



The Echelford Primary School - Art Progression Document

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ART AND DESIGN SKILLS						
<p>Safely use and explore a variety of materials, tools and technique</p> <p>Experiment with colour, design, texture, form and function</p> <p>Use what they have learned about media and materials in original ways, thinking about uses and purposes</p> <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories</p>	<p>Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials</p> <p>Begin to think about which mediums will be most effective. <i>All Units</i></p> <p>Start to record simple media explorations in a sketchbook. <i>Unit 1 and Unit 2</i></p>	<p>Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials</p> <p>Use equipment and media with increased confidence.</p> <p>Use a sketchbook to plan and develop simple ideas.</p>	<p>Create sketchbooks to record and revisit observations</p> <p>Use and apply art and design techniques and improve their control and use of materials</p>	<p>Create sketchbooks to record and revisit observations</p> <p>Apply art and design techniques with creativity, experimentation and increasing awareness</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</p> <p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. <i>Unit 1 and 3.</i></p>	<p>Capture artistic process in sketch book</p> <p>Improve mastery of art/design techniques with wide range of materials</p> <p>Return to work over longer periods of time and use a wider range of materials.</p>	<p>Capture artistic process in sketch book</p> <p>Master art design techniques with wide range of materials</p> <p>Develop ideas using a different or mixed media using a sketchbook and annotate ideas.</p> <p>Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape.</p> <p>Plan and develop ideas. Can they use previous knowledge to formulate new learning</p>

Knowledge						
	<p>Begin to develop artistic vocabulary eg primary / secondary colour, line, light, dark</p> <p>Primary Colour - Any of a group of colours from which all other</p>	<p>Use correct artistic vocabulary eg tone, tint, pattern, texture</p> <p>Tone - the relative lightness or darkness of a colour Tint - any hue or mixture of pure</p>	<p>Use range of artistic vocabulary to discuss and evaluate work eg observe,</p>	<p>Use range of artistic vocabulary to discuss and evaluate work eg reflection, contemporary, convey</p>	<p>Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks eg tactile, influence, captivate, emulate</p>	<p>Use wide range of artistic vocabulary to evaluate own work and communicate ideas/comment on artworks eg atmosphere,</p>

	colours can be obtained by mixing Secondary Colour - A colour resulting from any two primary colours Line - a long narrow mark or band Light Dark	colours to which white is added Pattern - a repeated decorative design Texture - to describe how a 3 dimensional work actually feels when touched	perspective, technique, palette Observe - to notice or perceive something Perspective - a point of view Technique - a way of carrying out a particular task Palette - the range of colours used a particular artist	Reflection - serious thought or consideration Contemporary - belonging to or occurring in the present Convey - to express a thought feeling or idea	Tactile - designed to be touched Influence - to affect how someone or something develops behaves or thinks Captivate - attracts and holds the interest Emulate - to copy something	symbolise, mastery, evocative Atmosphere - the pervading tone of creative work Symbolise - represent by means of symbols Mastery - comprehensive knowledge or skill in a particular subject Evocative - bringing strong images memories or feeling to life Annotating sketches shows thought processes and artistic choices made
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MEDIA AND MATERIALS

