

## Art Curriculum

### How is our curriculum mapped?

At Durweston School, art is taught in mixed age classes. As a result, each unit has been planned with a focus on skills. This means that a pupil will always be able to be taught the skills for the year group they are in. The art curriculum has been divided up into 3 units a year. To enable to allow this to happen, teaching of art may take a slightly splintered approach, with teachers teaching two to three slightly different modelled inputs (see diagram below).








### How do we teach about famous artists, designers and architects?






Most units contain a focus craftsperson / artist/designer/architect and an example stimuli piece with which to begin the unit of work. This has been chosen, not because it must be replicated in the finished outcome, but because the chosen pieces (and often artists) demonstrate the skills that are going to be taught in that unit of work.


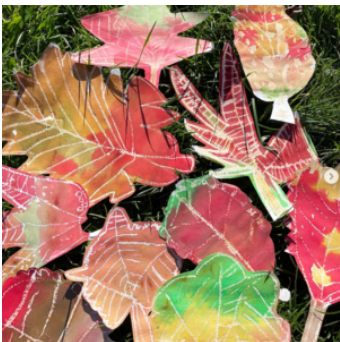


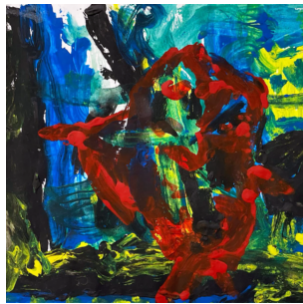



### Unit Overview for Durweston Primary School




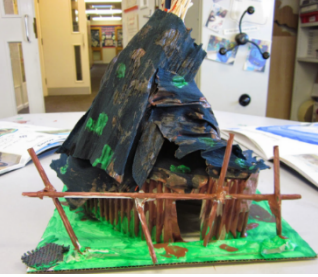
	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
	Year A	Year B	Year A	Year B	Year A	Year B
Nursery -EYFS	Drawing Printing with your body from Hands, Feet and Flowers	Drawing Painting the Savannah/Imaginary Landscapes	Painting & colour mixing Still Life Compositions Inspired by Cezanne	Painting & Printing	Clay Play	3d Sculpture
Dolphins Y1-2	Explore and Draw Spirals	Explore and Draw Wax Resist leaves and leaf prints	Exploring Watercolour  Drawing the Houses of Parliament	Expressive Painting and Colour Mixing  Drawing the King's Castles	Fruit pinch pots	Making birds Clay dinosaurs (based on Clay Play and Quick clay figurative sketches – needs planning
Seahorses (Y2/3 )	Observing and Drawing Sculptures Stone Age Art	Quentin Blake Line Drawing/Quick clay figurative sketches  Roman pots	Painting the Rainforest	Roman ships	Iron Age roundhouses	Photography, printing, clay
Sharks Y4-5)	Drawings Inspired by Anglo Saxon Architecture <a href="https://www.accessart.org.uk/show-me-what-you-see-drawing-inspired-by-anglo-saxon-architecture/">https://www.accessart.org.uk/show-me-what-you-see-drawing-inspired-by-anglo-saxon-architecture/</a>  Sculptures with personality inspired by Anglo-Saxon houses <a href="https://www.accessart.org.uk/inspired-by-anglo-saxon-houses/">https://www.accessart.org.uk/inspired-by-anglo-saxon-houses/</a>	Anglo Saxon Jewellery <a href="https://gomersalprimaryschoolart.blogspot.com/2019/07/anglo-saxons.html">https://gomersalprimaryschoolart.blogspot.com/2019/07/anglo-saxons.html</a>	Still Life <a href="https://www.accessart.org.uk/visual-arts-planning-still-life/">https://www.accessart.org.uk/visual-arts-planning-still-life/</a>	Concertina landscapes <a href="https://www.accessart.org.uk/concertina-landscapes/">https://www.accessart.org.uk/concertina-landscapes/</a>  OR  Cloth, Thread and Paint	Monoprinting/mixed mediabased on the Bayeux Tapestry  <a href="https://gomersalprimaryschoolart.blogspot.com/2019/03/bayeux-tapestry.html">https://gomersalprimaryschoolart.blogspot.com/2019/03/bayeux-tapestry.html</a>	<i>Bodies</i> – quick clay sculptures Figure drawing with felt tip, charcoal and pen inspired by Julian Opie and Henry Moore. Metal and clay figures inspired by Giacometti. Paper clothing inspired by Vivienne Westwood
Y5-6	Drawing Exploring Identity European Art (T)  European Art (T) A selection Pencil drawings of buildings inspired by Anselm Kiefer Buildings by Le Corbusier <a href="https://www.accessart.org.uk/architectural-design/">https://www.accessart.org.uk/architectural-design/</a>  Drawing Houses from Architecture: Big and Small	Drawing Mixed Media Land and City Scapes  (Greeks <a href="https://gomersalprimaryschoolart.blogspot.com/2020/01/the-romans-year-4.html">https://gomersalprimaryschoolart.blogspot.com/2020/01/the-romans-year-4.html</a> <a href="https://www.accessart.org.uk/decorative-clay-coil-pots/">https://www.accessart.org.uk/decorative-clay-coil-pots/</a> )	Exploring Still Life  Winter Landscapes		Printing Print and Activism  <a href="https://www.accessart.org.uk/teenagers-make-propaganda-art-inspired-by-shepard-fairyle/">https://www.accessart.org.uk/teenagers-make-propaganda-art-inspired-by-shepard-fairyle/</a>  (Mayan Art <a href="https://gomersalprimaryschoolart.blogspot.com/2018/11/ancient-maya-art.html">https://gomersalprimaryschoolart.blogspot.com/2018/11/ancient-maya-art.html</a> )	Plinth people from The Art of Display <a href="https://www.accessart.org.uk/plinth-people-sculptural-self-portraits/">https://www.accessart.org.uk/plinth-people-sculptural-self-portraits/</a>

	(Shang - Four Gentleman)					
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<p>Starfish (EYFS)</p> <p>Could you do clay and printing every year rather than alternate? Please?</p>	<p><b>Autumn A</b></p> <p>Drawing/Painting            Printing with your body from <a href="https://www.accessart.org.uk/hands-feet-and-flowers/">Hands, Feet and Flowers</a>  <a href="https://www.accessart.org.uk/hands-feet-and-flowers/">https://www.accessart.org.uk/hands-feet-and-flowers/</a></p> 	<p><b>Spring A</b></p> <p>Painting/Drawing            Still Life Compositions Inspired by Cezanne  <a href="https://www.accessart.org.uk/still-life-inspired-by-cezanne/">https://www.accessart.org.uk/still-life-inspired-by-cezanne/</a></p> 	<p><b>Summer A</b></p> <p>Clay Play  <a href="https://www.accessart.org.uk/?s=clay+play">https://www.accessart.org.uk/?s=clay+play</a></p> 
	<p><b>Autumn B</b></p> <p>Drawing/Painting            Painting the Savannah  <a href="https://www.accessart.org.uk/painting-savannah-chloe-williams/">https://www.accessart.org.uk/painting-savannah-chloe-williams/</a></p> 	<p><b>Spring B</b></p> <p>Painting/Drawing            As above</p>	<p><b>Summer B</b></p> <p>Simple printmaking  <a href="https://www.accessart.org.uk/simple-printmaking/">https://www.accessart.org.uk/simple-printmaking/</a></p> 

