

Art and Design

At Norton Community Primary School

The intent of art and design at Norton CP School is to foster enthusiasm, passion and enjoyment for the subject. We achieve this through exposing our children to inspiring artworks and artefacts and providing them with the techniques and understanding to create responses independently. As children progress through the school, we ensure that they develop their understanding of how both local and global artists, artisans, designers and architects have shaped our culture and environment. We develop our children’s artistic vocabulary to allow them to analyse and evaluate works of art and design and communicate their own processes clearly. Yearly, children are given the opportunity to showcase the skills, techniques and knowledge they have developed through a whole school art exhibition. We give every child the opportunity to visit an art gallery by the time they finish Norton CP School, allowing them to experience notable artworks in situ and providing them with insight into the professional art world.

Contents

YEAR ONE	2
Y1 – TOY MUSEUM.....	2
Y1 – DINOSAUR SCULPTURE.....	2
Y1 – ARTIST’S STUDY OF MARIANNE NORTH.....	3
YEAR TWO	4
Y2 – THE GREAT FIRE!.....	4
Y2 – ROSA PARK’S POP ART.....	4
Y2 – ARTISTS STUDY OF WILLIAM MORRIS	5
YEAR THREE	6
Y3 – EARLY ART.....	6
Y3 – ALAA AWADS STREET ART	6
Y3 – LIGHT AND SHADOW	7
YEAR FOUR	8
Y4 – MEDUSA	8
Y4 – ROMAN BUILDINGS AND ENGINEERING	8
Y4 – RAIN, STEAM AND SPEED	9
YEAR FIVE	10
Y5 – ANGLO-SAXON CROSSES	10
Y5 – ROUSSEAU’S RAINFOREST.....	10
Y5 – GRAYSON PERRY POTTERY.....	11
YEAR SIX	12
Y6 – EVOLUTION AND INHERITANCE	12
Y6 – ISLAMIC ART	12
Y6 – EXTREME ENVIRONMENTS	12

Year One

Y1 – Toy Museum

Curriculum link

Observational drawing, 3D works using fabric, weaving and sewing, collage.

Key Essential Skills and Knowledge

- Create work in response to another artist
- Explore different ways to join fabric together – gluing, pinning, stapling
- Use needle and thread to create a textile puppet
- Draw from observation
- Colour own work using the correct colours and neatly following the lines

Key Vocabulary

observation, sketch, realistic, textile, texture, design, mixed media.

Suggested progression

1. Close observational drawings of toys
2. Colouring sketches of toys
3. Design and make textile puppets – relate to animal topic
4. Class display of a toy museum/textile puppets

Books / resources

- <https://www.tate.org.uk/art/student-resource/exam-help/toys>
- <https://www.royalacademy.org.uk/exhibition/joseph-cornell>

Y1 – Dinosaur Sculpture

Curriculum link

Observational drawing, 3D work using clay, develop techniques in pattern, texture, shape and form

Key Essential Skills and Knowledge

- Use a range of tools and materials to create different results.
- Join materials in different ways.
- Know the terms related to the process of sculpture (see key vocab)
- Create a combination of shapes to use in their sculpture.
- Use a variety of techniques such as rolling, moulding, cutting and carving.

Sticky Knowledge

- Sculpture is a 3D form of art.
- 3D means something that has length, width and depth, not a picture drawn flat on a page.
- A person who creates sculptures is called a sculptor.
- Clay is a natural material that hardens when dry.
- The shape of wet clay can be changed by rolling, moulding, cutting and carving.

Key Vocabulary

3D shape, clay, slip, detail, sculpture, observation, sketch, texture, construct, form

Content/ideas

Dinosaurium by Chris Wormell

Suggested progression

1. Close observational drawing from Dinosaurium and realistic model dinosaurs e.g. Papo/Schleich using a range of tools and exploring mark making
2. Model 3D dinosaurs using wire before covering with Modroc or air-drying clay.

Books / resources

- Dinosaurium by Chris Wormell
- <http://gomersalprimaryschoolart.blogspot.com/2019/05/dinosaur-invasion.html>

Y1 – Artist's Study of Marianne North

Curriculum link

To learn about the work of a range of artists and make links to their own works.

Key Essential Skills and Knowledge

- Use thick and thin brushes to create different effects.
- Name primary colours – red, blue and yellow and secondary colours – orange, green and purple
- Understand ‘warm’ and ‘cool’ colours.
- Suggest how Marianne North has used colour, pattern and shape in her work.

