

# Art Knowledge and Skills Progression

## Art National Curriculum Aims:

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

- Produce creative work, exploring their ideas and recoding their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers and understand the historical and cultural development of their art form

	Art
Intent	<p style="text-align: center;"><b>To expose children to the world of art, enabling them to express themselves through creating their own art, craft and design.</b></p> <p>Children will develop an appreciation of art, craft and design and know how they reflect and shape our history and culture. From Nursery to Year 6 children will study a range of artists, craft makers designers and architects along with exploring a variety of media, materials, tools and techniques.</p>

## Art Timeline



A successful unit of art follows a clear process that encourages students to develop their skills and knowledge while engaging creatively. Throughout each unit, children should have the opportunity to:




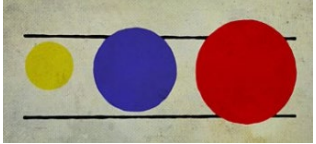
- **Take inspiration from others:** Explore the works of various artists and art movements, analysing styles and techniques that resonate with them.
- **Develop their own skills and techniques:** Practice and refine specific artistic methods through guided instruction and hands-on activities.
- **Develop their own ideas:** Encourage personal expression by brainstorming and conceptualizing original art projects that reflect their interests and experiences.
- **Apply their skills and techniques:** Create artworks that integrate the skills learned, allowing for experimentation and exploration of different media and forms.
- **Evaluate:** Reflect on their artistic process and the final outcomes, discussing what worked well, what could be improved, and how they can apply their learning to future projects.

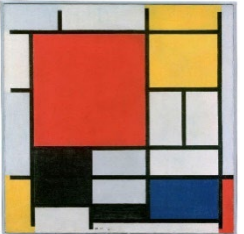
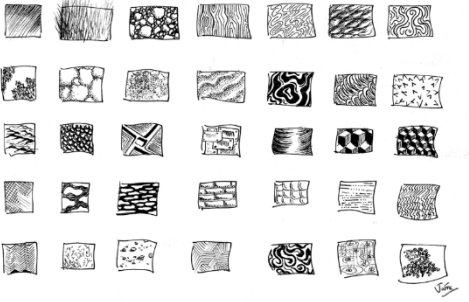
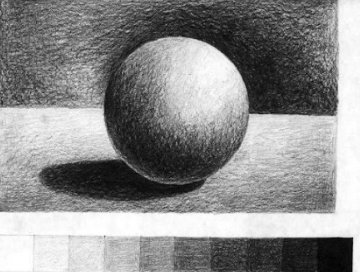

Art Skills:	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	<p>Explore the potential of a range of graphic tools both separately and together.</p> <p>Make drawings on different mediums.</p> <p>Explore mark making to express:</p> <ul style="list-style-type: none"> <li>• Own ideas</li> <li>• Observations</li> <li>• Memories</li> </ul> <p>Can create symbols and scribble patterns Use colour appropriately in own drawings.</p>			<p>Express ideas by drawing on different scales.</p> <p>Use a viewfinder to recreate marks, lines and patterns in a given object.</p> <p>Use a range of graded pencils to show tone in a simple object or collection of objects.</p> <p>Focus observation skills when drawing objects which are in front and behind each other.</p>		<p>Begin to look at proportions in drawings of the human form.</p> <p>To include more detail and show an increased awareness of proportion when drawing from observation.</p> <p>Make a collection of drawings showing the texture of natural or manmade objects.</p> <p>Develop familiarity with tone and shadow in both pencil and charcoal.</p>		<p>To show awareness of perspective by looking at buildings/roads.</p> <p>Make colour pastel sketches from first hand observations to represent tone and texture in a given object.</p> <p>Develop learnt skills in the representation of the visual elements colour, line, tone, pattern, shape, form, space and texture.</p> <p>Use drawing as a tool to inform all other strands of art.</p>
<b>Painting</b>	<p>Explore the application of paint:</p> <ul style="list-style-type: none"> <li>• Using a variety of tools</li> <li>• On various scales</li> <li>• When additives are used</li> <li>• On different surfaces</li> </ul> <p>Recognise the primary colours and use these colours to explore colour mixing with different paints.</p> <p>Use painting as a tool to express:</p> <ul style="list-style-type: none"> <li>• Own ideas</li> <li>• Observations</li> <li>• Memories</li> </ul>	<p>Mix 2 primary colours together to create different tones of one colour.</p> <p>Explore use of fine brushes to add detail to an existing painting.</p> <p>Add black or white to colours to produce tone when painting from observation.</p> <p>Use colour appropriately to create images of things:</p> <ul style="list-style-type: none"> <li>• Observed</li> </ul>		<p>Experiment and understand complementary colours and their place on the colour wheel.</p> <p>Extend knowledge of painting with tone looking by looking at light and dark.</p> <p>Look at and talk about the work of artists using a variety of approaches to colour, identifying what materials,</p>		<p>Extend knowledge of painting with tone to represent the shape and form of objects.</p> <p>Investigate how colours can convey mood by looking at a selection of famous paintings.</p> <p>Be able to use colour to convey mood and feeling in their own painting.</p> <p>Make an in-depth study of the life and</p>		