Drawing and Mark Making

Skills

Begin to experiment with a few drawing tools. (Felt tips, Pencils, chalk) Starting to recognise the use of drawing as a way of recording.	In pencil, draw lines of different length and thickness Showing Increased control over the marks made using media. <i>All topics</i>	Use range of pencils to draw lines of different lengths/ thickness and show pattern using dots and lines	Experiment with the potential of various pencils. <i>Unit 1</i> Close observation to draw both the positive	In drawing, use a range of pencils & techniques to show effect, movement, perspective and reflection	In drawing, use a range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration	In drawing, use a wide range of pencils to begin to develop a personal style, drawing on work of other
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<p>Beginning to show control in their marks made.</p> <p>Start to draw pictures to tell a story.</p> <p>Start to draw from memory and imagination.</p>	<p>Begin to use drawing as a form of recording. All topics</p> <p>Observe and draw shapes from observations.(Self-portraits and Plants) <i>Unit 1 and Unit 2</i></p> <p>Experiment with a range of drawing media. <i>Unit 1 and Unit 2</i></p> <p>Invent new lines. <i>Unit 2</i></p> <p>Beginning to scale drawing correctly. <i>All units</i></p> <p>Beginning to investigate the different tones from light to dark. <i>Unit 2</i></p>	<p>Are becoming confident at using drawing as a form of recording. <i>All Units</i></p> <p>Draw as a way of recording experiences and feelings. <i>Unit 1</i></p> <p>Discuss use of shadows, use of light and dark. <i>Unit 1</i></p> <p>Sketch to make quick records <i>Unit 1</i></p>	<p>and negative shapes. <i>Unit 1</i></p> <p>Create initial sketches as a preparation for painting. <i>All Units</i></p>	<p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. <i>All Topics</i></p> <p>Draws familiar objects with correct proportions. <i>Unit 1</i></p> <p>Develop shading techniques to gradient from light to dark. <i>Unit 1</i></p> <p>Identify where light source is coming from and show this when shading. <i>Unit 1</i></p>	<p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. <i>Unit 1 and Unit 3</i></p>	<p>artists for inspiration</p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media. <i>Unit 1</i></p>
<p>Knowledge</p>						
<p>Drawing is a form of recording.</p> <p>Different tools make different marks.</p> <p>Drawing pictures can be used to tell a story.</p>	<p>Holding a drawing tool correctly improves accuracy and control.</p> <p>Drawings can be made from observations.</p> <p>There are different tools that can be used to draw.</p>	<p>Drawing is a way of recording experiences and feelings.</p> <p>The amount of pressure placed on a pencil will impact how</p>	<p>Pencils are graded from soft to hard.</p> <p>Positive shapes are the shapes of actual objects and negative shapes are the areas</p>	<p>Keeping a record of mark making experiments allows more informed choices.</p> <p>Shading is the darkening or colouring of an illustration or diagram to indicate</p>	<p>Using lines, tone and shading can be used to represent things seen, remembered or imagined in three dimensions.</p>	<p>Mark making can be used to create texture showing how an object feels or appears.</p> <p>Form is one of the elements of visual art which pertains to the</p>

<p>Drawings can be made from memory and imagination.</p> <p>Lines can be created in different ways.</p> <p>Pattern is a repeated decorative design.</p>	<p>Scaling a drawing correctly involves drawing objects to its comparative size.</p> <p>Line drawing is any image that consists of distinct straight lines or curves placed against a background without shade.</p>	<p>dark or light the mark made will be.</p> <p>Sketching is quick drawing and can be used to plan and develop ideas.</p> <p>Tint and shade is how light or dark something is.</p>	<p>between these objects.</p> <p>Initial sketches can be used in preparation for painting.</p>	<p>light or the absence of light.</p> <p>Proportion is the relationship of one part of a whole to other parts.</p>	<p>Wet media includes paints and ink.</p> <p>Dry media includes pencils, charcoal, oil pastels and chalk.</p> <p>Wet media makes a different mark to that of dry media.</p>	<p>way that a shape occupies a space</p> <p>Proportion refers to the size relationships between objects. When drawing a subject or scene with accurate proportions, you must employ proper techniques and train your eyes over time. Drawing in proportion shows the relative size, shape and location of different features of what is being drawn.</p>
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Sculpture and Form