	Autumn A	Spring A	Summer A
Dolphins (Y1/2)	<p><b>Spirals</b>  <a href="https://www.accessart.org.uk/spirals/">https://www.accessart.org.uk/spirals/</a>  <a href="https://www.accessart.org.uk/introducing-the-spirals-pathway-zoom-recording/">https://www.accessart.org.uk/introducing-the-spirals-pathway-zoom-recording/</a>  <b>Focus Artist: Molly Haslund</b></p>  <p><b>Unit focus:</b>  Explore drawing using finger tips, wrist, elbow, shoulder and body.  Explore mark making with different drawing tools  Observational Drawings using Continuous line</p> <p><b>Knowledge and Skills:</b>  <b>Year 1 – Drawing</b>  Vary tone in drawings by using different techniques; varying the amounts of pressure and the thickness of the line</p> <p><b>Y2 – Drawing</b>  Vary techniques for adding tone and texture to drawings by using different techniques (using the side of the pencil, scribbling, smudging, blending, cross hatching).</p> <p>(Need to add some printing of spirals – paper prints)</p> <p>Also:  Drawing the Houses of Parliament (link to Gunpowder plot)</p>	<p><b>Exploring Watercolour</b>  <a href="https://www.accessart.org.uk/exploring-watercolour-pathway/">https://www.accessart.org.uk/exploring-watercolour-pathway/</a>  <b>Focus Artists: Paul Klee and Emma Burleigh</b></p>  <p><b>Unit focus:</b>  Explore different effects that can be achieved with watercolour  Explore different marks that you can make with a watercolour brush</p> <p><b>Knowledge and Skills:</b>  <b>Year 1 – Painting</b>  Experiment with different brushes  With guidance mix primary colours to create secondary colours.  Paint a line which is thick or thin (by varying the amount of pressure)  Use different forms of paint (watercolour)</p> <p><b>Year 2 – Painting</b>  To choose the pressure of brush to achieve a desired outcome  Know how to make secondary colours  Know that the shade of (watercolour) paint can be changed by adding more or less water  Change secondary colours by different proportions of primary</p>	<p><b>Drawing Feathers and Making Birds</b>  <a href="https://www.accessart.org.uk/pathway-making-birds/">https://www.accessart.org.uk/pathway-making-birds/</a>  <a href="https://www.accessart.org.uk/session-recording-making-birds-pathway/">https://www.accessart.org.uk/session-recording-making-birds-pathway/</a></p> <p><b>Feather prints</b>  <a href="https://www.accessart.org.uk/teachers-play-with-plasticine-to-make-prints-in-the-education-room-at-the-fitzwilliam-museum-cambridge/">https://www.accessart.org.uk/teachers-play-with-plasticine-to-make-prints-in-the-education-room-at-the-fitzwilliam-museum-cambridge/</a></p>  <p><b>Focus artist: John Ruskin, Guy Taplin, Peter Rush</b></p>   <p><b>Unit focus:</b>  To help the children understand the relationship between 2D drawing and 3D making and how to transform materials into sculpture.  Observational drawing of feathers  Blind drawing  Making rubbings  Collage</p> <p><b>Knowledge and Skills:</b>  <b>Year 1- Drawing</b>  Vary tone in drawings using different techniques  <b>Year 2 – Drawing</b></p>

			<p>Vary techniques for adding tone and texture to drawings by using scribbling, smudging, blending, cross hatching</p> <p><b>Year 1 – 3D</b> Use simple tools to shape and assembly materials</p> <p><b>Year 2 – 3D</b> Create a model that represents and idea or replicates an object Show an awareness of the shape and colour of the sculpture when replicating likeness</p>
Dolphins Y1/2	<b>Autumn B</b>	<b>Spring B</b>	<b>Summer B</b>
	<p><b>Explore and Draw – Wax resist Leaves and Leaf prints</b>  <a href="https://www.accessart.org.uk/explore-draw/">https://www.accessart.org.uk/explore-draw/</a>  <a href="https://www.accessart.org.uk/teachers-play-with-plasticine-to-make-prints-in-the-education-room-at-the-fitzwilliam-museum-cambridge/">https://www.accessart.org.uk/teachers-play-with-plasticine-to-make-prints-in-the-education-room-at-the-fitzwilliam-museum-cambridge/</a></p> <p><b>Focus artist: Andy Goldsworthy, Georgia O’Keefe</b>  <a href="https://mossandfog.com/andy-goldsworthy-fall-leaves/">https://mossandfog.com/andy-goldsworthy-fall-leaves/</a></p>    <p><b>Unit focus:</b> Observational drawing - look at the outline of the leaves and how to draw the veins Continuous line drawing</p> <p>Use sketchbook to explore line and shape Printing using plasticine and foam board</p> <p><b>Key knowledge and skills</b></p> <p><b>Year 1 – Drawing</b> Identify light and dark within drawings. Vary tone in drawings by using different techniques; varying the amounts of pressure and the thickness of the line</p> <p><b>Year 2 – Drawing</b> (Increased control over the shape of the outline and greater observation of the details inside the leaves)</p> <p><b>Year 1 – Printing</b> Make a repeated press print pattern with chosen objects (beads, straws buttons, sponges etc) paint &amp; press.</p> <p><b>Year 2 - Printing</b> Use objects to create texture within a print e.g. mesh, fabric, leaf, embossed wallpaper</p>	<p><b>Expressive Painting</b> <b>How do artists represent movement and feeling through colour?</b>  <a href="https://www.accessart.org.uk/expressive-painting/">https://www.accessart.org.uk/expressive-painting/</a></p> <p><b>Focus artists: Charlie French, Gillian Ayres, Van Gogh, Cezanne</b></p>   <p><b>Unit focus:</b> Expressive using of paint including exploring colour, colour mixing and intention behind mark making</p> <p><b>Key knowledge and skills</b></p> <p><b>Y1 – Painting</b> Experiment with different brushes and tools to create texture (sticks, sponge, rollers, straws, natural and manmade objects)</p> <p>With guidance, mix primary colours to create a secondary colour Use different forms of paint (ready mix/powder paint)</p> <p><b>Y2 – Painting</b> To choose the right thickness and/or pressure of paintbrush to achieve the desired outcome Know how to make secondary colours Know that the shade of paint can be changed by adding black (darker) or white (lighter) Change secondary colours by adding different proportions of primary</p> <p>Also: Drawing castles: Windsor, Balmoral, Carnarvon (link to How has the role of the monarch changed?)</p>	<p><b>Fruit Pinch pots</b>  <a href="https://www.accessart.org.uk/fruit-pinch-pot-project/">https://www.accessart.org.uk/fruit-pinch-pot-project/</a>  <a href="https://orangeeaselart.com/orange-easel-blog/fruit-bowls-crazy-fish-and-clay-cupcakes-our-october-2017-clay-projects">https://orangeeaselart.com/orange-easel-blog/fruit-bowls-crazy-fish-and-clay-cupcakes-our-october-2017-clay-projects</a></p> <p><b>Focus artist: Richard Batterham</b></p>    <p><b>Unit focus:</b> Making and decorating a pinch pot</p> <p><b>Knowledge and Skills</b></p> <p><b>Year 1 – 3D</b> Use simple tools to shape and assembly materials</p> <p><b>Year 2 – 3D</b> Create a model that represents and idea or replicates an object Show an awareness of the shape and colour of the sculpture when replicating likeness</p>