		<ul style="list-style-type: none"> <li>Imagined</li> <li>Remembered</li> </ul>		techniques and effects they've used.		works of a famous painter by: <ul style="list-style-type: none"> <li>Looking at the life and influences of the artist</li> </ul> Creating studies from a selection of key paintings to recreate the style of the artist	
<b>Textiles</b>	<p>Explore mark making on fabric using fabric crayons and pens.</p> <p>Learn the technique of weaving using different materials and on different scales.</p>	Wrap, weave or tie wools, threads and ribbons around a willow structure.		<p>Explore the process and effects of tie dye.</p> <p>Learn the technique of silk painting.</p>			Learn how wax can be used as a barrier in the process of batik.
<b>Printing</b>	<p>Experiment with the process of printing using the body, natural and manmade objects.</p> <p>Extend exploration of printing materials to create a simple sequence or pattern</p>	<p>Investigate mono-printing.</p> <p>Make choices about selecting printing materials to create a simple picture.</p>			<p>Prepare own raised printing block using card.</p> <p>To be able to make thoughtful decisions about colour when printing.</p> <p>Use the technique of printing to add detail to an existing piece of artwork.</p>		<p>Use the reduction method to create a print in different colours.</p> <p>Learn the technique of lino printing.</p>
<b>Sculpture</b>	<p>Handle and explore a variety of malleable materials.</p> <p>Can use techniques such as pinching and rolling when working with mouldable materials (clay, plasticine, doughs)</p>		Make a simple clay thumb pot and observe the changes.		Learn the technique of making a coil pot.	Develop skills in clay sculpture using a range of tools and techniques.	

	<p>Construct form with boxes joining and fixing as appropriate.</p> <p>Extend exploration of junk modelling through a set task</p>		<p>Learn how to pinch and pull clay to make real or imagined form.</p> <p>Use a range of plastic recyclable materials in the construction of an artwork.</p>			<p>To manipulate wire in the making of an artwork.</p> <p>To form a self-portrait (head and shoulder bust) e.g. wire, wood, newspaper, clay or Modroc.</p>	
<p><b>Collage</b></p>	<p>Be able to hold and use scissors correctly.</p> <p>Using a range of different papers and materials create collages which are representational.</p> <p>Create a simple picture using a range of given materials.</p>		<p>Explore rubbings using a range of graphic tools and use these to create a collaged image.</p> <p>Begin to make informed choices about selecting materials for a purpose.</p> <p>Create a wide variety of images using different media: card, paper, fabric, crepe paper, magazines, photocopied items.</p> <p>Make a collection of natural objects which can be used to form collage.</p>	<p>Create a collage of an object seen from first-hand experience.</p> <p>Explore a range of paper cutting and folding techniques to use in a 3d collage.</p>		<p>Use the technique of collage as an overlay to an existing piece of artwork.</p> <p>Research and take photographs which can be used in a photomontage of chosen theme.</p> <p>Be able to combine their skills of cutting, tearing, embellishing, and adding drawing to create a collage that suits its purpose.</p>	

Art elements are the fundamental building blocks that artists use to create and convey meaning in their work. These elements—form, line, colour, space, shape, texture, tone, and pattern—interact to establish composition, evoke emotions, and create visual interest. Understanding and manipulating these elements allows artists to express ideas, engage viewers, and enhance the overall aesthetic of their creations. By mastering these components, artist can effectively communicate their vision and bring their imaginative concepts to life.