Skills

<p>Beginning to explore manipulatives such as clay, playdough and paper mache.</p> <p>Investigate and construct with a variety of objects (Junk, lego, blocks)</p> <p>Begin to use scissors to cut out shapes to add decoration to models.</p>	<p>In sculpture, use techniques such as rolling, cutting, moulding and carving</p> <p>Understand the need to use tools safely and correctly. <i>All Units</i></p> <p>Become more confident in shaping and modelling materials for a purpose. <i>Unit 3</i></p> <p>Beginning to understand which tools</p>	<p>In sculpture, create and combine shapes to make recognisable shapes</p> <p>Develop awareness of natural and man-made forms. <i>Autumn 1</i></p> <p>Shape and form materials from direct observation (malleable and rigid materials). <i>Unit 1</i></p>			<p>In sculpture, combine visual and tactile qualities</p> <p>Develop skills in using clay including slabs, coils and slips. <i>Unit 3</i></p>	<p>Be able to shape, form, model and join materials together. <i>Unit 2</i></p> <p>Discuss and evaluate own work and that of other sculptors. Explain and justify different ideas in regards to other sculptors. <i>Unit 2</i></p> <p>Develop skills using other sculpture</p>
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	would be appropriate for different materials. <i>Unit 3</i> Impress and apply simple decoration to 3D models. <i>Unit 3</i>	Explore decorative techniques. <i>Unit 1</i> Replicate patterns and textures in a 3-D form. <i>Unit 1</i> Experiment with tools and surfaces <i>Unit 1</i>				making material. <i>Unit 2</i> Create sculpture with increasing independence, developing on their own ideas. <i>Unit 2</i>
Knowledge						
Objects can be made from clay, playdough, paper mache and junk modelling. Scissors can be used to cut out shapes to add decoration to models. A sketch can be used to plan ideas for a sculpture/construction Natural forms are using materials found in nature.	Tools must be used safely and correctly. Different tools are appropriate for different materials and should be selected accordingly. Clay can be manipulated to form sculptures	Malleable materials are capable of being extended or shaped. Rigid materials are unable to bend out of shape. Decorative techniques are adding detail to make something more visually attractive. Replicating patterns means to repeat or duplicate.	Shaping is manipulating materials to take a new form. Forming is to modify natural appearances in order to change original shape. Modelling is working of plastic materials by hand to build up form. Constructing is the practice of breaking objects down into basic shapes. An adhesive is a substance that is capable of holding materials together.		Slabbing is a technique that involves rolling out clay so that it is flat. Coiling is shaping clay by rolling it out into long 'sausage like' coils which can be joined together. Slips are a method for joining separate pieces of clay together.	Joining means uniting materials and techniques. An Armature is an open framework on which a sculpture is moulded Modroc is a plaster bandage that is used for modelling, casting and crafting.
Colour and Painting						

Skills						
<p>Investigate to see what happens when colours are mixed.</p> <p>Recognise and name different colours.</p> <p>Enjoy using different tools to spread paint (For example, fingers, hands, feet, paint brushes, sponges).</p> <p>Paint on a variety of surfaces.</p>	<p>In painting, mix colours to make secondary colours</p> <p>Starting to experiment to mix primary colours to form secondary colours. <i>Unit 2</i></p> <p>Sort, select and discuss different colours. <i>Unit 2</i></p> <p>In painting, use thick and thin brushes to produce lines and shapes</p> <p>Begin to choose different tools to paint with. <i>All topics</i></p>	<p>In painting, mix colours to make secondary colours</p> <p>In painting, add white to make tints and black to make shades</p> <ul style="list-style-type: none"> - - Showing increased confidence in using a sketchbook to record information on colour mixing. - - Make as many tints and shades of one colour as possible (using white) <i>Unit 2</i> - - Darken colours without using black <i>Unit 2</i> <p>In painting, use a variety of thick and thin brushes to produce lines and</p>	<p>In painting, create a colour wheel.</p> <p>In painting, use white to make different tints and black to different shades of the same colour</p> <p>Introduce different types of brushes.</p> <p>Techniques- apply colour using dotting, scratching, splashing.</p>	<p>In painting, use watercolours to produce washes for backgrounds</p> <p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. <i>Unit 3</i></p>	<p>In painting, use colour to suggest mood</p> <p>Mix colours to express mood, divide foreground from background or demonstrate tones. <i>Unit 1 and 2</i></p>	<p>In painting, combine colours, tones and tints to enhance mood</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work and use colour for purpose. <i>All Units</i></p> <p>Be able to use colour and textures to express feelings and represent the purpose of the piece. <i>Unit 3</i></p> <p>Create shades and tints using black and white and understand Hue, tint, tone, shades and mood. <i>Unit 1 and 3</i></p> <p>Show an awareness of how paintings are created. Can they identify what skills, colours and techniques are used? <i>Unit 3</i></p>

