

## Knowledge Organiser - Colour (Art - Year One) (for example see with images see <https://www.wlfs-primary.org/Curriculum/Knowledge-Organisers/>)

Key Vocabulary	Definition
primary colours	Yellow, red and blue. These colours cannot be mixed from other colours. When two of them are mixed together they make a secondary colour.
secondary colours	Green, orange and purple. These colours are mixed by combining two primary colours.
Warm/cool colours	Yellow, orange and red are warm colours. These colours create a warm mood. Blue, green and grey are cool colours. These colours create a cold mood.  For image of warm and cool colours see <a href="https://www.tes.com/lessons/mN9SXiCFWYTjTA/e-warm-and-cool-colors">https://www.tes.com/lessons/mN9SXiCFWYTjTA/e-warm-and-cool-colors</a>
tint	When a colour is made lighter by adding white, e.g. a tint of blue (light blue).
shade	When a colour is made darker by adding black, e.g. a shade of blue (dark blue).
brushstroke	The marks a painter makes with their brush.

### Primary and Secondary Colours

For image of primary and secondary colour wheels see <https://www.tes.com/lessons/PnIWEKlgZg7-IQ/primary-and-secondary-color-landscape-paintings>

Painting	Artist and Title
For image see <a href="https://www.nationalgallery.org.uk/paintings/vincent-van-gogh-sunflowers">https://www.nationalgallery.org.uk/paintings/vincent-van-gogh-sunflowers</a>	Van Gogh, <i>Sunflowers</i> , (1888)
For image see <a href="https://www.tate.org.uk/art/artworks/hockney-a-bigger-splash-t03254">https://www.tate.org.uk/art/artworks/hockney-a-bigger-splash-t03254</a>	Hockney, <i>A Bigger Splash</i> , (1967)
For image see <a href="https://commons.wikimedia.org/wiki/File:Monet_-_Das_Meer_bei_F%C3%A9camp,_1881.jpg">https://commons.wikimedia.org/wiki/File:Monet_-_Das_Meer_bei_F%C3%A9camp,_1881.jpg</a>	Monet, <i>The Sea at Fecamp</i> (1881)



# Year 1

## Art

### Line

#### Lesson Series:

1. Introduction to line
2. Exploring different lines
3. Miro's use of line
4. Miro – group paintings
5. Klee's use of line
6. Klee: landscape out of line

#### What you need to know:

- Lines are very important to artists. They consider them to be their basic tools.
- Artists can draw lines with a pencil, pen or with paint. They also make lines out of other materials such as string, metal and wood.
- Rembrandt used loose lines to paint his wife, Saskia, in *Saskia in a Straw Hat* (1633).
- Miro made paintings which he called his 'automatic paintings' in which he used images inspired by his subconscious. One of these paintings is *Painting (Peinture)*, (1925). In this painting it feels like the lines are floating.
- Miro painted a series of paintings and drawings in the French countryside which he called 'Constellations' from 1939-1941. The paintings were a form of escape from the impending second world war.
- Miro's paintings often have lots of shapes, made with black lines, which cover the whole surface of the painting. He used similar shapes over, and over again. He used limited colours in his paintings, often the primary colours.
- Klee said that "a dot is a line that went for a walk." He also said that "a drawing is simply a line going for a walk."
- Klee often simplified the shapes of what he was drawing, using limited lines. Sometimes he repeated lines again and again to show different forms.

#### National Curriculum Coverage:

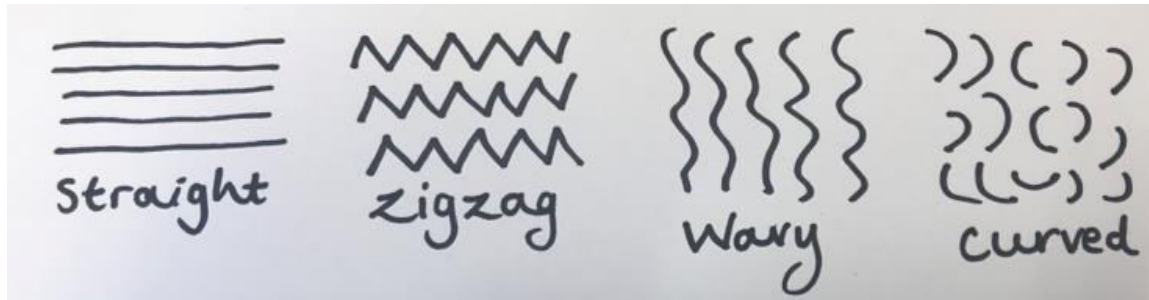
Pupils should be taught

- to use a range of materials creatively to design and make products
- to use drawing, and painting to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern and line
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