Art Elements:	Form	Line	Colour	Space	Shape	Texture	Tone	Pattern
Form	<p>Form refers to three dimensional objects            Geometric forms – include spheres, cubes, prisms and pyramids            Organic forms – are free flowing and appear more natural            Techniques such as shading, highlighting and texture can give the illusion of form in painting and drawing</p> 							
Line	<p>Line is a mark made using a drawing tool or brush. There are many types of lines: thick, thin, horizontal, vertical, zigzag, diagonal, curly, curved, spiral, etc. and are often very expressive.</p> 							
Colour	<p>Colour refers to the way we see different shades and tones in pictures or paintings. It is created when light waves hit an object's surface and are reflected to our eyes. It is used to create emotion, atmosphere, and beauty in art. It can evoke feelings in viewers or draw attention to certain aspects of a painting. Colour represents different emotions or feelings (e.g., red for anger or love, blue for sadness or peace).</p> 							
Space	<p>Space refers to the area within, around, or between elements in an artwork. It can be <b>positive space</b> (the areas occupied by objects or subjects) or <b>negative space</b> (the empty or open areas surrounding them). Space creates a sense of depth, perspective, and relationship between objects, influencing how viewers perceive distance, balance, and focus within the composition. Techniques like overlapping, scaling, and perspective can manipulate space to make two-dimensional artworks feel three-dimensional</p> 							


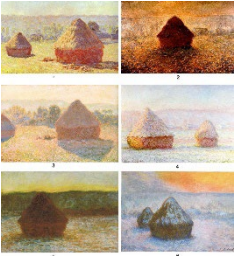

<p>Shape</p>	<p>Shape refers to an enclosed area defined by boundaries such as lines, colours, textures, or edges. Shapes can be geometric (like circles, squares, triangles) or organic (free-form or irregular), adding structure or fluidity to an artwork. Shapes play a key role in composition, creating balance, contrast, and depth, and can also convey mood and meaning based on their forms and arrangements.</p>	
<p>Texture</p>	<p>Texture refers to the perceived surface quality or "feel" of an object within an artwork, whether it's actual texture (the physical feel of a material, like rough or smooth) or implied texture (the illusion of texture created visually through techniques like shading, line work, or colour). Texture adds depth, interest, and realism, inviting viewers to imagine how an object might feel if touched.</p>	
<p>Tone</p>	<p>Tone refers to the lightness or darkness of a colour. It helps create a sense of depth, dimension, and form by establishing contrast and highlighting shadows and highlights. Tones can be adjusted by adding black, white, or grey to a colour, allowing artists to convey mood, atmosphere, and emphasis within their work.</p>	
<p>Pattern</p>	<p>Pattern is a repeated decorative design or sequence of shapes, lines, colours, or forms. Patterns can be regular (with consistent, predictable repetition) or irregular (with varied elements), and are often used to create rhythm, movement, and visual interest. Patterns can enhance composition, unify elements, or add texture, helping to guide the viewer's eye through the artwork.</p>	