		shapes, textures and patterns <ul style="list-style-type: none"> - - Begin to describe colours by objects <i>Unit 2</i> - - Using colour on a large scale <i>Spring 1</i> 				
Knowledge						
<p>When colours are mixed, a new colour is created.</p> <p>Names of colours.</p> <p>Paint can be spread with a range of tools, including your fingers or hands, and on a variety of surfaces.</p>	<p>Colours can be grouped into different colours, such as primary colours and secondary colours.</p> <p>There are different tools that can be used to create colour, including paint, pencils, chalk, pens, crayons.</p> <p>When two primary colours are mixed together, they form a secondary colour.</p>	<p>Mixing colour with white can create varied tints and shades.</p> <p>Mixing colours together can darken colours.</p>	<p>A colour wheel can show the different colours that can be made when other colours are combined.</p> <p>Different types of brushes can be used to create different effects when painting.</p> <p>There are different techniques with which paint can be applied.</p> <p>Dotting is produced by repeated imprints of a paint covered brush, dotting stick or other implement onto the surface of the painting. Scratching is carving a drawing on</p>	<p>Using colour can create mood, feeling, movement and areas of interest.</p> <p>Abstract art is a piece that doesn't accurately represent a subject matter.</p> <p>Abstract art represents a feeling.</p> <p>Bleeds, washes, scratches and splashes are different techniques which can produce different effects.</p> <p>Bleeding in art is the visual effect achieved when a dark colour</p>	<p>Mixing colour can divide foreground from background by using tones.</p> <p>Contemporary are is the term used for art of the present day.</p> <p>Contemporary art is often about ideas and concerns rather than solely the aesthetic (look of the work).</p> <p>Contemporary abstraction is modern art that uses colours, lines and shapes but does not represent living things/objects.</p>	<p>Paintings are created by different skills and techniques</p> <p>Black and white can be used to create shades and tints. A tint is a mixture of colour with white which increases lightness. Shade is a mixture of colour with black to increase darkness.</p> <p>Hue is another word for colour. Hue is when we refer to a colour by its name . This is most clear when using colour charts, and colour wheels as names of</p>

			<p>a solid surface by scratching with sharp objects and then painting the image.</p> <p>Splashing is flicking, throwing or dripping paint onto a surface.</p>	<p>"bleeds" into a lighter colour.</p> <p>A wash is a thin layer of colour that leaves no brush strokes behind.</p>		<p>hues are dominant and familiar to us, for example RED, BLUE, YELLOW, GREEN, etc...</p> <p>Tone is how light or dark something is.</p> <p>Chroma is also known as a saturation or intensity. It describes how brilliant or subdued the colour looks.</p> <p>Value means how light or dark a tone is. Often, the more contrast between the lightest and darkest areas of your picture, the more effective it will be.</p>
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Collage, Printing and Patterns

