures of flowers</p> <p>Skill/techniques:</p> <p>Clay: children use a combination of shapes, mark the clay to create texture, roll, mould, cut, carve and join clay.</p>	<p>Inspiration from the greats- Scenes from the Sea</p> <p>Children will learn about: Famous seascapes and use the techniques to create and inspire their own work</p> <p>Skill/techniques:</p> <p>Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p> <p>Explore different methods and materials as ideas develop.</p> <p>Use tools with developing expertise</p>	<p>Abstract Art – Sculpture</p> <p>Children will learn:</p> <p>About abstract art and when it became popular</p> <p>Explore common features of abstract art and its use of bold contrasting colour</p> <p>Explore the techniques that abstract artists used</p> <p>Focus on Wassily Kandinsky and his use of shape to depict feelings</p> <p>Skill/techniques:</p> <p>Colour theory.</p> <p>Annotate sketches to explain and elaborate ideas</p> <p>Create and combine shapes to create recognisable forms (e.g., shapes made from nets or solid materials).</p> <p>Include texture that conveys feelings, expression or movement.</p> <p>Use clay and other mouldable materials.</p> <p>Add materials to provide interesting detail.</p>	<p>Inspiration from the greats - Impressionism –</p> <p>Children will learn: About impressionism and significant artists of the period</p> <p>Children will explore how expressionism is different to art created in Europe before that period</p> <p>Learn the Impasto technique Focus on the work of Claude Monet and Auguste Renoir to inspire their own work.</p> <p>Skills and Techniques: -</p> <p>Develop ideas from starting points throughout curriculum.</p> <p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p>	<p>Anatomy -Albert Durer - Sculpture/ Drawing</p> <p>The children will learn:</p> <p>Two significant periods in history when artists were particularly interested in human anatomy</p> <p>Examples of why artists may be interested in human anatomy</p> <p>Two famous Ancient Greek sculptors</p> <p>The four processes for the ball-and-socket technique when drawing the human body</p> <p>Examples of how Dürer became well known for his art</p> <p>How he used his mathematical skills when drawing human anatomy</p> <p>To copy Dürer’s level of detail when drawing</p> <p>Children are to use these skills to create sculptures of their own.</p> <p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form</p>	<p>Inspiration from the Greats – Architecture – Zaha Hadid</p> <p>Children will learn:</p> <p>About the life of Zaha Hadid</p> <p>About the effects created by Zaha Hadid and the techniques used.</p> <p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p>
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Our planning overviews set out the learning journey for each term. Our weekly/unit planning identifies the specific learning intentions and relevant vocabulary. Our success criteria show the context of the lesson/series of lessons, the specific learning intentions (using 'I can' format) and the associated key vocabulary. Knowledge webs support planning and provide a summary of the key learning.

Example of Art success criteria: -


Art Context: Renaissance- Mona Lisa			Key vocabulary:
Success criteria: I can draw a portrait in proportion: I can draw an oval shape for the face I can divide my oval up with fine guide lines to show where the eyes, nose, mouth and ears go I can add my eyes, nose mouth ears and hair by using my guide lines EXT: I can add shade to my face to create better definition	Me	My teacher	anatomy
			trunk
			silhouettes
			potential
			expand
			ground
			pigment
			tempera
			Sfumato
			sombreness

Example of a Knowledge Web: -


The Renaissance



Quick summary




The Renaissance period is generally considered to have started in Florence, Italy around the years 1350 to 1400. At this time, Italy had become very wealthy and many people were happy to spend their money supporting artists and other talented, creative or intelligent people. The start of the Renaissance was the period between the end of the Middle Ages and the start of modern times. The word 'renaissance' means rebirth. During the Middle Ages, many of the exciting changes and discoveries in art and science that had been made by the Greeks and Romans had been lost. This is why part of the Middle Ages is also now called the Dark Ages. The Renaissance period was the time of 'coming out of the dark' and the rebirth of things like art, literature and music.




Artists and artisans

Famous Renaissance artists include:
Donatello (1386-1466) Italian sculptor
Hieronymus Bosch (1450-1516) Dutch painter
Leonardo da Vinci (1452-1519) Italian painter and sculptor
Albrecht Dürer (1471-1528) German painter and printmaker
Michelangelo (1475-1564) Italian painter and sculptor
Raphael (1483-1520) Italian painter




Styles and periods

The most significant part of the Renaissance period was something called 'humanism'. This meant that people tried very hard to be educated and knowledgeable about the classical arts, literature and science. In art, it was seen as important to look for realism and human emotion. This meant that much of the art produced focused on realistic and carefully detailed human figures. Paintings and sculptures were common types of art produced in this period, with wealthy members of society buying the art for their homes and gardens.




Effects

Renaissance art was produced to transport the viewer directly into the scene. Sculptures could be viewed from all sides while paintings showed depth, perspective and scale to show a lifelike scene. The person sculpted or painted often looked directly at the viewer with an expression that had to be interpreted.




Techniques

Renaissance painters often used a technique of creating frescos. These are large mural paintings that are painted on walls while the plaster is still wet. Once the paint dried, the painting became a permanent part of the building. Some of the most famous fresco paintings can still be seen today in famous landmarks like the Sistine Chapel (see photo above).