<p>Seahorses (Y2/3)</p> <p>I think the Quentin Blake figure drawings should be done every year but for other schools I have included 2 different drawing units. Also for other schools I would probably do either the Stone Age Art or the Painting the Rainforest in Spring as they cover the same objectives.</p>	<p>Autumn A</p> <p><b>Observing and Drawing Sculptures</b>  <a href="https://gomersalprimaryschoolart.blogspot.com/2016/11/observing-and-drawing-sculptures.html">https://gomersalprimaryschoolart.blogspot.com/2016/11/observing-and-drawing-sculptures.html</a></p>  <p><b>Focus artist:</b>  <b>Unit focus: Drawing</b>  <b>Key knowledge and skills:</b> Look carefully at how to turn a 3d shape into a 2D drawing</p> <p><b>Year 2 -</b> Vary techniques for adding tone and texture to drawings by using different techniques (using the side of a pencil to shade; scribbling, smudging, blending, cross hatching).  <b>Year 3 -</b> Create highlights and shadows in drawings.</p> <p><b>Stone Age Art</b>  <a href="https://gomersalprimaryschoolart.blogspot.com/2019/11/stone-age-to-iron-age-year-3.html?q=stone+age+art">https://gomersalprimaryschoolart.blogspot.com/2019/11/stone-age-to-iron-age-year-3.html?q=stone+age+art</a></p>  <p><b>Focus artist: Lascaux cave paintings</b>  <b>Unit focus: Large scale drawing and painting</b>  <b>Key knowledge and skills:</b></p> <p><b>Year 2 – Drawing</b>  <b>Draw light and dark lines (by varying the pencil pressure).</b>  Identify light and dark within drawings.  Vary <b>tone</b> in drawings by using different techniques: varying the amounts of pressure and the thickness of the line.</p> <p><b>Year 2 - Painting</b>  To choose the right thickness of the paintbrush to achieve desired outcome.  Know how to make secondary colours  Know that the shade of paint can be changed by adding black (darker) or white (lighter)  Change secondary colours by different proportions of primary</p> <p><b>Year 3 - Drawing</b>  Draw sketches before building on a drawing with more detail.  Use sketches to make a quick representation of something or to work out ideas.  Use sketchbooks to gather information for finished piece of work</p>	<p>Spring A</p> <p><b>Painting the Rainforest</b>  Using Henri Rousseau's The Surprise as inspiration for own paintings  <a href="http://gomersalprimaryschoolart.blogspot.com/2020/11/year-5-rainforest.html">http://gomersalprimaryschoolart.blogspot.com/2020/11/year-5-rainforest.html</a>  <a href="https://www.accessart.org.uk/painting-a-rainbow-forest/">https://www.accessart.org.uk/painting-a-rainbow-forest/</a></p>  <p><b>Focus artist: Henri Rousseau</b>  <b>Unit focus: Drawing and Painting</b>  <b>Key knowledge and skills:</b></p> <p><b>Year 2 - Painting</b>  To choose the right thickness of the paintbrush to achieve desired outcome.  Know how to make secondary colours  Know that the shade of paint can be changed by adding black (darker) or white (lighter)  Change secondary colours by different proportions of primary</p> <p><b>Year 3 - Drawing</b>  Draw sketches before building on a drawing with more detail.  Use sketches to make a quick representation of something or to work out ideas.  Use sketchbooks to gather information for finished piece of work  Draw objects in <b>proportion</b> to each other within the same picture – think about the size of the animals in relation to the trees and plants.</p> <p><b>Year 3 - Painting</b>  Use brush strokes to create different effects: to develop techniques that create patterns and texture, e.g. Stippling and dry brush.</p> <p><b>Mix tertiary colours.</b>  <b>Mix different shades of the same colour to create effects</b>  <b>Experiment with different brushes and tools to create texture (sticks, sponge, rollers, straws, natural and manmade objects).</b>  <b>With guidance mix primary colours to create secondary colours.</b>  Paint a line which is thick or thin (Choose the right paintbrush).</p>	<p>Summer A</p> <p><b>Iron Age roundhouses</b>  <a href="http://gomersalprimaryschoolart.blogspot.com/2015/12/year-3-make-roundhouses.html">http://gomersalprimaryschoolart.blogspot.com/2015/12/year-3-make-roundhouses.html</a>  <a href="https://gomersalprimaryschoolart.blogspot.com/2014/12/year-3-create-roundhouses.html?q=iron+age">https://gomersalprimaryschoolart.blogspot.com/2014/12/year-3-create-roundhouses.html?q=iron+age</a></p>  <p><b>Focus artist:</b>  <b>Unit focus: 3D sculpture</b>  <b>Key knowledge and skills:</b></p> <p><b>Year 2 - 3D sculpture</b>  Use simple tools and techniques to shape and assemble materials.  Create a model or 3D picture that represents an idea or replicates an object or picture.  Show an awareness of the shape and colour of the sculpture when replicating likeness.</p> <p><b>Year 3 – 3D sculpture</b>  Create 3D structures using a basic structure adding an additional material. (e.g. covering structure or adding extra detail/texture).  To be able to identify and replicate some 3D shapes within a sculpture.  Showing awareness of the finishing of the products by adding decorative detail or additional materials.</p> <p>There is no printing in this cycle :(</p>

Draw objects in **proportion** to each other within the same picture – think about the size of the animals in relation to the trees and plants.

