

Oak Class - Art Outcomes - Water, Water Everywhere - Hokusai

Vocabulary	
Cold colours	Colours which evoke a feeling of cold, eg: blue, white.
Complimentary colours	Colours which are close together on the colour wheel: Red, yellow, orange; blue, purple, red; blue, yellow, green.
Contrasting colours	Colours which are opposite on the colour wheel: red and green; blue and orange; yellow and purple.
Decorate	Add extra details to finish off a piece of artwork
Embellish	To make more attractive by the addition of decorative details
Materials	Variety of paper, fabric, ribbons, etc used to create the art work.
Medium/media	The materials used to create the art work.
Overlapping	Placing the materials partially over each other to create a multi-coloured or multi-textured image
Overlaying	Placing lighter-coloured materials over the top of darker materials to create different tones.
Paper	Material on which we write or draw.
Texture	The feel of the surface of a material
Warm colours	Colours which evoke a feeling of warmth, eg: red, orange, yellow.



Painting and adding beads, sequins and glitter.



Layering with paper



What I should already know:

Contrasting colours can create dramatic images.

When colours are mixed with black or white, it can darken or lighten the shade.

Begin to overlap and overlay paper to create different colours and textures.

Have an awareness of contrasting textures and colours.

How to cut and assemble a variety of mixed media.

Colours can evoke different feelings and moods.

By the end of this unit:

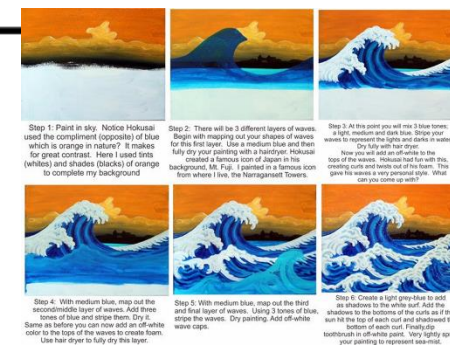
Represent objects in collage materials.

Use collage to add surface detail to a piece of art work.

Be able to experiment with the creation of moods, feelings and movement in a picture.

Use a natural environment as a stimulus.

Embellish the piece of art work using a variety of techniques—drawing, painting, printing





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Year 3

To study the work of other artists and talk about the techniques they have used.

To develop ideas from starting points throughout the curriculum.

To collect information, sketches and resources in a sketchbook.

To demonstrate control in their application of tools and techniques.

To use different shades, tools and techniques to express mood and for different purposes.

To use techniques, colours, tools and effects to represent things seen, remembered or imagined.

To adapt and refine ideas and skills through the use of a sketchbook as they progress.

To use different hardnesses of pencils to show line, tone and texture.

To use shading to show light and shadow.

To use hatching to show tone and texture.

To select and arrange materials for a purpose.

To understand and make use of coiling, overlapping, tessellation, mosaic and photomontage.

To ensure that work is accurate and finished effectively .

Year 4

To study the work of other artists and talk about the techniques they have used.

To develop ideas from starting points throughout the curriculum.

To collect information, sketches and resources in a sketchbook.

To demonstrate control in their application of tools and techniques.

To use different shades, tools and techniques to express mood and for different purposes. (Hot and cold, harmonious colours).

To use techniques, colours, tools and effects to represent things seen, remembered or imagined.

To adapt and refine ideas and skills through the use of a sketchbook as they progress.

To use different hardnesses of pencils to show line, tone and texture.

To use shading to show light and shadow.

To use hatching to show tone and texture.

To select and arrange materials for a purpose. To understand and make use of coiling, overlapping, tessellation, mosaic and photomontage.

To ensure that work is precise.



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Year 5

To study the work of other artists and talk about the techniques they have used.

To develop ideas from starting points throughout the curriculum.

To collect information, sketches and resources in a sketchbook.

To experiment with approaches used by artists.

To mix paints and create a palette based upon colours observed.

To combine colour, use tonal qualities and texture to enhance shape and form.

To develop a personal style of painting, drawing on the ideas and work of other artists.

To choose a style of drawing, select media and use a range of techniques for a specific purpose.

To use a range of techniques to show movement, perspective, shadows and reflection.

To make imaginative use of a range of tools, techniques and materials, to express their own ideas and feelings.

To use frameworks and structures to provide stability and form.

To apply knowledge of different techniques as a form of expression.

Year 6

To study the work of other artists and talk about the techniques they have used.

To develop ideas from starting points throughout the curriculum.

To collect information, sketches and resources in a sketchbook.

To experiment with approaches used by artists.

To mix paints and create a palette based upon colours observed.

To combine colour, use tonal qualities and texture to enhance shape and form.

To develop a personal style of painting, drawing on the ideas and work of other artists.

To choose a style of drawing, select media and use a range of techniques for a specific purpose.

To use a range of techniques to show movement, perspective, shadows and reflection.

To make imaginative use of a range of tools, techniques and materials, to express their own ideas and feelings.

To use frameworks and structures to provide stability and form.

To apply knowledge of different techniques as a form of expression.