## Multiple Choice Quiz (Assessment Tool)

Line			
1. Lines can be:	A	Spain	
	B	Book	
	C	Tomato	
	D	Curved	
2. Artists often make lines with:	A	apples	
	B	A pencil	
	C	Books	
	D	Tables	
3. Miro liked to paint:	A	apples	
	B	sausages	
	C	stars	
	D	astronauts	
4. In his paintings, Miro often used:	A	Purple	
	B	The primary colours	
	C	Computers	
	D	Brown	
5. Klee drew a family:	A	Eating	
	B	Going for a walk	
	C	Swimming	
	D	Playing tennis	
6. Klee said that drawing is like:	A	Making a cake	
	B	Taking a line for a walk	
	C	Taking a dog for a walk	
	D	Going for a run	

**Knowledge Organiser - Line (Art - Year One)** (for example with images see <https://www.wlfs-primary.org/Curriculum/Knowledge-Organisers/> )



**“A drawing is simply a line  
going for a walk.”**

**Paul Klee**

Artwork	Artist and Title
<p>For image see <a href="https://www.wikiart.org/en/rembrandt/saskia-in-a-straw-hat-1633">https://www.wikiart.org/en/rembrandt/saskia-in-a-straw-hat-1633</a></p>	<p>Rembrandt, Saskia in a Straw Hat (1633)</p>
<p>For image see <a href="https://www.nationalgalleries.org/art-and-artists/713/peinture-painting-1925">https://www.nationalgalleries.org/art-and-artists/713/peinture-painting-1925</a></p>	<p>Miro, Peinture (Painting) (1925)</p>
<p>For image see <a href="https://images.lib.ncsu.edu/luna/ser/vlet/view/all/who/Klee%252C%2BPaul/what/Painting%2Band%2BDrawing/when/European?sort=worktitle%2Cagentsortname%2Cimageid%2Ctitletext">https://images.lib.ncsu.edu/luna/ser/vlet/view/all/who/Klee%252C%2BPaul/what/Painting%2Band%2BDrawing/when/European?sort=worktitle%2Cagentsortname%2Cimageid%2Ctitletext</a></p>	<p>Klee, Family Outing (1930)</p>

## Lesson 1: Introduction to line

**Teacher knowledge:** Everywhere you look, you are surrounded by lines! Lines can be found in nature and in art. You make lines every time you write your name or draw. Lines on the road tell cars which side to drive on. Zebras are striped with lines. Bare tree branches make lines against the sky. Look at your hands: they're covered with thin lines. Lines come in all kinds: straight, curved, zigzag and wavy. In this unit, children will be able to understand the different types of line, as well as how artists are able to use them in a wide range of different ways.