**Year 3 - Painting**  
 Use brush strokes to create different effects: to develop techniques that create patterns and texture, e.g. Stippling and dry brush.  
**Mix tertiary colours.**  
**Mix different shades of the same colour to create effects**  
**Experiment with different brushes and tools to create texture (sticks, sponge, rollers, straws, natural and manmade objects).**  
**With guidance mix primary colours to create secondary colours.**  
 Paint a line which is thick or thin (Choose the right paintbrush).  
 Use paint in different forms- e.g. ready mixed and water colour block

Autumn B

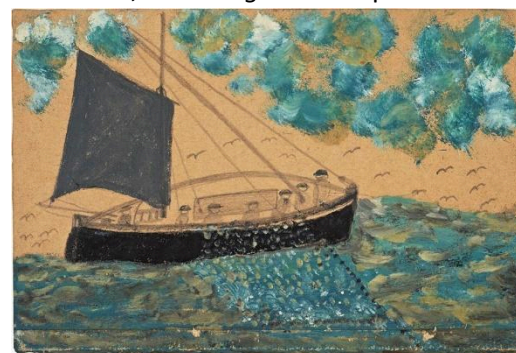
**Quentin Blake Line Drawing/Quick clay figurative sketches**  
 Quentin Blake figure drawing  
<https://www.accessart.org.uk/exaggerating-to-communicate/>  
 (Use as part of this pathway  
<https://www.accessart.org.uk/telling-stories-through-making/>  
<https://www.accessart.org.uk/quick-clay-figurative-sketches/>



**Focus artist: Quentin Blake**  
**Unit focus: Figure drawing**  
**Key knowledge and skills:**  
**Look carefully at how to draw people; how the parts of the body link together; clothes; faces; hands and feet.**  
**Year 2 - Drawing**  
**Draw light and dark lines (by varying the pencil pressure).**  
 Identify light and dark within drawings.  
 Vary **tone** in drawings by using different techniques: varying the amounts of pressure and the thickness of the line.  
**Year 3 - Drawing**  
 Choose which pencil grade to use according to what they are drawing.  
 Draw sketches before building on a drawing with more detail.  
 Use a sketchbook for close observations.  
 Draw objects in **proportion** to each other within the same picture – look closely at the relation of parts of the human body

Also: **Roman pots**

**Making a painting of the Roman ship.** Using Alfred Wallace's *Ship with seven men, net and gulls* as inspiration for own paintings

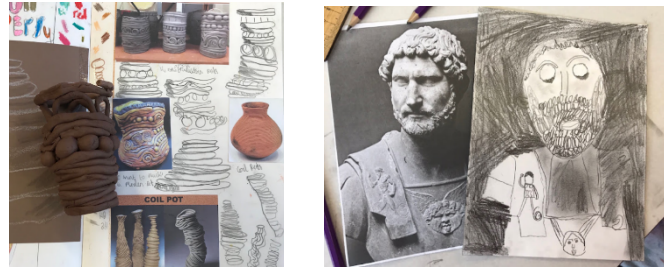


**Focus artist: Albert Wallace**  
**Unit focus: Drawing and Painting**  
**Key knowledge and skills:** Think about how different brush strokes can convey the texture of the waves and the clouds  
**Year 2 - Painting**  
 To choose the right thickness of the paintbrush to achieve desired outcome.  
 Know how to make secondary colours  
 Know that the shade of paint can be changed by adding black (darker) or white (lighter)  
 Change secondary colours by different proportions of primary  
**Year 3 - Drawing**  
 Draw sketches before building on a drawing with more detail.  
 Use sketches to make a quick representation of something or to work out ideas.  
 Use sketchbooks to gather information for finished piece of work  
 Draw objects in **proportion** to each other within the same picture – think about the size of the animals in relation to the trees and plants.  
**Year 3 - Painting**  
 Use brush strokes to create different effects: to develop techniques that create patterns and texture, e.g. Stippling and dry brush.  
**Mix tertiary colours.**  
**Mix different shades of the same colour to create effects**  
**Experiment with different brushes and tools to create texture (sticks, sponge, rollers, straws, natural and manmade objects).**  
**With guidance mix primary colours to create secondary colours.**  
 Paint a line which is thick or thin (Choose the right paintbrush).  
 Use paint in different forms- e.g. ready mixed and water colour block

**Photography, Printing and Clay**  
<https://gomersalprimaryschoolart.blogspot.com/2023/06/anna-atkins-photography-printing-and.html?q=fossil+printing>



**Focus artist: Anna Atkins**  
<https://www.accessart.org.uk/talking-points-anna-atkins/>  
<https://www.accessart.org.uk/talking-points-what-is-a-cyanotype/>  
**Unit focus: Photography, Printing and Clay**  
**Key knowledge and skills:**  
**Year 2 - Clay**  
**Use slab technique**  
**Year 3 – Clay**  
**Mould and join pieces of clay effectively**  
**Year 2 – Printing and Pattern**  
 Use objects to create texture within a print e.g. mesh, fabric, leaf, embossed wallpaper  
 Replicate a print to create a repeated pattern  
 Produce patterns by repeating shapes and colour  
**Year 3 Printing, Pattern and Mixed Media**  
 Experimenting with different techniques and materials to add texture to a picture.  
 Using layers create a foreground or background  
 Selecting materials or tools with a purpose in mind (e.g. ink drawing to a painting to add fine detail or adding sand to paint or tissue to add texture).  
**Y4 Printing**  
 Use indenting to create a print block e.g. polystyrene



**Focus artist: Roman pots**

**Unit focus: Drawing/Clay**

<http://gomersalprimaryschoolart.blogspot.com/2020/01/the-romans-year-4.html>

<https://www.accessart.org.uk/decorative-clay-coil-pots/>

**Key knowledge and skills:**

**Year 2 – clay**

Clay can be moulded to create different shapes.

Use pinch and slab technique.

Specific tools can be used to add marks as decoration or to create texture.

**Use simple tools and techniques to shape, assemble and join materials.**

Know score and slip is a method for joining.

**Year 3 - clay**

**-Mould clay to a desired shape using: pinching, rolling and stretching twisting, scratching and coiling.**

-Create a clay sculpture following a design

-Roll clay to an appropriate thickness

-Use a range of tools to mark make on the surface of the clay

-Create different 3D shapes e.g. using retainers

**-Mould and join pieces of clay together effectively**

**-Show an awareness of the finishing of the product e.g. by adding decorative detail, smoothing cracks or adding texture**

Sharks  
(Y4/5)

I need to work out what year Julia is doing and then make it work with Porpoises

**Show Me What You See** Drawing inspired by Anglo Saxon Architecture  
<https://www.accessart.org.uk/show-me-what-you-see-drawing-inspired-by-anglo-saxon-architecture/>



**Sculptures with Personality**, inspired by Anglo Saxon Houses

<https://www.accessart.org.uk/inspired-by-anglo-saxon-houses/>

**Focus artist: Anglo Saxon architects**

**Unit focus: Drawing/Sculpture**

**Key knowledge and skills:**

**Year 4 Drawing**

Use sketches to make a quick representation of something or to work out ideas

Use a sketch book to test different techniques (to be used in a final piece).