Vocabulary


renaissance: rebirth, renewed popularity or success
humanism: the quality of being human or human nature
knowledgeable: having knowledge or intelligence
classical: to do with the Ancient Greek or Roman period
realism: presented in a way that is like real life
depth: appearing 3D rather than flat
perspective: the right impression of the size and position of objects
frescos: pictures painted on a wall while the plaster is wet
permanent: lasting for ever, not expected to change




Media and materials




Techniques




Process




Colour theory




Emotions




Artists and artisans



Effects



Visual language



Styles and periods

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Curriculum Companion Art and Design

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Our learning resources are carefully chosen and build and sustain engagement. The purpose of the learning is driven by subject specific intent. We use Proof of Progress as part of our progression model in Art, we use **POP tasks** (Proof of Progress) which show our curriculum expectations in each cognitive domain (Milestone 1 to 3) to enable children to showcase their work and knowledge, of the Greats and promote long term retention.

We use our daily/weekly 'Dashboard', cross curricular links, working with local Artists, and clubs to keep skills and knowledge current and to support long term retention.

We use our success criteria to help children when learning about the great and art techniques, but not for when they are creating their own pieces of work, so their creativity is not curtailed.

Art provision is enhanced through visits to the art gallery and visiting artists, including members of staff, who demonstrate and support children's own creations.

Impact

For children in each key stage to have key knowledge in a wide variety of art to ensure progression, relevance and purpose and by the time the children at St Denys leave our school they should have developed:

- At the end of Key Stage 2 for the children to be confident in all aspects of art and have the skills to ensure success in the KS3 curriculum
- For children to have the ability to communicate fluently in a visual and tactile form and to be able to act like creative professionals by using their understanding and knowledge to inform, inspire and interpret ideas, observations and feelings.
- Acquisition of vocabulary – for children to feel confident in it and to be able to use it to critically discuss and evaluate their own art.

We will be able to see progress throughout the milestones, through the end of topic POP (proof of progress) tasks, sketch books, termly book scrutiny and pupil interviews.

We capture a summary of the learning in Art through individual pieces of art as a personal response and interpretation to what they have learnt, written work and sometimes through using a 2-page spreads.



Year 1 Portait



Year 6 Pop Art Self Portrait

Our main aim is for children to leave St Denys having used and developed the characteristics of an Artist; they will continue to use these in their future lives.

Art and Design Generic Vocabulary

Milestone 1 -Generic Vocabulary		
alter	explore	secondary colours
arrange	glue	shading
artisan	join	shadow
artist	line	sort
carving	materials	stitching
classic	method	technique
collage	modern	textile
create	moulding	texture
cut	object	thickness
designer	paint	tint
develop	pattern	tones
digital media	plaiting	tool
dot	primary colours	visual
effect	print	weaving
experiment	sculpture	

Milestone 2 - Generic Vocabulary-		
accurate	montage	sketch
adapt	mood	smooth
annotate	mosaic	striking
back stitch	movement	style
blocks	notable	tessellation
coiling	original	washes
collect	overlapping	watercolour
cross hatching	palette	
cross stitch	patterned	
distinctive	plain	
dye	precise	
elaborate	quilt	
feeling	recognisable	
hardness	recordings	
hatching	refine	
influenced	replicate	
layers	resources	
mix	rough	

Milestone 3 - Generic Vocabulary		
abstract	expression	lifelike
acrylic	extend	mimic
animation	fluent	perspective
ceramic	frameworks	proportion
convey	grasp	provoke
enhance	interpretation	qualities
stability	tactile	

Art and Design - Topic Specific Vocabulary

Topic Specific Vocabulary – Year 1		
Portraits	Landscapes – Impressionists	Beauty of Flowers
feature	imaginary	significance
Renaissance	speciality	context
Realist	dedicating	symmetrical
Pop artist	appreciate	base
idealised	apply	sorrow
mastered	blend	themes
perfect	definition	wilting
	ominous	
	vastness	
Topic Specific Vocabulary – Year 2		
Food - Cezanne	Under the Sea	Scenes of the Sea
still life	depth	seascape
rich colours	brightly coloured	glassy
portrait	texture	scrolls
Baroque	layers	maritime
Post-Impressionist		naval
contemporary		nation
lavish		primary colour
		secondary colour

Topic Specific Vocabulary – Year 3		
The Renaissance	Animals	Abstract Art
renaissance	source	random
humanism	livestock	geometrical
knowledgeable	domestic	outline
classical	originally	contrasts
realism	layered	transparent
depth	mythical	chromatic
perspective	fascination	physical
frescos	values	
permanent	strands	
Topic Specific Vocabulary – Year 4		
Symbolism	Art Deco	Impressionism
personal	geometric	impression
obscure	aluminium	optically
transition	jade	hatching
noirs	chrome	linear
lithography	sleek	cross-hatching
hollow	streamlined	stippling
	traditional	impasto
	sophistication	essence

Topic Specific Vocabulary – Year 5		
Surrealism and Salvador Dali	Expressionism and Henri Matisse	The Art of Anatomy an Albrecht Durer
persistence	honour	master
Civil War	vibrant	meticulous
irrelevant	allegedly	volume
unconscious	chaotic	foreshortening
distorted	embolden	topography
horizon	adjusting	contours
		gouges
		chisels
		brayer
		printing press
Topic Specific Vocabulary – Year 6		
Pop Art	Art and Fashion and Piet Mondrian	Amazed by Architecture and Zaha Hadid
distinguished	plane	posthumously
banal	neo-plasticism	futuristic
mundane	eliminating	compromised
portfolio	non-essentials	angular
vivacious		enhanced
tertiary colours		generation
multiple		persistent
intrigued		undulating
		venture