Sticky Knowledge

- Marianne North was an English Victorian biologist and botanical artist.
- She painted plants and landscapes using watercolours and then oil paint.
- Marianne’s work is kept in ‘The Marianne North Gallery of Botanic Art’ in Kew Gardens.

Key Vocabulary

Abstract, sketch, pattern, shade, line, tone, background, foreground, still life, observation.

Suggested progression

1. Explore and discuss some of North’s famous works and introduce her life
2. Generate responses and record as a whole class
3. Studies of North’s works and simple responses in sketchbooks
4. Close observational drawing of an exotic/native fruit/seed in the style of North
5. Painting observational drawings by Marianne North – use watercolours?

Books / resources

- Possum up a Gum Tree
- Foliage and Fruit of Sterculia parviflora
- <https://artuk.org/discover/artists/north-marianne-18301890>
- botanicalartandartists.com
- Book - ‘Fearless World Traveller -Adventures of Marianne North Botanical Artist’
- Marianne North Gallery at KEW Gardens ‘Marianne North: a world in paintings’

Year Two

Y2 – The Great Fire!

Curriculum link

Colour mixing, warm and cool colours, painting

Key Essential Skills and Knowledge

- Observe and discuss the colours used in Jan Griffier’s artwork ‘The Great Fire of London 1666’.
- Mix primary colours to create different tones, tints and shades.
- Create brown using different colours.
- Blend colours to create mood.
- Use a variety of paintbrushes to create texture.

Sticky Knowledge

- Primary colours are red, yellow and blue and cannot be made from mixing other colours together.
- Secondary colours are orange, green, purple and are made from mixing the primary colours.
- When white is added to a colour, it makes it lighter - tints
- When black is added to a colour, it makes it darker - tones
- The foreground is what is appears nearer to the viewer and the background is what appears furthest away from the viewer.

Key Vocabulary

2D shape, blend, mood, composition, horizontal, landscape, colour, tint, tone, shade, texture, foreground, background

Content/ideas

Jan Griffier ‘The Great Fire of London 1666’

Suggested progression

1. Colour theory and mixing
2. Using paint to explore texture, line and shape
3. Create own fiery painted background for silhouette of London skyline

Books / resources

- Jan Griffier ‘The Great Fire of London 1666’

Y2 – Rosa Park’s Pop Art

Curriculum link

To learn about the work of a range of artists and make links to their own works, to use a range of materials, exploring colour, pattern and line.

Key Essential Skills and Knowledge

- Suggest how other artists have used colour, pattern and shape
- Create work in response to another artist – Andy Warhol, Roy Lichtenstein, Keith Haring
- Use oil pastels to experiment with colour
- Use different grades of pencil when adding detail to repeating portrait

Sticky Knowledge

- Pop Art started in the 1950s and 1960s in America and Europe.
- Two main Pop Artists are Andy Warhol and Roy Lichtenstein, who are both American.
- The main point of Pop Art is the use of everyday, easily recognisable objects for the creation of art pieces.
- Pop Art uses bold, attractive colours.
- Pop Art recreates the same subject/object in several pieces or within the same piece.

Key Vocabulary

Contemporary, modern art, experiment, pop art, perspective, portrait, repeating pattern, bold, shape

Content/ideas

Pop Artists Andy Warhol, Roy Lichtenstein and Keith Haring

Note: Could extend project to include images of the bus and boycott in the style of Whaam! by Roy Lichtenstein or an uplifting image of unity such as Keith Haring's Untitled, (World). Could explore Jean-Michel Basquiat.

Suggested progression

1. Explore Pop Art (e.g. simple, bold, easily recognisable, images of famous people)
2. Using Andy Warhol's Marylyn Diptych as a starting point, children create their own Pop Art by using oil pastels onto re-printed portraits drawn by the children or printed.
3. Create a tribute to Rosa Parks using Pop Art techniques.

Y2 – Artists Study of William Morris

Curriculum link

To learn about the work of a range of artists and make links to their own works, pattern, symmetry, line, colour and space

Key Essential Skills and Knowledge

- Mix paint to create all the secondary colours.
- Create own brown.
- Use a range of brushes to create different effects.
- Use some of the ideas from William Morris to create own piece.

Sticky Knowledge

- William Morris was an artist, architect, writer and furniture and fabric designer.
- He concentrated on designing wallpaper.
- His designs were inspired by the natural world.
- His work was based on repeating patterns.

Key Vocabulary

Etching, relief printing, repeating pattern, symmetry, symmetrical, realistic, sketch, composition, delicate.

