| Subject Specific Vocabulary |  |
| :---: | :---: |
| Graphic | A two dimensional illustration |
| Charcoal | A dark drawing material that crumbles easily |
| Colour wheel | A circular chart that shows primary. secondary and tertiary colours |
| Composition | Where things are placed within a piece of artwork |
| Greyscale | A range of tones from light to dark |
| Hue | Describes the colour within the spectrum |
| Negative image | The reverse of an image ( the positive image) |
| Sketching | A light, fast sketch which is often used for planning a piece of artwork |
| Still life | A collection of objects which are arranged to then draw from |
| Underpainting | Preparing the painting surface and to give something to paint onto |
| Visual minutes | Also called graphic recording or scribing is a a live illustrated record of what is heard. |

Skills to be taught:
Designing, analysing and planning ideas.

- Investigating Still life and pictures by different artists. (What can you see?, how does it make you feel?, What is the artist saying about him/herself? Why has the artist used this image/symbol/colour?)
- Investigating how shapes, symbols and meanings can be used to in pictures and paintings lasking and answering questions about famous pictures/ still life)

Working with tools, equipment, materials and components.

- Experimenting with lines and visual symbols to represent ideas, thoughts and opinions
- Exploring colour in painting to show forms using paint and colour mixing to lighten and darken.
- Exploring greyscale in sketching to show light and dark.

Evaluating processes - Verbal and written

- Evaluate their work - what do you think is happening in this picture? Why do you think the artist used this composition? How might someone else arrange the objects?
- Identifying strengths and areas for development. I like... I dislike ... I think went well because... I think ... did not go well because
- I think .... I would like to produce my picture at/on