Skills

<p>Begin to use stencils to create a picture.</p> <p>Use objects to create imprints in clays and play dough.</p> <p>Enjoy taking rubbings (leaf, bricks, coins).</p>	<p>Show increased control on threading objects onto string to produce patterns.</p> <p><i>Continuous Provision</i></p>	<p>In collage, mix materials to create texture eg coiling, overlapping and montage</p> <p>In collage, sort and use a range of materials that are cut, torn and glued</p>	<p>In print, press, roll, rub and stamp and recreate print from environment, e.g. wrapping paper etc#</p> <p>Consider the effect of chosen materials and technique</p>	<p>In collage, use mosaic and montage</p> <p>Cut out precise and detailed images with scissors. <i>Unit 2</i></p> <p>Layer different images to create a collage background. <i>Unit 2</i></p>	<p>In collage, with increasing confidence, combine visual and tactile qualities</p> <p>Confidently and systematically investigate the potential of new and</p>	
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<p>Begin to identify materials and their properties.</p> <p>Begin to use fine motor skills to thread and weave shapes onto string creating simple patterns.</p>		<p>In print, use repeat or overlapping shapes (using objects to create print)</p> <p>Continue to explore printing simple pictures with a range of hard and soft objects. <i>Unit 3</i></p> <p>Print with a growing range of objects. <i>Unit 3</i></p> <p>Identify the different forms printing takes. <i>Unit 3</i></p> <p>To begin to make patterns using Simple Natural objects (leaves, sticks and stones). <i>Unit 1</i></p> <p>Increased confidence in taking rubbings of a range of different surfaces (Bark, leaves). <i>Unit 1</i></p> <p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. <i>Unit 3</i></p>	<p>Recognise and recreate patterns in the environment.</p> <p>Make patterns on a range of surfaces</p>	<p>Understand difference between similar and contrasting <i>Unit 2</i></p>	<p>unfamiliar materials and use these learnt techniques within his/her work. <i>All Units</i></p> <p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. <i>Unit 2</i></p> <p>Experiment with using layers and overlays to create new colours/textures. <i>Unit 2</i></p>	
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		<p>Explore natural and manmade patterns. <i>Unit 1 and Unit 3</i></p> <p>Overlapping and overlaying to create effects. <i>Unit 3</i></p>				
Knowledge						
<p>Stencils can be used to create a picture.</p> <p>A stencil is a shape or object cut away from a material.</p> <p>Marks can be made in soft material.</p> <p>Begin to use fine motor skills to thread and weave shapes onto string creating simple patterns.</p> <p>Threading is using string to move through holes in a series of objects.</p>	<p>A pattern is repeated decorative design</p>	<p>Printing is making repeated matching marks using hard or soft objects, usually in paint.</p> <p>Different effects can be created by arranging, folding, repeating, overlaying, overlapping, regular and irregular patterning.</p> <p>Printing using different materials creates different images and effects.</p> <p>Natural patterns are those found in nature.</p> <p>Man-made patterns are those which have been created deliberately.</p>	<p>Symmetry is essentially two matching halves, balanced in size, shape and position.</p> <p>Relief and impressed printing is when negative space is created on a material to form an image, pattern or effect.</p> <p>Monoprinting is a form of printing where you only print once.</p>	<p>Similar means having a resemblance in appearance without being identical</p> <p>Contrasting means differing or opposite</p> <p>Relief printing- when you carve into a printing block that you then use to press onto paper and make a print.</p> <p>Positive space- the areas in a work of art that are the subjects, or areas of interest.</p> <p>Negative space- the area around the subjects, or areas of interest.</p>	<p>Collages can be added to a painted, drawn or printed background using a range of media, different techniques, colours and textures.</p> <p>Layers and overlays can create new colours/textures.</p>	

		<p>Overlapping is extending over and partly cover something.</p> <p>Overlaying is to lay or spread something over or across another item.</p> <p>Collage is a piece of art created by combining photos, clippings or small objects.</p> <p>Simple Natural objects include leaves, sticks and stones.</p> <p>Patterns can be formed by threading items or objects in particular sequences.</p> <p>Materials have different properties.</p> <p>Enjoy taking rubbings (leaf, bricks, coins).</p> <p>Rubbings can be made from different surfaces by moving a drawing tool across a material pressed above the surface</p>				
APPRAISAL AND EVALUATION						