Content/ideas

Strawberry Thief

Suggested progression

1. Who was WM? What were his views? Why did he think it was so important to draw from nature?
2. Sketching different flowers and leaves in the playground
3. Draw leaf design considering stylisation and symmetry
4. Copy onto polystyrene tile
5. Print motif to create a sheet of wallpaper

Year Three

Y3 – Early Art

Curriculum link

Clay sculpting, to learn about great artists in history, collage

Key Essential Skills and Knowledge

- Create and combine shapes to sculpt clay.
- Use sketching to create ideas and designs.
- Use different grades of pencil to create different techniques.
- Annotate sketches to elaborate ideas.

Sticky Knowledge

- Art can be from different cultures or historical periods – prehistoric cave paintings
- A technique is a particular skill we use to create a piece of art.
- Mixed media is the use of different media in one piece of artwork.

Key Vocabulary

Realistic, unrealistic, prehistoric, collage, concentric circles, continuous line, experiment, sculpture

Content/ideas

Vincent's Starry Night and Other Stories, Lion Man, Lascaux

Suggested progression

1. Read about 'Lion Man' in Vincent's Starry Night
2. In sketchbooks, explore who the first artists were and what their art was like
3. Using photographs from magazines, create a human and animal hybrid
4. Create sculpture in clay

Books / resources

- You can do a virtual tour of some painted caves here: <http://archeologie.culture.fr/lascaux/en>
- Vincent's Starry Night and other stories by Michael Bird

Y3 – Alaa Awad's Street Art

Curriculum link

Develop control and use of materials, use sketchbooks to review and visit ideas, learn about great artists in history

Key Essential Skills and Knowledge

- Identify the techniques used by the artist Awad and use them to elaborate on their own ideas.
- Use several brush techniques, using thick and thin brushes to produce shapes, textures, patterns and lines.
- Use sketchbooks to experiment with different shapes, colours and tones.

Sticky Knowledge

- Alaa Awad is an Egyptian artist well known for his murals.
- A mural is a painting or other work of art, executed directly onto a wall.
- Graffiti ranges from simple written words to elaborate wall paintings (murals).
- Awad uses a paintbrush and acrylic paints rather than stencils and spray paints.
- Graffiti has existed since ancient times – ancient Egypt, ancient Greece and the Roman Empire.

Key Vocabulary

Contemporary, graffiti, street art, mural, **colour** - bold, vibrant, earthy, **tone** - dramatic, depth, light, dark, **shape** - elongated, distorted, angular.

Content/ideas

Ancient Egyptian art, Alla Awad, 'neo-pharonic' style, public art, murals

Suggested progression

1. Explore life and works of contemporary graffiti artist Awad who draws on themes and styles from ancient Egypt
2. Using a range of media (acrylics, ballpoint pen, oil pastels) complete studies of his work
3. Using an Egyptian myth or historical event, design and create a large-scale picture which tells a story - create a class or individual mural.

Books/resources

- Ancient Egypt: Tales of Gods and Pharaohs by Marcia Williams

Y3 - Light and Shadow

Curriculum link

Develop control and use of materials, use sketchbooks to review and visit ideas, pencil, charcoal and paint, line, tone and form

Key Essential Skills and Knowledge

- Create and experiment with tints by adding different amounts of white.
- Create and experiment with tones by adding different amounts of black.
- Use watercolour paint to produce washes for background.
- Use softer and harder pencils to create gradients.
- Shade regular shapes to suggest form – sphere etc.

Sticky Knowledge

- Still life is a painting or drawing of an arrangement of objects, typically including fruit and flowers.
- Shading can show when something is 3D.
- Adding white creates different tints and adding black creates different tones.

Key Vocabulary

Still life, realistic, **tone** - subtle, contrasting, highlight, shadow, depth, muted, light, dark, **texture** - uneven, raised, **line** – cross hatch, contour, stippling

Content/ideas

Still life and exploring form, Chiaroscuro, Cezanne

Suggested progression

1. Explore still life paintings that have used chiaroscuro (light and shadow) to create a 3D effect
2. Sketch and paint tonal charts and practise using softer and harder pencils to create gradients
3. Use watercolours to produce washes for backgrounds and then acrylic/poster paint to add detail
4. Shade shapes to suggest form
5. Draw and shade/paint a realistic fruit from life
6. Option to extend to simple still life e.g. in style of Cezanne's Apples

Books/resources

- Cezanne and the Apple Boy by Laurence Anholt

Year Four

Y4 – Medusa

Curriculum link

Scale and proportion, accurate drawings of people, colour mixing and use of colour to create mood, use of line, great artists in history.