**Year 5 Drawing**

Choose from the previously taught techniques to interpret the texture of a surface (e.g. hatching, stippling, smudging, line types).

Use sketch books to record and evaluate, edit and improve.

Y4/5 Sculpture

**Still life**

<https://www.accessart.org.uk/visual-arts-planning-still-life/>

Parts 1, 2 and 3

<https://www.accessart.org.uk/still-life/>



**Focus Artist: Cezanne Jo Sharpe**



**Unit focus: Painting**

**Key knowledge and skills:**

**The Battle of Hastings**

[http://gomersalprimaryschoolart.blogspot.com/2019/03/bayeux-tapestry.htm](http://gomersalprimaryschoolart.blogspot.com/2019/03/bayeux-tapestry.html)



Recreate the tapestry using mixed media

<https://www.accessart.org.uk/7-8-year-olds-explore-monoprinting-oil-painting/>

Create 3D structures using a basic structure adding an additional material. (e.g. covering structure or adding extra detail/texture).

#### Year 4- Painting

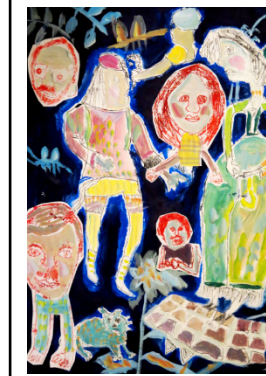
Experiment with different thicknesses of paint (different types of paint and dilution) and the effects different paints can create.

Identify and create foreground and background in pictures.

#### Year 5 - Painting

Vary the tone, tint and hue of colours to enhance the mood of a picture.  
Record observations of real objects/landscapes, matching colour to real life  
Confidently use techniques and tools used so far to get textural effects.

Use light and dark for effect within a painting.



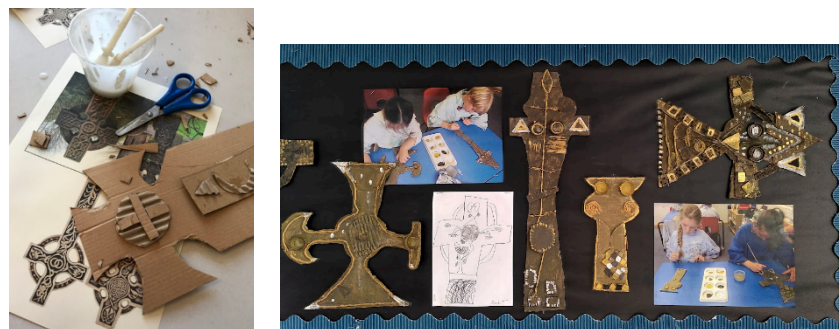
**Unit focus: Monoprinting/mixed media**

**Key knowledge and skills:**

**Year 5 – mixed media**

To combine 2 different media types to create different effects  
Layer media to develop colour with line to create texture and tone

**Anglo-Saxon jewellery** (Sketchbook exploration/Supersize jewellery) and/or Anglo saxon crosses  
<http://gomersalprimaryschoolart.blogspot.com/2019/07/anglo-saxons.html>



**Focus Artist: Anglo-Saxon cross designs**

**Unit focus: Drawing/Sculpture**

**Key knowledge and skills:**

**Year 4 Drawing**

Draw sketches before building on a drawing with more detail.

Use a sketchbook for close observations.

Use sketches to make a quick representation of something or to work out ideas.

**Year 5 - Drawing**

Use sketchbooks to gather information for finished piece of work

**Year 4/5 - Sculpture**

Create 3D structures using a basic structure adding an additional material. (e.g. covering structure or adding extra detail/texture).

To be able to identify and replicate some 3D shapes within a sculpture.

Showing awareness of the finishing of the products by adding decorative detail or additional materials.

<http://gomersalprimaryschoolart.blogspot.com/2020/11/dragon-eyes-year-4.html>

#### Concertina landscapes

<https://www.accessart.org.uk/concertina-landscapes/>



**Focus Artist: David Hockney**

**Unit focus: Mixed media**

**Key knowledge and skills:**

**Year 4 - Painting**

Use a sketch book to test different techniques

Experiment with different thicknesses of paint

Identify and create foreground and background in pictures

Use a colour wash and layering to create depth in their paintings

**Year 5 - Painting**

Combine different media to create different effects

Layer media to develop colour with line to create texture and tone

OR

#### Cloth, Thread and Paint

**Focus Artist:**

**Alice Kettle**

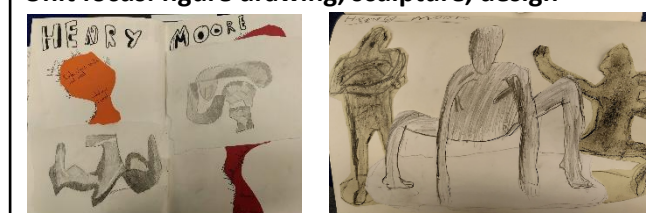
**Unit focus:**

**Creating a landscape using paint and textiles to create images inspired by land and seascapes**

#### Bodies (7)

**Focus artists: Julian Opie, Henry Moore, Giacometti, Vivienne Westwood**

**Unit focus: figure drawing, sculpture, design**



**Quick clay figurative sculptures**

<https://www.accessart.org.uk/quick-clay-figurative-sketches/>



**Key knowledge and skills:**

**Year 4 - drawing**

**Create highlights and shadows in drawings.**

Choose which pencil grade to use according to what they are drawing.

Draw sketches before building on a drawing with more detail.

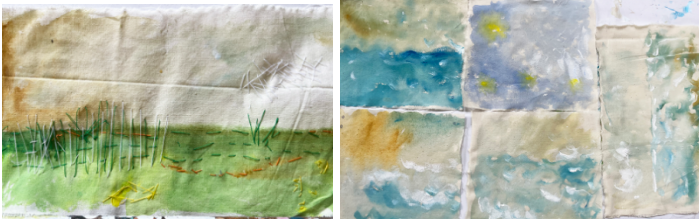
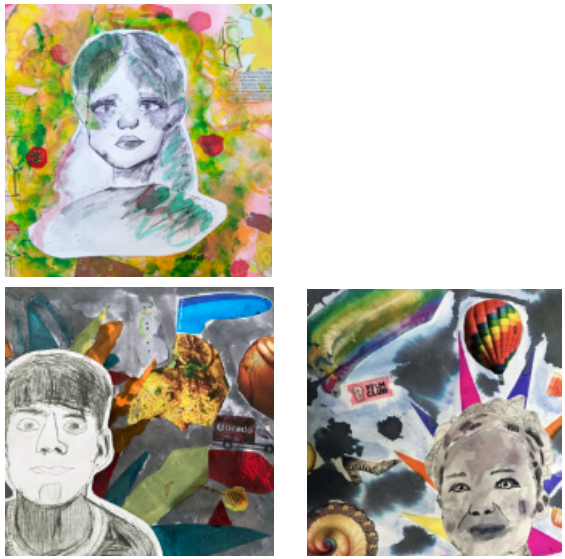



Use a sketchbook for close observations.