Skills

<p>Talk about what they produced.</p> <p>Begin to describe the materials and media they have used.</p> <p>Begin to say what they like and dislike about different art work.</p>	<p>Discuss their own and others' work</p> <p>Talk about the work of an artist, craft maker or designer</p> <p>Begin to explore the work of artists, craft makers and designers.</p> <p>Showing an increase in confidence when explaining what they have produced and explaining the techniques they have used.</p> <p>Become confident at describing what they like and dislike about a piece of work.</p>	<p>Know about the work of a range of artists, craft makers and designers</p> <p>Describe differences and similarities and make links to own work</p> <p>Beginning to comment on differences of work of others.</p> <p>Can suggest ways they can improve their own work.</p> <p>Can discuss the work of a range of artists, crafts makers and designers, beginning to describe differences and similarities between them.</p> <p>Begin to express how different Art makes them feel.</p> <p>Expression of personal experiences and ideas.</p>	<p>Evaluate work of some artists and analyse creative works</p> <p>Compare the differences between their own work and the work of others.</p> <p>Begin to adjust their own work based on self and peer evaluations.</p> <p>Explore a range of Artists in History comparing their work and the techniques they have used.</p> <p>Show increasing confidence in expressing how different pieces make them feel.</p>	<p>Draw on work of other artists for inspiration and begin to emulate their style</p> <p>Use taught technical skills to adapt and improve his/her work.</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.</p>	<p>Communicate ideas and comment on artworks using artistic language</p> <p>Develop different ideas which can be used and explain his/her choices for the material and technique used.</p> <p>Evaluate his/her work against their intended outcome.</p>	<p>Communicate ideas and comment on artworks using artistic language</p> <p>Identify artists who have worked in a similar way to their own work. Can they explain how they are similar?</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them, using subject specific vocabulary.</p> <p>Adapt their work according to their views and describe how they might develop it further. Can they adapt their final work based upon feedback they have been given?</p>
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Knowledge

<p>Describing materials used means listing the resources used to create projects.</p> <p>Liking/disliking something about artwork means verbalising opinions about the visual outcome.</p>	<p>Explaining what they have produced involves discussing the materials used and how they have been used effectively.</p> <p>Liking/disliking something about artwork means verbalising opinions about the visual outcome with explanation to justify their answer.</p>	<p>Differences in the work of others can include form or decoration and execution.</p> <p>Improving means to enhance in value or quality.</p> <p>Similarities are things that are the same including skills used or decorative techniques.</p> <p>Art is subjective and can make people feel differently towards it based on their personal experiences.</p>	<p>Self assessment is evaluating your own work in detail.</p> <p>Peer assessment is evaluating someone else's work in detail.</p>	<p>Technical terms are subject specific vocabulary and should be used when evaluating.</p>	<p>Intended outcomes are statements about what a child will achieve upon successful completion of a piece.</p>	<p>A piece of work can be adapted based on feedback provided by self and peer assessment.</p>
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Artists