Key Essential Skills and Knowledge

- Use several brush techniques, using thick and thin brushes to produce shapes, textures, pattern and lines.
- Mix colours effectively.
- Experiment with creating mood and atmosphere with colour.
- Explain some of the features of art from historical periods.

Sticky Knowledge

- Medusa is a Greek god from Greek mythology.
- She is represented as a winged female creature with a head of hair consisting of snakes.
- Different moods can be created by adding white and black.

Key Vocabulary

Portrait, realistic, palette, smudge, taper, **colour** - sombre, dull, subtle, earthy, **tone** - dramatic, graduated

Content/ideas

Portraits of Medusa by Cellini, Caravaggio and in the Tepidarium of Dar Zmela House

Look at how to use different painting techniques to create effects -

<https://www.bbc.co.uk/teach/class-clips-video/art-and-design-painting-techniques/z7h76v4>

Suggested progression

1. Display three important artworks depicting Medusa's head. Elicit and record ideas in sketchbooks about mood, media, effect.
2. Replicate in part or whole using different techniques.
3. Read the story of Perseus and Medusa and discuss themes, mood etc. Which artwork best captures the spirit of the myth?
4. Observational drawing of classmate and images of snakes.
5. Combine to create own painting of Medusa which uses colour, tone, line etc to create mood and atmosphere.

Y4 – Roman Buildings and Engineering

Curriculum link

Plan and develop ideas, explore textures, analyse and interpret forms of construction, learn about great architects in history.

Key Essential Skills and Knowledge

- Combine shapes to create different recognisable forms_e.g. shapes made from nets and/or solid materials
- Understand the strength of different structures.
- Use different materials to create structures, eg paper
- Use collagraphs to print patterns from Roman architecture.

Sticky Knowledge

- The Romans were excellent engineers and builders.
- Arches were used a lot due to their strength.
- The Romans used domes as they enabled them to build large ceilings with wide open spaces.
- It is estimated that the Romans built over 900 bridges in their empire.
- The Colosseum in Rome is a great example of Roman engineering and construction.

Key Vocabulary

Structure, engineer, assemble, 3D drawing, **shape & form** - symmetrical, geometric, circular, elongated, **line** - vertical, horizontal, layer, texture, tone

Content/ideas

Vitruvius and then explore his legacy e.g. with Palladio in the Renaissance

Suggested progression

1. Study architecture of Roman buildings, including the use of columns, pediments, colonnades, etc. Introduce Vitruvius and De Architectura.
2. Make a model Roman building using cylinders and triangular pediments. Discuss the strength of different structures and materials.
3. Research aqueducts and design and create aqueduct using paper engineering.
4. Collagraphs – inspired by Roman architecture.

Y4 – Rain, Steam and Speed

Curriculum link

Observing colours, selecting suitable equipment, conveying mood, learn about great artists in history

Key Essential Skills and Knowledge

- Use colour and texture to create mood.
- Mix colours effectively.
- Experiment with shading to create mood.
- Annotate the work of artists (in sketchbooks).
- Using thick and thin brushes, experiment using several brush techniques to produce shapes, textures, pattern, and lines.

Sticky Knowledge

- The Great Western Railway was painted by JMW Turner in 1844.
- The painting was created during the Romanticism period.
- In landscape paintings Turner pursued light effects, such as fog, steam, sun, fire, water and light.
- Turner used oil paint in his painting.
- The painting gives the impression of great speed, albeit in a static painting.

Key Vocabulary

Romanticism, **colour** - mood, subtle, pale, earthy, neutral, **texture** - uneven, matt, smooth, **tone** - dramatic, varied, depth, muted

Content/ideas

Rain, Steam and Speed – The Great Western Railway by JMW Turner, Romanticism

Suggested progression

1. Display high resolution image of work on board and reveal sections at a time. Discuss and annotate
2. Reveal whole image and elicit responses – How has the paint been applied? Why? Effect? Colours chosen? Why? Effect? When?
3. Studies in acrylics of atmospheric landscapes with lots of movement
4. Produce a painting inspired by Turner and Romanticism.