Use sketches to make a quick representation of something or to work out ideas.

Use sketchbooks to gather information for finished piece of work

**Year 5 - Drawing**

**Add a range of different tones to a drawing.**

		 <p><b>Key knowledge and skills:</b></p> <p><b>Year 5 – Painting</b>  <b>Vary the tone, tint and hue of colours</b> to enhance the mood of a picture.  Record observations of real objects/landscapes, matching colour to real life  Confidently use techniques and tools used so far to get textural effects.  Use light and dark for effect within a painting.</p> <p><b>Year 4 Mixed media</b>  Experiment with different techniques and materials to add texture to a picture.  Use layers create a foreground or background  Select materials or tools with a purpose in mind (e.g. ink drawing to a painting to add fine detail or adding sand to paint or tissue to add texture).</p>	<p>Use a sketch book to test different techniques (to be used in a final piece).</p> <p><b>Year 4 – Clay</b>  -Mould clay to a desired shape using: pinching, rolling, stretching, twisting, scratching and coiling.  -Create a clay sculpture following a design  -Roll clay to an appropriate thickness  -Use a range of tools to mark make on the surface of the clay  -Create different 3D shapes e.g. using retainers  <b>-Mould and join pieces of clay together effectively</b>  <b>-Show an awareness of the finishing of the product e.g. by adding decorative detail, smoothing cracks or adding texture</b></p>
<p>Porpoises (Y5/6)</p> <p>One option for all schools and two for us – one that links to hist/geog but has same art outcomes</p>	<p>Autumn A</p> <p><b>Exploring Identity</b>  <b>Focus Artists:</b>  <b>Njideka Akunyili Crosby, Jean-Michel Basquiat (Jack Dickson) Holbein</b>  <b>Unit focus: Self-portraits</b></p>  <p><b>Key knowledge and skills:</b></p> <p><b>Year 5 – Drawing</b>  Identify the use of positive and negative space within compositions.  <b>Identify the effect of light on an object from different directions, compare in real life and works of art.</b>  Choose from the previously taught techniques to interpret the texture of a surface (e.g. hatching, stippling, smudging, line types).</p> <p><b>Year 6 – Drawing</b>  <b>Draw objects from different angles, altering tone to match real life observations.</b>  Observe how highlights and shadows change on an object, when observed from different angles  Use tones of the same colour to add detail to the shadows and highlights in an observational drawing.</p> <p><b>Year 5 &amp; 6 – Drawing</b></p>	<p>Spring A</p> <p><b>Exploring Still Life</b>  <b>Focus Artist:</b>  <b>Paul Cezanne</b></p>  <p><b>Unit focus:</b>  <b>Composing a still life</b></p> <p><b>Key knowledge and skills:</b></p> <p><b>Year 5 – Painting</b>  <b>Vary the tone, tint and hue of colours</b> to enhance the mood of a picture.  Record observations of real objects/landscapes, matching colour to real life  Confidently use techniques and tools used so far to get textural effects.  Use light and dark for effect within a painting.</p> <p><b>Year 6 – Painting</b>  Consider colour for purposes e.g. to express moods and feelings.  <b>Mix colours to match those of the natural world (including flesh) and those of works of art with small variations.</b></p>	<p>Summer A</p> <p><b>Print and Activism</b>  <b>Focus Artist:</b>  <b>Luba Lukova, Kate DeCiccio</b>  <b>Unit focus:</b>  <b>Posters to communicate something important</b>  <b>Screen printing and/or lino printing</b></p>  <p><b>Key knowledge and skills:</b></p> <p><b>Year 5 &amp; 6 – Printing</b>  Add layers and details to print / mix medias e.g. print and collage</p> <p><b>And/or</b>  <b>Inspired by the Maya</b>  <b>Focus artists: Jean-Michel Basquiat</b>  <a href="http://gomersalprimaryschoolart.blogspot.com/2018/11/ancient-maya-art.html">http://gomersalprimaryschoolart.blogspot.com/2018/11/ancient-maya-art.html</a></p>  <p>Compare the skulls of Jean-Michel Basquiat. Relate back to their Autumn self-portraits</p> <p><b>Key knowledge and skills</b>  <b>Year 5 &amp; 6 – Clay</b></p>

<p>Use sketch books to record and evaluate, edit and improve.</p>		<p>Mould and join effectively Showing awareness to the finishing of the product, decorative detail, smoothing cracks and adding texture. Show an awareness of the finished product, showing attention to detail in decoration.</p>
<p>Autumn B</p>	<p>Spring B</p>	<p>Summer B</p>
<p><b>Mixed Media Land and City Scapes</b> <b>Focus Artist:</b> <b>Vanessa Gardiner and The Shoreditch Sketcher</b> <b>Unit Focus:</b></p>  <p><b>Landscape – explore foreground and background</b> <b>Drawing in the open air</b> <b>Key knowledge and skills</b> <b>Y5 – Drawing</b> Identify the use of positive and negative space within compositions. <b>Identify the effect of light on an object from different directions, compare in real life and works of art.</b> Choose from the previously taught techniques to interpret the texture of a surface (e.g. hatching, stippling, smudging, line types). Work on a variety of scales Use sketch books to record and evaluate, edit and improve. <b>Y6 - Drawing</b> <b>Draw objects from different angles, altering tone to match real life observations.</b> Observe how highlights and shadows change on an object, when observed from different angles Use tones of the same colour to add detail to the shadows and highlights in an observational drawing. <b>Work on a variety of scales</b> Independently select materials and techniques to use to create a specific outcome. Work on this over more than one session. Consider the composition of a drawing when planning out use of the space (e.g. off centre and rule of thirds), <b>Use sketch books to record and evaluate, edit and improve</b></p> <p><b>Also look at Drawing Houses from the Architecture Big and Small Pathway</b></p> <p>European Art (T) A selection Pencil drawings of buildings inspired by Anselm Kiefer Buildings by Le Corbusier</p>	<p><b>Winter Landscapes based on Iceland</b></p>  <p><a href="http://gomersalprimaryschoolart.blogspot.com/2019/01/winter-landscape.html">http://gomersalprimaryschoolart.blogspot.com/2019/01/winter-landscape.html</a></p> <p><b>Unit focus: Composing a Landscape</b> <b>Key knowledge and skills:</b> <b>Year 5 – Painting</b> Vary the tone, tint and hue of colours to enhance the mood of a picture. Record observations of real objects/landscapes, matching colour to real life Confidently use techniques and tools used so far to get textural effects. Use light and dark for effect within a painting. <b>Year 6 – Painting</b> Consider colour for purposes e.g. to express moods and feelings. <b>Mix colours to match those of the natural world (including flesh) and those of works of art with small variations.</b></p> <p>Compare with <b>David Hockney</b> <a href="http://gomersalprimaryschoolart.blogspot.com/2014/11/year-6-david-hockney-artist-analysis.html?q=hockney">http://gomersalprimaryschoolart.blogspot.com/2014/11/year-6-david-hockney-artist-analysis.html?q=hockney</a></p>	<p><b>Plinth People ( from The Art of Display pathway)</b> <b>Focus Artist:</b> <b>Thomas J Price,Rodin</b> <b>Unit focus:</b> <b>Sculptural self-portraits</b></p>  <p><b>Key knowledge and skills:</b> <b>Year 5 &amp; 6– 3D</b> <b>Reinforcing a sculpture internally and externally to ensure it is stable.</b> Apply their scientific knowledge to designing, building and structuring their sculpture. Showing awareness to the finishing of the product, decorative detail, smoothing cracks and adding texture. <b>Show an awareness of the finished product, designing their 3D model and showing attention to detail in decoration.</b></p>