<p>Alma Thames Unit 2</p> <p>Ronero Britto Unit 3</p>	<p>Talk about the work of an artist, craft maker or designer</p> <p>Frida Kahlo Unit 1</p> <p>Van Gogh and Paul Klee Unit 2</p> <p>Johnson Zuze Unit 3</p>	<p>Know about the work of a range of artists, craft makers and designers</p> <p>Richard Shilling Unit 1</p> <p>Lisa Morales Unit 2</p>	<p>Know about great artists, architects and designers and how their art / design reflected and shaped our history</p> <p>Picasso Unit 1</p> <p>Banksy Unit 2</p>	<p>Know about great artists, architects and designers and how their art / design reflected and shaped our history and contributed to the culture of our nation</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects</p>	<p>Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation</p> <p>Research and discuss various artists, architects and designers and discuss their processes and</p>	<p>Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation</p> <p>Rosalind Monks and Lucy Arnold Unit 1</p> <p>Jess Riva Cooper Unit 2</p>
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				and designers who he/she has studied. Giorgio Morandi Unit 1 Hanah Hoch, Kara Walker Unit 2 Faith Ringgold Unit 3	explain how these were used in the finished product Koasushika Hokusai, Unit 1 Vivian Suterm Unit 2	Link to Charles Darwin, evolution Unit 3
<p>Alma Thomas was an African American artist born in 1891 in Georgia, USA.</p> <p>She studied Fine Arts at Howard University, where she started to experiment with abstract art.</p> <p>For 36 years she was a high school art teacher.</p> <p>She loved using bright, bold colours in her paintings. She would regularly use small, rectangular blocks of colour.</p> <p>She was inspired by science and nature. She encouraged the children that she worked with to look closely at nature, and to create art which made them happy</p>	<p>Frida Kahlo was a Mexican artist. She was born in 1907 in Mexico City and died in 1954.</p> <p>She created many self-portraits in her lifetime and they are some of her most famous artworks. They often tell us something about what she was feeling and what was happening in her life at that time.</p> <p>Frida Kahlo had a lot of illnesses in her lifetime. When she was six years old, she found out she had an illness called polio.</p> <p>When she was 18 years old she was injured when a bus that</p>	<p>Richard Shilling (born 1973) is a British artist and photographer working in the field of land art[1] and sculpture[2] in the North West of England.</p> <p>Land art, also known as nature art, is pieces of temporary art that are made solely from natural materials.</p>  <p>Lisa Morales is a mixed media artist from Texas in America.</p>	<p>Cubism is a style of art that was invented in 1907.</p> <p>It was a very different way of painting to anything that had happened before.</p> <p>In cubism, the artist tried to show different views of the same object or person all together in one painting. When you look at a cubist painting, you might see the front, side and back of the same object.</p> <p>Cubist artists tried to break an object or person up into different parts. This</p>	<p>Giorgio Morandi was an Italian painter and printmaker who specialised in still lifes.</p> <p>His paintings are noted for their tonal subtlety in depicting simple subjects, mainly vases, bottles, bowls, flowers, and landscapes.</p> <p>Still Life Art is defined as an arrangement of inanimate objects as their subject. These are often mundane, everyday objects like food, wine, fruit and vegetables.</p>	<p>Katsushika Hokusai, Japanese, 1760-1849</p> <p>Media - Woodblock Printing</p> <p>Art Movement - Ukiyoe</p> <p>He lived in Japan – many of his paintings were inspired by Japanese landscapes.</p> <p>In his early teens, he became an apprentice to a block-cutter, which may have led to his involvement in the Ukiyo-e art movement.</p> <p>Hokusai produced thousands of paintings and prints, as well as illustrations for nearly 270 books.</p>	<p>Lucy Arnold, American, 1954</p> <p>Media - Painting (water colours, acrylics, pastels)</p> <p>Art Movement - Fine Art</p> <p>Her scientist father inspired an early love for nature. Although her college degree was in biology, art is essential to her, and is a lifelong pursuit. Lucy's fascination with both art and science continues to this day.</p> <p>Her art career began with a hand-painted needlepoint design business, Designs by Lucy, which had nation-wide</p>



Romero Britto is a Brazilian artist.

He is a painter, serigrapher and sculptor.

A painter is a person who applies paint either using a brush or another tool.

A serigrapher is a person who does screen printing. This is where ink is pressed through a stencil.

A sculptor is a person who creates sculptures. They may do this by carving or moulding a material, such as wood or metal.

Romero loved art from an early age. He taught himself and would paint at any given opportunity. He would use his imagination to paint on

she was travelling on crashed.

Frida had to stay in bed to heal, and her mother brought her an easel which allowed her to paint in bed.



Vincent Van Gogh (1853-1890) was an artist who loved nature and enjoyed to paint outside. He painted pictures of landscapes and flowers.

One of his most famous paintings is Sunflowers.



Paul Klee lived from 1879-1950.

She uses paper to create collages that make a big picture.

Mixed media art is a type of art which uses many different materials, such as ink, crayons, paint and paper.



often made the painting look like it was made up of geometric shapes like cubes.

Pablo Picasso was one of the first artists to explore cubism. He was born in Spain but later moved to Paris, France.

He wanted to paint things that he felt, remembered and saw all in one painting.



Cave paintings are illustrations created using a cave wall as a canvas. Created during the Stone Age, these works of art were often made with natural substances like charcoal and ochre, and the paint was applied with



Hannah Höch was a German Dada artist. She is best known for her work of the Weimar period, when she was one of the originators of photomontage.

Photomontage, or fotomontage, is a type of collage in which the pasted items are actual photographs, or photographic reproductions pulled from the press and other widely produced media

Kara Elizabeth Walker (born November 26, 1969) is an American contemporary painter, silhouettist, print-maker, installation artist, filmmaker, and professor who explores race, gender and identity in her work. She is best known for her room-size tableaux of black cut-paper silhouettes.