Knowledge Objective	Task	Lesson Detail	Vocabulary
To show what I know about line in art.	<b>Task:</b> To use different lines to draw a penguin and a park.	<p><b>Prior learning:</b> Establish prior knowledge. What do the children know about line? <i>What can I make with lines? What can I make a line with?</i> Read briefly through knowledge organiser. Explain this is a new topic where we will be looking at the work of different artists and how they used line to draw.</p> <p><b>Vocabulary:</b> Read through Knowledge Objective and vocabulary.</p> <p><b>Teach:</b> Read Anthony Browne's <i>Bear Hunt</i> to the children (the story of a bear who uses his drawing pencil to escape from hunters). Elicit from the children the different types of lines the bear used to draw the different items (e.g. hole: curved; saw: straight and zigzag)</p> <p><b>Demonstrate/Task</b> Show the Get Squiggling website <a href="https://www.bbc.co.uk/cbeebies/shows/get-squiggling">https://www.bbc.co.uk/cbeebies/shows/get-squiggling</a> . Watch the video on how to draw a penguin. Pause and ask the children to tell you the different types of lines which are being used. Watch again. This time children follow the instructions and draw the penguin alongside Squiggle. Emphasise to the children that they should use their normal pencil grip when they are drawing.</p> <p><b>Talk Task:</b> Children should then tell their partner how they drew their penguin. <i>What kind of lines did you use?</i> Tell children you will be listening in for key vocabulary and in full sentences.</p> <p><b>Demonstrate/Task:</b> Children to draw their own picture of a park including trees, grass, clouds etc with coloured pencils. They should use different types of lines to do this. Model how to do this. Challenge the children to label the lines in their picture.</p> <p><b>Partner teach/Plenary:</b> Children to tell their partner: <i>What different lines did you use to draw your picture?</i></p>	straight, zigzag, curved, wavy, loop, thick, thin
<b>Knowledge goals</b>  To identify and use different kinds of lines.	<b>Success Criteria:</b>  I can follow instructions to draw a penguin.  I can draw a park using different lines.  I can label my lines.		
<b>Suggested resources:</b> <i>Bear Hunt</i> by Anthony Brown, drawing pencils – 2b, colouring pencils, paper/books.			

## Lesson 2: Exploring different lines with different materials

**Teacher knowledge:** For an artist, lines are their basic tools. In this lesson the children will learn that artists can use lines to show different things. They can also use different materials to make lines. Children will be introduced to two paintings which use lines in very different ways. Rembrandt's *Saskia in a Straw Hat*, 1633 (Kupferstichkabinett, Berlin) is a picture of his wife. This is a pencil sketch and uses a variety of lines loosely. On it, it says "This was made when my wife was 21 years old, the third day after our betrothal – 8<sup>th</sup> of June 1633...". Miro's *Painting (Peinture)*, 1925 (National Galleries of Scotland, Edinburgh) uses line in a very different way. Here the lines are sparse and it is not entirely clear what they are showing – although the children can guess! He has used oil paint and black chalk on canvas. This is one of a series of paintings which Miro called 'automatic paintings.' The paintings were inspired by images from Miró's unconscious. These pictures featured lines suspended in empty space, as if floating in front of the background. Legend has it that the artist would sometimes paint in a state of hallucination owing to extreme hunger, staring at a blank surface until images began to suggest themselves.

Knowledge Objective	Task	Lesson Detail	Vocabulary
To know that artists can use lines, made from different materials, to show different things	<b>Task:</b> To explore making different lines with different materials	<b>Prior learning:</b> Ask the children to tell each other to describe the different lines they used in their park pictures last lesson. <b>Vocabulary:</b> Read through Knowledge Objective and vocabulary. <b>Talk task:</b> Show children two paintings/drawings (see Knowledge Organiser): <ul style="list-style-type: none"> <li>Rembrandt van Rijn, <i>Saskia in a Straw Hat</i>, 1633 (Kupferstichkabinett, Berlin) and</li> <li>Joan Miró, <i>Painting (Peinture)</i>, 1925 (National Galleries of Scotland, Edinburgh)</li> </ul>	straight, zigzag, curved, wavy, loop, thick, thin, materials
<b>Knowledge goals</b>  Artists use lines to show different things.  Artists can use different materials to make lines.	<b>Success Criteria:</b> I can use different materials to make lines.  I can show different kinds of lines.  I can say what my lines show.	Ask children: <i>What can you see? Describe the lines you can see. What do the lines show?</i> Assess use of vocabulary using key words. Point out to the children that it is easy to see what the lines in Rembrandt's drawing show but a little more difficult to tell what Miro is showing us. <i>What have the artists used to make their lines?</i>  <b>Teach:</b> Explain to the children some of the factual background behind the two paintings/drawings as detailed above in teacher knowledge. Show children a range of pictures showing art works using different materials to make lines (e.g. metal, string, paper, wood). <i>What materials have the artists used? What kind of lines have they made?</i> Explain that artists can make lines from all sorts of materials, not just pencil or pen marks.  <b>Demonstrate/Task:</b> Explain to the children that they are going to use different materials to create different kinds of lines. Model how to do this. Children to use A5 black card. Onto this to stick white string of different thicknesses and lengths to create different kinds of lines. Also use different printing objects to print white lines on the card e.g. the edge of card, edge of a bottle top. What different kinds of lines can the children make with the string and printing objects? Suggest to the children that they might like to make patterns or even part of a picture of something e.g. a house, with the lines.  <b>Partner teach/Plenary:</b> Children to discuss with their partners: <i>What kinds of lines have you used? What have you used to make your lines? Do your lines show anything?</i>	<b>Relevant Artists</b>  Miro Rembrandt
<b>Suggested resources:</b> Black card, white string, PVA glue, white paint, variety of objects to print with. Information on Miro painting from National Galleries Scotland <a href="https://www.nationalgalleries.org/art-and-artists/713/peinture-painting-1925">https://www.nationalgalleries.org/art-and-artists/713/peinture-painting-1925</a> . Information on Miro's 'automatic paintings' <a href="http://www.tate.org.uk/art/artworks/miro-painting-t01318">http://www.tate.org.uk/art/artworks/miro-painting-t01318</a>			