### Long Term Progression of Skills and Vocabulary

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>National Curriculum Objectives</b>	Statutory framework for The Early Years Foundation Stage 2021	Pupils should be taught: <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour pattern, texture, shape,</li> </ul>		Pupils should be taught: <ul style="list-style-type: none"> <li>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.</li> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> </ul>			
<b>Drawing</b>	Draw what you see, not what you think you can see!						

	<p>Create pictures using different mediums.</p> <p><b>Draw straight and curved lines using different implements. (e.g., pencil, chalks).</b></p> <p>Identify a range of 2D shapes in pictures e.g., square, triangle, rectangle.</p> <p>Notice key features of what they are drawing e.g., for self-portrait they notice eyes, mouth, ears and hair.</p>	<p><b>Draw light and dark lines (by varying the pencil pressure).</b></p> <p>Identify light and dark within drawings.</p> <p>Vary <b>tone</b> in drawings by using different techniques: varying the amounts of pressure and the thickness of the line.</p>	<p><b>Vary techniques for adding tone and texture to drawings by using different techniques (using the side of a pencil to shade; scribbling, smudging, blending, cross hatching).</b></p> <p>Draw objects in proportion to each other within the same picture e.g., the size of a man next to a house.</p>	<p><b>Create highlights and shadows in drawings.</b></p> <p>Choose which pencil grade to use according to what they are drawing.</p> <p>Draw sketches before building on a drawing with more detail.</p> <p>-Use a sketchbook for close observations.</p> <p>-Use sketches to make a quick representation of something or to work out ideas.</p>	<p><b>Draw basic shapes using techniques for shading and highlighting cube, cuboid, cylinder.</b></p> <p>Add a range of different tones to a drawing.</p> <p>Use a sketch book to test different techniques (to be used in a final piece).</p>	<p>Identify the use of positive and negative space within compositions.</p> <p><b>Identify the effect of light on an object from different directions, compare in real life and works of art.</b></p> <p>Choose from the previously taught techniques to interpret the texture of a surface (e.g. hatching, stippling, smudging, line types).</p> <p>Work on a variety of scales</p> <p>Use sketch books to record and evaluate, edit and improve.</p>	<p><b>Draw objects from different angles, altering tone to match real life observations.</b></p> <p>Observe how highlights and shadows change on an object, when observed from different angles</p> <p>Use tones of the same colour to add detail to the shadows and highlights in an observational drawing.</p> <p><b>Work on a variety of scales</b></p> <p>Independently select materials and techniques to use to create a specific outcome. Work on this over more than one session.</p> <p>Use single focal point perspective.</p> <p>Consider the composition of a drawing when planning out use of the space (e.g. off centre and rule of thirds),</p> <p><b>Use sketch books to record and evaluate, edit and improve.</b></p> <p><b>Evaluate against skills taught= progression.</b></p>
<p><b>Key vocabulary</b></p>	<p>chalk, pencil</p>	<p>HB pencil, lead, 2D light and dark, thick, thin, repetition, pattern,</p> <p>Vocab linked to chosen media e.g. charcoal, oil pastel, ink</p>	<p><b>HB pencil, lead, 2D, light and dark, thick, thin, repetition, pattern,</b></p> <p>repetition, hatch, cross hatch, blend, smudge</p> <p>Vocab linked to chosen media e.g. charcoal, oil pastel, ink</p>	<p>HB pencil, lead, control, smudge, thick, thin, hard soft grade (pencil), repetition, cross hatch, hatching, 3D, depth, hard soft grade (pencil)</p>	<p>HB pencil, lead, control, smudge, thick, thin, hard soft grade (pencil), repetition, cross hatch, hatching, stippling, 3d, depth,</p>	<p>HB pencil, lead, control, smudge, thick, thin, hard soft grade (pencil), repetition, cross hatch, hatching, stippling, 3d, depth,</p>	<p>HB pencil, lead, control, smudge, repetition, cross hatch, hatching, stippling, 3d, depth, hard soft grade (pencil), positive and negative space</p>

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>National Curriculum Objectives</b>	<p>Statutory framework for The Early Years Foundation Stage 2021</p> <p><a href="#">DSAT Art Curriculum</a></p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour pattern, texture, shape,</li> </ul>		<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>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.</li> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> </ul>			
<b>Printing &amp; Pattern</b>	<p>Apply paint to objects and transfer to paper- corks sponges, ben barrels, string.</p>	<p>Use objects to create texture within a print e.g. mesh, fabric, leaf, embossed wallpaper</p> <p>- Identify patterns within pieces of art and produce patterns by repeating lines e.g., study of Bridget Riley</p>	<p>Replicate a print to create a repeated pattern.</p> <p>Produce patterns by repeating shapes and colour.</p>	<p><i>Pupils only have 1 print unit across Y3-4 and therefore will need to be taught both skills in one unit</i></p> <p><b>Design a pattern. Create prints that repeat tessellate or have symmetry</b></p> <p><b>Use indenting to create a print block e.g. polystyrene</b></p>		<p><i>Pupils only have 1 print unit across Y5-6 and therefore will need to be taught both skills in one unit</i></p> <p><b>Using indenting to create layered prints</b></p> <p><b>e.g. Print on top of prints to create different colours overlay (Y5)</b></p> <p><b>Add layers and details to print / mix medias e.g. print and collage (Y6)</b></p>	
<b>Key Famous designers / inventors:</b>							
<b>Key vocabulary</b>	Print, paint, press,	Print, paint, press, design, block, repeated pattern	Print, paint, press, design, block, repeated pattern	Print, press, design, block, repeating pattern, roller, tessellation, texture, detail		Print, design, block, roller, repeating pattern, tessellation, relief printing, plate, embossed, layers, positive, negative.	