Ukiyo-e is a genre of Japanese art which flourished from the 17th-19th centuries. It literally translates as "pictures of the floating world".

Artists would paint on woodblocks, then place washi (a thin piece of paper) on top so that the image would transfer across.



Vivien Suter, Swiss-Argentinian 1949

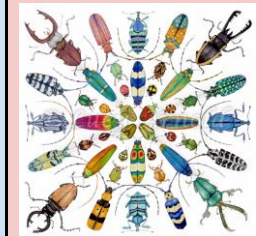
Art Movement - Contemporary Abstraction

She lives in Panajachel in the Guatemalan rainforest alone and uses the nature around her to inspire her pieces. She works with nature not against it; a hurricane sent a mudslide over her work. Vivian watched

distribution for over 12 years.

Travel destinations that have inspired her include the Amazon Jungle, the Galapagos Islands, Turkey, Greece, East Africa, Machu Picchu, Europe, and Hawaii.

Nature is Arnold's primary source of inspiration, and colour is her main mode of expression.



Fine art includes drawings, paintings, and sculptures that are admired for their beauty and have no practical use.

Abstract art does not attempt to represent an accurate depiction of a visual reality but instead uses shapes, colours, forms and gestural marks to achieve its effect.

surfaces, such as newspaper and cardboard.

He is a pop artist.

Pop art first came to Britain in the mid 1950s. It is classed as modern art. It is based around popular culture, including advertising and comic books. It uses bright colours and bold patterns.



His father was a music teacher and his mother was a singer. He was interested in music as well as painting.

As an artist, he focused on using colour. He used lots of different materials to create his artworks.

He mostly painted with watercolour.

Johnson Zuze (born in 1985) is an artist living and working in Zimbabwe.

He uses scrap metal and waste to create valuable art while combating pollution



simple tools and hands.



Street Art is a visual art created in public locations for public visibility.

Banksy is an extremely famous but anonymous graffiti artist.



Faith Ringgold (born Faith Willi Jones; October 8, 1930 in Harlem, New York City) is an African American painter, painting on different materials including fabric, a published author and mixed media sculptor

She is best known for her story quilts. She told stories through illustrations that combined paint and fabric instead of the traditional canvas.

Ringgold told stories of women, particularly African American women, and their role in the world. She fought for equal rights both through protests and through the messages within her artwork. Both the stories being told and the message contained within were new to the art world.

it dry and crack revealing the colours

She leaves her paintings outside in the rain so that nature can have an impact on them

Her pieces represent the ecosystem and the spirit of her surroundings and are presented hanging with no frame, unsigned and overlapping with others

Contemporary art is the term used for art of the present day. Usually, the artists are alive and still making work. Contemporary art is often about ideas and concerns, rather than solely the aesthetic (the look of the work).

Abstract art is a form of art with no recognisable subject, it doesn't represent images of our everyday lives. It uses colours, lines and shapes, but they are not designed to represent living things or actual objects.

Realism art is a mid nineteenth century artistic movement characterised by subjects painted from everyday life in a naturalistic manner; however the term is also generally used to describe artworks painted in a realistic almost photographic way.

Rosalind Monks, British, born Switzerland, bred



Media - pen/pencil

Art Movement - Hand-drawn illustrations

She was born in Britain but was brought up in Switzerland.

Inspired by the environment, Monks is a true traveller who has spent time in Australia, New Zealand and majored in Illustration at the University of Brighton in the UK.

Her bold designs can be seen on skis, sunglasses as well as

						<p>stand-alone art pieces across the globe.</p> <p>Illustrations are a decoration, interpretation, or visual explanation of a text, concept, or process, designed for integration in print and digitally published media.</p> <p>Rosalind's illustrations are created using pen and are usually black and white.</p>  <p>Jess Riva Cooper is an artist and educator based in Toronto, Canada.</p> <p>She integrates colour, drawing, and clay to create sculptures.</p>
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