### Lesson 3: Miro's use of line

**Teacher knowledge:** In this lesson children will look at two paintings by Miro and study how he uses lines. **Figures in the Night Guided by the Phosphorescent Tracks of Snails (1940)** and **Ciphers and Constellations in Love with a Woman (1941)** by Miro are part of the “Constellations” series (1939-1941) and were made in a small village in Normandy, France. The paintings in the series were made as a form of art therapy by Miro to cope with the impending war. At a time when all of Europe was in turmoil, Miro went to the French countryside. After discussing what they can see in these paintings the children will practice making lines like Miro's in preparation for completing a large, communal piece of work in the next lesson.

Knowledge Objective	Task	Lesson Detail	Vocabulary
To study how Miro uses line.	<b>Task:</b> To draw lines and shapes like Miro's	<b>Prior learning:</b> Review work done last lesson. <i>What materials did you use to make your lines? What do your lines show?</i> <b>Vocabulary:</b> Read through Knowledge Objective and vocabulary.	straight, zigzag, curved, wavy, loop, thick, thin, primary
<b>Knowledge goals</b> To identify different types of line. To explore how Miro use lines. To know that lines can be used to represent lots of different things.	<b>Success Criteria:</b> I can use a felt tip to draw lines and shapes like Miro's.  I can colour in some of my shapes.  I can colour in neatly.	<b>Talk task:</b> Show the two Miro paintings, referred to in teacher knowledge to the children (see resources). Explain we are going to study how the artist, Miro has used lines in each painting. The children should be split into groups to put the paintings together as a jigsaw. Then, as a group, they need to consider and answer these questions: <ul style="list-style-type: none"> <li><i>What kind of lines has the artist used?</i></li> <li><i>Do any of the lines make shapes?</i></li> <li><i>What colours does Miro use?</i></li> <li><i>Do any of the shapes/lines remind you of anything?</i></li> </ul> Annotate the paintings on the board with the children's answers.  <b>Teach:</b> Explain the background to the paintings as referred to in teacher knowledge. In particular, explain that Miro uses very few colours – mostly the primary colours, black and white. He makes most of his lines with black. His shapes are dotted all over the picture – not just in one place.  <b>Demonstrate/Task:</b> Explain we are going to make a picture like Miro's. Children should practice making lines and shapes on A5 paper or in books using black felt tips. They can then use colouring pencils to colour in their shapes. Model using shapes likes Miro's (stars, eyes, linked circles, monsters etc.) and colouring in neatly.  <b>Partner teach/Plenary:</b> Children to look at their partner's drawing. <i>What kind of lines have they used? Do their lines and shapes look like anything? If so, what?</i>	<b>Relevant Artists</b>  Miro
<b>Suggested resources:</b> Miro biographical information <a href="https://www.guggenheim.org/artwork/artist/joan-miro?gclid=EAlalQobChMlzcKQxrzc2QlVqrftCh3A9gM5EAAYASAAEgIN-vD_BwE">https://www.guggenheim.org/artwork/artist/joan-miro?gclid=EAlalQobChMlzcKQxrzc2QlVqrftCh3A9gM5EAAYASAAEgIN-vD_BwE</a> A5 paper/books, black felt tips, colouring pencils in primary colours and green.			