Year Five

Y5 – Anglo-Saxon Crosses

Curriculum link

Select and use materials, embellish work, create pattern for purpose

Key Essential Skills and Knowledge

- Create texture and depth by layering
- Create shading using black paint and dry brush and sponges
- Choose rustic and traditional acrylic colours to create depth and authenticity
- Use pen lines (POSCA pens) to create and develop detail

Sticky Knowledge

- The Anglo-Saxons were a cultural group who inhabited England in the Early Middle Ages.
- They built religious monuments, more commonly, huge standing stones shaped like crosses.
- Anglo-Saxon crosses are tall and slender and are decorated with plants and animals and scenes from the bible.

Key Vocabulary

Mixed media, collage, layering, depth, embellish, **colour** - muted, rustic, earthy, shading.

Content/ideas

Anglo Saxon crosses in Victoria and Albert Museum, London.

https://collections.vam.ac.uk/search/?q=anglo+saxon+crosses&year_made_from=&year_made_to=

Ruthwell Cross, Sandbach Crosses, Gormersal Primary School art for examples of Anglo-Saxon crosses.

<http://gomersalprimaryschoolart.blogspot.com/2019/07/anglo-saxons.html>

Visit local graveyards for any Anglo-Saxon crosses.

Suggested progression

1. Research Anglo Saxon crosses and make studies using a range of media.
2. Design crosses using pattern, line and symmetry in sketchbooks.
3. Construct crosses out of cardboard before defining and embellishing using string, mixed media and paint - opportunity for a whole class one (to gain an understanding of the scale of some of the original artefacts) as well as individual ones.

Y5 – Rousseau’s Rainforest

Curriculum link

Mastery of art and design techniques – painting, learn about great artists in history, use sketchbooks to explore ideas and record observations.

Key Essential Skills and Knowledge

- Use different shades to add detail and create depth.
- Layer materials or textures to create depth.
- Develop a foreground and background to their artwork using layering.

Sticky Knowledge

- Henri Rousseau was a French Post-Impressionist painter
- He was a self-taught artist.
- He loved the idea of the rainforest but did not draw from the actual rainforest, instead he drew through visiting the botanical gardens and using his imagination.
- Layering gives the impression of depth.

Key Vocabulary

Background, foreground, shades, tints, tones, post-impressionist, mediums, layering, composition, depth

Content/ideas

Henri Rousseau – Rainforest, Henri Rousseau – Toucan

<https://www.ngv.vic.gov.au/orangerie/styles.html>

Suggested progression

1. Study the work of Rousseau – develop ideas in sketchbooks and use it to replicate the style of Rousseau.
2. Explore colour mixing using different mediums (powder paints, pastels, crayons, tissue paper and any other suitable medium) particularly looking at shades of greens and blues as these are the colours the children will probably use most of in their own version of the painting (produce a paint strip)
3. Experiment with using different techniques with the tissue paper e.g. layering, scrunching, creating a mosaic effect.
4. Explore drawing plants in sketchbooks – use pictures of plants found in the rainforest – pay attention to detail and colour, label diagrams with colour and observations.
5. Give children a selection of animals found in the Rainforest – get children to carefully cut out the animals that they might want to include in their picture. Draw a selection of animals into their sketchbooks.
6. Think about the background first and draw that in to begin with. Then children begin to draw the different elements (leaves, trees, flowers) on a separate piece of cartridge paper or tracing paper if it helps them to layer their composition.
7. When complete, do a walking gallery, giving the children opportunity to critique each other's work.

Y5 –Grayson Perry Pottery

Curriculum link

Improve mastery of clay sculpting and learn about great designers in history

Key Essential Skills and Knowledge

- Research the work of an artist and use their work to replicate a style.
- Show life-like qualities and real-life proportions
- Use tools to carve and add shapes, texture and pattern.
- Experiment with different Roman pottery techniques – coiling

Sticky Knowledge

- Norton had a thriving pottery industry in the 3rd century.
- Grayson Perry is an English contemporary artist known for his ceramic vases.
- Art can be very abstract and the message the artist is trying to convey can be very different to what we think it is.
- Roman pottery was divided into either coarse ware or fine ware – coarse ware -everyday pottery jars, dishes and bowls used for cooking and storage, fine ware -serving vessels or tableware, which were more decorative and elegant.

Key Vocabulary

Techniques, contemporary, Roman, carve, coil, coarse ware, fine ware, **form** - vessel, **texture** - impression, embossing, low relief

Content/ideas

Roman pottery, explore the work of Grayson Perry (but be selective!)