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>National Curriculum Objectives</b>	<p>Statutory framework for The Early Years Foundation Stage 2021</p> <p><a href="#">DSAT Art Curriculum</a></p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour pattern, texture, shape,</li> </ul>		<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>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.</li> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> </ul>			

<b>3d (Clay/Modroc)</b>	Moulding dough into different shapes (pinching, rolling, stretching, and squeezing).  <i>Art is not always flat</i>	<i>Clay can be moulded to create different shapes.</i>  Use pinch and slab technique.  Specific tools can be used to add marks as decoration or to create texture.	Use simple tools and techniques to shape, assemble and join materials.  Know score and slip is a method for joining.	Focus on print and 3 d wire sculpture	<i>Pupils only have 1 sculpture/Modroc unit across Y5-6 and therefore will need to be taught both year group skills in one unit</i>  <b>Mould and join effectively</b> , e.g. using retainers (which is making a sculpture around a 3D shape and then removed).  <b>Reinforcing a sculpture internally and externally to ensure it is stable.</b>  Apply their scientific knowledge to designing, building and structuring their sculpture.		
<b>3d (sculpture)</b>	<b>Joining materials e.g. using Sellotape, masking tape.</b>	<i>Pupils only have 1 sculpture unit across Y1-2 and therefore will need to be taught both skills in one unit. Bold rates to indicates year group</i>  <b>Use simple tools and techniques to shape and assemble materials. (Y1)</b>  <b>Create a model or 3D picture that represents an idea or replicates an object or picture. (Y2).</b>  <b>Show an awareness of the shape and colour of the sculpture when replicating likeness. (Y2).</b>		<i>Pupils only have 1 print unit across Y3-4 and therefore will need to be taught both skills in one unit.</i>  <b>Create 3D structures using a basic structure adding an additional material. (e.g. covering structure or adding extra detail/texture).</b>  To be able to identify and replicate some 3D shapes within a sculpture.  Showing awareness of the finishing of the products by adding decorative detail or additional materials.		Showing awareness to the finishing of the product, decorative detail, smoothing cracks and adding texture.  <b>Show an awareness of the finished product, designing their 3D model and showing attention to detail in decoration.</b>	
<b>Key Famous designers / inventors:</b>							
<b>Key vocabulary</b>	build, join, <b>idea</b>	clay, marking, design, moulding, tools, shaping, sculpt, shaper, cutting, rolling pin,	<b>glue, staple, cellotape, masking tape, paperclip, split</b>	decorate, shaping, sculpt, set, shape, mould, pinch, slab	decorate, finishing touches, final product, set, firm, shaping, sculpt, set, shape, stability	Mod Roc/Paper mache <b>decorate, shaping, sculpt, set, shape, mould, pinch, slab</b> smoothing, retainers, decorative detail	<b>Finishing touches, final product, set, firm, shaping, sculpt, shape, stability intent(ion), structure</b>

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>National Curriculum Objectives</b>	<b>Statutory framework for The Early Years foundation stage 2021</b>	Pupils should be taught: <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour pattern, texture, shape,</li> </ul>		Pupils should be taught: <ul style="list-style-type: none"> <li>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.</li> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> </ul>			

<b>Painting</b>	<p>Use fingers and paintbrushes to mark make/paint with.</p> <p>Know how:</p> <p>To hold large brush correctly.</p> <p>How much paint to put on a brush.</p> <p>To wash brush in between colours not to mix them.</p>	<p>Experiment with different brushes and tools to create texture (sticks, sponge, rollers, straws, natural and manmade objects).</p> <p>With guidance mix primary colours to create secondary colours.</p> <p>Paint a line which is thick or thin (Choose the right paintbrush). Use paint in different forms- e.g. ready mixed and water colour blocks</p>	<p>To choose the right thickness of the paintbrush to achieve desired outcome.</p> <p>Know how to make secondary colours</p> <p>Know that the shade of paint can be changed by adding black (darker) or white (lighter)</p> <p>Change secondary colours by different proportions of primary</p>	<p>Use brush strokes to create different effects: to develop techniques that create patterns and texture, e.g. Stippling and dry brush.</p> <p><b>Mix tertiary colours.</b></p> <p><b>Mix different shades of the same colour to create effects</b></p>	<p>Experiment with different thicknesses of paint (different types of paint and dilution) and the effects different paints can create.</p> <p><b>Identify and create foreground and background in pictures.</b></p> <p>Use a colour wash then layering to create depth in their painting</p>	<p><b>Vary the tone, tint and hue of colours</b> to enhance the mood of a picture.</p> <p>Record observations of real objects/landscapes, matching colour to real life</p> <p>Confidently use techniques and tools used so far to get textural effects.</p> <p>Use light and dark for effect within a painting.</p>	<p>Use collage, dry brush, layering, splattering and stippling to create different textures.</p> <p>Consider colour for purposes e.g. to express moods and feelings.</p> <p><b>Mix colours to match those of the natural world (including flesh) and those of works of art with small variations.</b></p> <p>Explore the use of texture in colour e.g. with sawdust, glue, shavings, sand and on different surfaces</p> <p>Explore the texture of paint - very wet and thin or thick and heavy – add PVA to the paint.</p>
<b>Key Famous designers / inventors:</b>		<p>David McKee</p> <p>Mondrian</p>		<p>Seurat</p> <p>David Hockney</p>		<p>Jackson Pollock</p> <p>Klari Reis</p>	
<b>Key vocabulary</b>	<p>mix, paintbrush, poster paint, palette, green purple, orange, red, yellow, blue, primary,</p>	<p>thick, thin, thickness, lighten, darken, shades, secondary</p>	<p><b>thickness, lighten, darken, shades, textures, primary, secondary, palette,</b> balance of water, stippling and dry brush, effects, fine, medium, thick brushes</p>	<p>thickness, lighten, darken, shades, textures, primary, secondary, palette, stippling and dry brush, effects, pattern, tertiary colours, block painting</p>	<p>foreground, background, precision, detail</p>	<p>washes, stippling, dry brush splattering,</p>	<p>primary, secondary, palette, effects, tertiary colours, foreground, background, hue, tone, tint, mood</p>