Curriculum Sequence for Art

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<b>Marvellous Me</b>	<b>Winter</b>	<b>Space</b>	<b>People help us</b>	<b>Traditional Tales</b>	<b>Under the Sea</b>
EYFS Yr A	<b>Skill:</b> Painting Kandinsky		<b>Skill:</b> Drawing Vincent Van Gogh Starry Night		<b>Skill:</b> Sculpture Yayoi Kasama Pumpkin	
	<b>Marvellous Me</b>	<b>Traditional Tales</b>	<b>Amazing Africa</b>	<b>Here we Go!</b>	<b>In the Garden</b>	<b>My World</b>
EYFS Yr B	<b>Skill:</b> Printing Andy Warhol – Pop Art		<b>Skill:</b> Textiles Weaving		<b>Skill:</b> Collage Matisse snail	<b>Skill:</b> Sculpture Junk Modelling
	<b>Whatever the Weather</b>	<b>Blast from the past</b>	<b>Incredible Inventions</b>	<b>The Secret Garden</b>	<b>There's no place like home</b>	<b>Animal Kingdom</b>
Y1	<b>Skill:</b> Painting Sandy Dooley and Monet Colour Mixing		<b>Skill:</b> Textiles Judith Scott		<b>Skill:</b> Printing William Morris	
	<b>Heroes of history</b>	<b>Poles Apart</b>	<b>Fire! Fire!</b>	<b>Spring has Sprung</b>	<b>Coming To England</b>	<b>Natural world</b>
Y2	<b>Skill:</b> Collage Giuseppe Arcimboldo – fruit and veg	<b>Skill:</b> Drawing Matt Miller				<b>Skill:</b> Sculpture Goldsworthy and Fiona Campbell
	<b>Let there be light!</b>	<b>Stones and Bones</b>	<b>Rivers Run Deep</b>	<b>Animal Magic!</b>	<b>Let It Grow</b>	<b>May the Force be with You!</b>
Y3	<b>Skill:</b> Textiles Ranbir Kaur Rangoli Patterns	<b>Skill:</b> Painting Cave painting	<b>Skill:</b> Collage Landscapes/rivers Malia Vycotska			
	<b>Groovy Greeks</b>	<b>Our Changing World</b>	<b>Brilliant Bodies</b>	<b>Romans on the Rampage</b>	<b>Buzzers, Bulbs and Batteries</b>	<b>Sounds Familiar!</b>
Y4	<b>Skill:</b> Sculpture Grayson Perry and Roberto Benavidez Greek Vases			<b>Skill:</b> Printing Block Print Hokusai		<b>Skill:</b> Drawing Self portraits
	<b>Settling Saxons and Scots</b>	<b>Vicious Vikings?</b>	<b>Force of Nature</b>	<b>The Windrush</b>	<b>Reach for the Stars</b>	<b>All Grow, All Change!</b>
Y5	<b>Skill:</b> Sculpture Clay			<b>Skill:</b> Collage		<b>Skill:</b> painting Basquiat and Banksy
	<b>Benin: An African Kingdom</b>	<b>Wars Through Time</b>	<b>Changes</b>	<b>Fit and Fabulous</b>	<b>Go Compare!</b>	<b>CSEye Investigates</b>
Y6			<b>Skill:</b> Textiles Batik Georgia O'Keeffe and Henri Rousseau		<b>Skill:</b> Drawing Stephen Wilshire	<b>Skill:</b> Printing Lino (Reduction)