Suggested progression

1. Explain that Norton had a thriving pottery industry in 3rd century
2. Explore Roman pottery techniques
3. Design and construct coil pot
4. Explore contemporary potter Grayson Perry (be selective!)
5. Incorporate some of Perry's design ideas when decorating pots

Year Six

Y6 – Evolution and Inheritance

Curriculum link

Texture, perspective, increasing accuracy, artists in history, to create sketchbooks to record observations and use them to review and revisit ideas

Key Essential Skills and Knowledge

- Develop own style of working.
- Use mediums of their own choice and ones which will create maximum impact.
- Show perspective through sketching techniques and painting techniques.
- Create texture by exploring line and colour.

Key Vocabulary

Sketch, perspective, **line** - continuous, bold, fine, **colour** - opaque, bold, complementary, **texture** - uneven, coarse, matt, **tone** - varied, depth, graduate, **pattern** - intricate, **shape & form** - curvaceous, sweeping, tapering

Content/ideas

On the Origin of Species by Sabena Radeva

Suggested progression

1. Gather images of monkeys – photographs, scientific sketches, illustrations
2. Preliminary sketches exploring techniques and media
3. Could look at how animals have been depicted in art history e.g. Rousseau's Tiger, Landseer's Monarch of the Glen and Rembrandt's Lion
4. Children to decide their own medium and scale
5. Produce an image of a monkey in their own style

Books/Resources

- On the Origin of Species by Sabena Radeva
- <http://gomersalprimaryschoolart.blogspot.com/2016/07/evolution-and-inheritance.html>

Y6 – Islamic Art

Curriculum link

Plan and develop ideas, shape, form, properties of media, discuss and evaluate their own work and that of other architects.

Key Essential Skills and Knowledge

- Print by building up layers of colour.
- Create pattern related to Islamic culture, showing fine detail.
- Islamic art does not portray humans or animals.
- Islamic art concentrates on using geometric shapes.

Key Vocabulary

Geometric, abstract, calligraphy, intricate, detail, vibrant, vivid, representation, realism, arabesque, symmetrical, concentric circles

Content/ideas

Study the art of Islam. Explore the patterns and decoration in Islamic culture.

Suggested progression

1. Discuss impact of religion on Islamic architecture (e.g. cannot draw humans or animals so calligraphy and geometric shape decoration common)
2. Calligraphy and geometric design exploration in sketchbooks
3. Develop their own design using ideas from the exploration work – provide 6- or 8-pointed star outline for children to develop pattern inside (see pattern in links below)

- Using lino printing (using the tools but either with lino or erasers) to create a repeating pattern, children to create a tile for an Islamic building (remembering no depictions of animals or humans). The lino print would be rotated and printed several times to create the effect of rotational symmetry.
- Children to reproduce onto a ceramic tile using acrylic paint and a clear gloss.

Books/Resources

<https://patterninislamicart.com/>

<http://ayeshagamiet.com/wp-content/uploads/2013/08/6-pointed-star.pdf>

<http://ayeshagamiet.com/wp-content/uploads/2013/08/8-pointed-star.pdf>

You can use hexagons and octagons too as a starting point.

Y6 – Extreme Environments

Curriculum link

Artists in history, to create sketchbooks to record observations and use them to review and revisit ideas, improve mastery of painting

Key Essential Skills and Knowledge

- Explain the style of art they have used and how it has been influenced by a famous artist.
- Understand what a specific artist is trying to achieve.
- Understand why art can be abstract and what message the artist is trying to convey.
- Use watercolours to produce different tones and hues.
- Use fabric paints to create tones.
- Use a basic stitch to create a fabric painting of inspired work.

Sticky Knowledge

- Extreme environments are places around the world where humans would not survive.
- Nerys Levy's work is largely inspired by her on site drawings around the world.
- Her work is based on polar regions and is done from witnessing forces of nature at source.
- Levy's maiden voyage to Antarctica in 2007 marked the beginning of a passion for ice.

Key Vocabulary

Fabric, realistic, **colour** - dramatic, light and dark, **line** - undulating, continuous, solid, horizontal, **texture** – raised, embossed **shape** - sweeping

Content/ideas

Study the work of Nevys Levy

Suggested progression

- Explore the work of Nevys Levy – develop ideas in sketchbooks.
- Make links to the work of Ted Harrison in terms of his style.
- Use fabric paints to create a fabric work of art, inspired by Nerys Levy.
- Use stitching to emphasise the black outlines.
- Produce a flat fabric piece or turn into a small cushion or quilt - links to DT?

Books/Resources

<https://www.frankisart.com/nerys-levy>