EYFS		Enquiry Question: I wonder how Andy Warhol can influence my artwork							
Learning Journey		Learning Journey					Teacher subject knowledge:		
Marvellous Me		<ul style="list-style-type: none"> <li>- To be able to talk about what printing is (Nursery &amp; Reception)</li> </ul>					<b>Art Movement/Era:</b> Pop Art is an Art a type of art that started in the 1950s and became very popular in the 1960s. It's called "Pop Art" because it uses images from popular culture, like advertisements, comic books, and everyday objects. The artists wanted to show that anything could be art, even things we see every day.		
Key Skill: Printing		<i>Printing is a way of making pictures or designs by transferring ink or paint from one surface to another. It's like making copies of the same picture.</i>							
Prior Learning:		<ul style="list-style-type: none"> <li>- To know that pop art, art is bright and colourful (Nursery)</li> <li>- To know that pop art means popular art (Nursery &amp; Reception)</li> <li>- To know that you can use a variety of objects (natural) to create a print (Reception)</li> <li>- To know that you can use a variety of tools to create a print (Reception)</li> </ul>					<p>Andy Warhol was born on August 6, 1928, in Pittsburgh, Pennsylvania. His real name was Andrew Warhola. From a young age, Andy loved to draw and showed a talent for art.</p>		
Nursery:		<p>Links:</p>					<p>In the 1960s Andy Warhol became known as one of the leading artists of the pop art movement. Pop artists felt that art should reflect modern life and so they made art inspired by the world around them – from movies, advertising and pop music to comic books and even product packaging</p>		
Reception:		<p>Key skills:</p>					<p>In the 1960s, Andy Warhol started to create art that looked different from anything people had seen before. He began making prints of everyday objects, like Campbell's Soup cans, and pictures of famous people, like Marilyn Monroe. This style of art became known as "Pop Art" because it used images from popular culture. Warhol's art was colourful, bold, and often repeated the same image in different colours or patterns.</p>		
<ul style="list-style-type: none"> <li>- To be able to talk about printing</li> <li>- To know pop art is bright and colourful</li> <li>- To know pop art means popular art</li> <li>- To know you can print using your body parts</li> <li>- To know you can produce a simple picture by printing</li> </ul>		<ul style="list-style-type: none"> <li>- Discuss Andy Warhol's work – what they can see? What do they like? Which is their favourite? Why? (Nursery &amp; Reception)</li> <li>- To be able to experiment with different items and body parts to create a print (Nursery)</li> <li>- Can produce simple pictures by printing objects (Nursery)</li> <li>- Can impress and apply simple decoration (Reception)</li> <li>- To look at layering their design over another colour</li> <li>- To create a pattern using their item of choice (Reception)</li> <li>- To create a final piece (Nursery &amp; Reception)</li> <li>- To evaluate what worked well and what they need to do better. (Nursery &amp; Reception)</li> </ul>							
Nursery Vocab:		Reception Vocab:							
handprints, footprints, - red, blue, yellow, green, orange, pink, purple, black, white, brown, share, discuss, pattern, print, paint, shape, colour		primary colours, secondary colours, fruit, veg, Pop art, Red, yellow, blue, Primary colours, Secondary colours, green, orange, purple, mix, circle, round, big, small tool, load, paint, apply, surface, make, repeated, pattern, print, share, guided evaluation, shape							
NC Links / EYFS Framework Links:		<ul style="list-style-type: none"> <li>- Continues to explore colour and how colours can be changed.</li> <li>- Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience.</li> <li>- Uses tools for a purpose.</li> <li>- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</li> <li>- Develops their own ideas through experimentation with diverse materials, e.g., light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> </ul>							
End piece:		to create their own piece of pop art artwork of a popular item (favourite veg, toy, person)							
Art Elements:		Form	Line	Colour	Space	Shape	Texture	Tone	Pattern

Year 1		Enquiry Question: Before a camera, how did people record weather changes?							
<b>Learning Journey</b>		Key Knowledge:		Teacher subject knowledge:					
Whatever the Weather		<ul style="list-style-type: none"> <li>- Sandy Dooley and Monet paints in the style called impressionism</li> <li>- Dooley uses a lot of colours in her artwork</li> <li>- Dooley uses her imagination to create dreamlike paintings</li> <li>- Dooley uses soft brushstrokes</li> <li>- Monet would paint the same scene in different seasons</li> </ul>		<p><b>Art Movement/Era:</b> Modern Impressionistic painter <b>Sandy Dooley</b> Sandy Dooley is a special artist who loves to paint in a style called impressionism. She makes her paintings look like beautiful dreams. Dooley uses lots of colourful and soft brushstrokes to create her artwork. Her paintings are like a magical world full of imagination and feelings. When you look at her paintings, you might feel like you're in a dream too!</p>					
<b>Key Skill:</b> Painting									
<b>Prior Learning:</b>									
<p><b>Skills:</b> Explore the application of paint:</p> <ul style="list-style-type: none"> <li>• Using a variety of tools</li> <li>• On various scales</li> <li>• When additives are used</li> <li>• On different surfaces</li> </ul> <p>Recognise the primary colours and use these colours to explore colour mixing with different paints.</p> <p>Use painting as a tool to express:</p> <ul style="list-style-type: none"> <li>• Own ideas</li> <li>• Observations</li> <li>• Memories</li> </ul>		<p><u>Links:</u> EYFS Year A – Kandinsky colour mixing</p>		<p><b>Monet</b> Monet's Haystack painting is a famous artwork created by a talented artist named Claude Monet. In this painting, Monet painted a bunch of hay, which is dry grass, piled up in a field. He wanted to show how the haystacks looked different at different times of the day and in different seasons.</p>					
									
				<i>Haystack</i>					
<b>Key Vocab:</b>		<b>Topic Vocab:</b>		<b>Key Skills:</b>					
Red, yellow, blue, Primary colours, Secondary colours, green, orange, purple, mix, brush strokes, dry, wet, soft, dark, light		Seasons, spring, summer, autumn, winter, light, dark, sunny, rainy, stormy, windy, icy		<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Mix 2 primary colours together to create different tones of one colour.</li> <li>- Use colour appropriately to create images of things:</li> <li>• Observed</li> <li>• Imagined</li> <li>• Remembered</li> </ul>					
<b>NC Links / EYFS Framework Links:</b>				<p>- Explore use of fine brushes to add detail to an existing painting.</p> <p>- Add black or white to colours to produce tone when painting from observation.</p>					
									
				<i>e.g. different tones</i>					
<b>End Piece:</b>		To paint their own seasonal picture.							
<b>Art Elements:</b>		<b>Form</b>	<b>Line</b>	<b>Colour</b>	<b>Space</b>	<b>Shape</b>	<b>Texture</b>	<b>Tone</b>	<b>Pattern</b>

Year 3		Enquiry Question: I wonder how I can combine different mixed media to make my own picture?							
<b>Learning Journey</b>		Key Knowledge:			Teacher subject knowledge:				
Rivers Run Deep		<ul style="list-style-type: none"> <li>- Ray Beldner is a collage artist</li> <li>- Ray Beldner would collage sculptures</li> <li>- He uses organic shapes, colours and textures</li> <li>- Maiia is a collage artist</li> <li>- She creates works of art inspired by the Scottish landscape</li> </ul>			<p><b>Art Movement/Era:</b> Conceptual Art</p> <p><b>Ray Beldner</b> "My collages use fragments of contemporary and historic artworks appropriated from fine art sources: auction catalogues, art magazines, art history books, and museum posters. They take the form of small, 2D works on paper as well as larger sculptural collages and 3D sculptures. The images used for the large-scale sculptural collages are first scanned, scaled up, and printed digitally on archival paper, then cut out and adhered to laser-cut 3/4" maple plywood.</p> <p><b>Maiia Vysotska</b> I'm a passionate life-long artist whose favourite media are pastels and graphic materials. I take inspiration from the everyday world around me, whether it's a pastel landscape or an urban sketch, and have a good eye for interesting composition. I constantly seek innovative new design forms and materials.</p>				
<b>Key Skill:</b> Collage		<p><u>Links:</u></p> <p>Year B EYFS Collage Matisse Snail</p> <p>Year 2 Giuseppe Arcimboldo Food/Fruit</p>							
<b>Prior Learning:</b>									
<p>Skills:</p> <ul style="list-style-type: none"> <li>• Explore rubbings using a range of graphic tools and use these to create a collaged image.</li> <li>• Begin to make informed choices about selecting materials for a purpose.</li> <li>• Create a wide variety of images using different media: card, paper, fabric, crepe paper, magazines, photocopied items.</li> <li>• Make a collection of natural objects which can be used to form collage.</li> </ul>									
<b>Key Vocab:</b>		<b>Topic Vocab:</b>		<b>Key Skills:</b>					
Images, media, magazines, variety, glue, arrange, tear		River, bank, stream, current, bridge, island, waterfall, estuary, tributary, fishing, canoe, mouth, navigation		<ul style="list-style-type: none"> <li>- Create a collage of an object seen from first-hand experience.</li> <li>- Explore a range of paper cutting and folding techniques to use in a 3d collage.</li> </ul>					
<b>NC Links / EYFS Framework Links:</b>		<ul style="list-style-type: none"> <li>- To create sketchbooks 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> <li>- To learn about great artists, architects and designers in history</li> </ul>							
<ul style="list-style-type: none"> <li>- To create sketchbooks 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> <li>- To learn about great artists, architects and designers in history</li> </ul>									
<b>End Piece:</b>		To create their own collage picture of a river.							
<b>Art Elements:</b>		<b>Form</b>	<b>Line</b>	<b>Colour</b>	<b>Space</b>	<b>Shape</b>	<b>Texture</b>	<b>Tone</b>	<b>Pattern</b>



Year 6		Enquiry Question: I wonder how I can use the technique batik, to make my own artwork inspired by Georgia O'Keefe?							
<b>Learning Journey</b>		Key Knowledge:			Teacher subject knowledge:				
Changes		<ul style="list-style-type: none"> <li>- Henri Rousseau was a French self-taught painter</li> <li>- Rousseau never travelled to the tropics, and his jungle scenes were a product of his imagination and the influence of botanical gardens in Paris.</li> <li>- Georgia O'Keeffe is recognised for her large-scale paintings of flowers particularly close-up views of their intricate details.</li> </ul> <p><u>Links:</u>            Year B EYFS Textiles – weaving            Year 1 Judith Scott – wrapping and knotting            Year 3 Ravi Kaur – Tie Dye</p>			<p><b>Art Movement/Era:</b> Henri Rousseau: Naïve Art            Georgia O'Keefe: Modernist</p>  <p><b>Henri Rousseau (1844–1910)</b> was a French painter known for his unique and vivid jungle scenes, even though he never actually visited a tropical forest. Born in Laval, France, Rousseau worked as a toll collector, and he started painting as a hobby. His artistic style is often categorized as naïve or primitive due to its simplicity and lack of formal training. Rousseau's famous works include "The Sleeping Gypsy" and "The Dream," where he depicted lush landscapes with exotic animals and plants. Despite facing criticism from the art establishment during his lifetime, Rousseau's imaginative and dreamlike paintings have since gained appreciation and influence in the art world.</p> <p><b>Georgia O'Keeffe (1887–1986)</b> was an American modernist artist known for her pioneering work in American modernism. Born in Sun Prairie, Wisconsin, O'Keeffe studied at the Art Institute of Chicago and later, under the guidance of Arthur Wesley Dow, developed her unique style. She became renowned for her large-scale close-up paintings of flowers, New York skyscrapers, and New Mexico landscapes. O'Keeffe married photographer Alfred Stieglitz, a significant figure in the art world, and their relationship greatly influenced her artistic career. Her ability to blend abstraction with representation and her iconic floral paintings make her one of the most celebrated and influential American artists of the 20th century.</p> 				
<b>Key Skill:</b> Textiles - Batik									
<b>Prior Learning:</b>									
Skills:		<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>- Learn how wax can be used as a barrier in the process of batik.</li> <li>- Life drawings of flowers</li> <li>- To draw on fabric (cotton)</li> <li>- Apply the melted wax (paintbrush or tjanting tools)</li> <li>- Apply the dye (brush) or (dye bath)</li> <li>- Apply more wax where you do not want dye to reach and continue to apply dye</li> <li>- When finished iron off the wax</li> </ul>  							
<p>- Explore the process and effects of tie dye.</p> <p>- Learn the technique of silk painting.</p>									
<p><b>Key Vocab:</b></p> <p>Batik, canting, wax resist, cotton, crayon, natural dyes, paint, resist technique, tjanting tool</p>									
<p><b>Topic Vocab:</b></p> <p>Evolution, species, natural selection, adaptation, mutation, genetic variation, fitness, fossil, gene, selective breeding</p>									
<p><b>NC Links / EYFS Framework Links:</b></p> <ul style="list-style-type: none"> <li>- To create sketchbooks 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> <li>- To learn about great artists, architects and designers in history</li> </ul>									
<b>End Piece:</b>		To create their own batik flower wall hanging							
<b>Art Elements:</b>		<b>Form</b>	<b>Line</b>	<b>Colour</b>	<b>Space</b>	<b>Shape</b>	<b>Texture</b>	<b>Tone</b>	<b>Pattern</b>