## Lesson 4: Miro – group paintings

**Teacher knowledge:** In this lesson the children will review their work from last week, thinking about how their drawings look like Miro's and then create two large Miro pictures together using felt tips and paint.

Knowledge Objective	Task	Lesson Detail	Vocabulary
To know how Miro uses lines.	<p><b>Task:</b> To create a picture in the style of Miro.</p> <p><b>Success Criteria:</b> I can draw lines like Miro's</p>	<p><b>Prior learning:</b> Children to review their drawings from last week. <i>What kind of lines did you draw? What shapes did you make? What colours did you use?</i></p> <p><b>Vocabulary:</b> Read through Knowledge Objective and vocabulary.</p> <p><b>Talk task:</b> Look at Miro's paintings looked at last lesson. Revise answers to questions posed last week.</p> <ul style="list-style-type: none"> <li><i>What kind of lines has the artist used?</i></li> <li><i>Do any of the lines make shapes?</i></li> <li><i>What colours does Miro use?</i></li> <li><i>Do any of the shapes/lines remind you of anything?</i></li> </ul>	straight, zigzag, curved, wavy, loop, thick, thin, primary
<p><b>Knowledge goals</b></p> <p>To identify and use different lines.</p> <p>To know how Miro used lines.</p>	<p>I can use my lines to make shapes.</p> <p>I can paint inside my shapes.</p>	<p><b>Teach:</b> Explain that sometimes Miro painted very large paintings – so large that he needed to do them on the floor and with big cans of paint.</p> <p><b>Demonstrate/Task:</b> Explain to children that they are going to work together today to make a large painting like Miro. Show children two large surfaces which they are going to paint on (one strip of wallpaper for 15 children), both painted light blue like the background to some of his paintings.</p> <p>Explain and model task to children:</p> <ol style="list-style-type: none"> <li>They will use a black felt tips to create lines like Miro using their work from last lesson for inspiration. Remind the children that they will need to create some closed shapes. Their shapes should be big because this is a big piece of paper.</li> <li>They will then use paint using black, yellow, white and red to fill in some shapes.</li> </ol> <p>Stop children at regular intervals. What else does the painting need? Are there any gaps (encourage the children to fill the paper and use big shapes)? Do they need to add any colour? Encourage children to look at the whole picture.</p> <p><b>Partner teach/Plenary:</b> Children to swap with other group of 15 and look at each other's pictures. <i>What can you say about the picture? Is it like Miro's? How?</i></p>	<p><b>Relevant artists</b></p> <p>Miro</p>
<p><b>Suggested resources:</b> Two long strips of wallpaper painted with a light blue wash, black felt tips, paint (red, white, yellow, black), water pots, large brushes.</p>			

## Lesson 5: Klee's use of line

**Teacher knowledge:** In this lesson children will look at Paul Klee's use of line in his drawing **Family Outing – Tempo II** (1930). The drawing shows how Paul Klee often reduced objects to their essential shapes, often using straight lines to make geometric shapes. In this drawing the bodies of the family and animals are shown by using, almost exclusively, straight lines to make triangles and four-sided shapes. Paul Klee is often quoted on the subject of line and its importance. He said that “a dot is a line that went for a walk” and “a drawing is simply a line going for a walk.” These quotes can be used to illustrate to children the importance of line to all artists.

Knowledge Objective	Task	Lesson Detail	Vocabulary
To study how Klee used lines.	<p><b>Task:</b> To draw my family in the style of Klee.</p> <p><b>Success Criteria:</b></p>	<p><b>Prior learning:</b> Look at the large pictures based on Miro's work produced last week. <i>What lines did you draw? What shapes did you make? What do your shapes look like?</i></p> <p><b>Vocabulary:</b> Read through Knowledge Objective and vocabulary.</p> <p><b>Talk task:</b> Show children <i>Family Outing – Tempo II</i> (1930) by Paul Klee (see Knowledge Organiser). Children to discuss with their partners and feed back to the class: What can you see?</p> <ul style="list-style-type: none"> <li>• <i>How has the artist shown each person?</i></li> <li>• <i>What kind of lines has he used?</i></li> <li>• <i>What kind of shapes has he used?</i></li> <li>• <i>How has he shown the heads/bodies/legs? Waist?</i></li> <li>• <i>Which direction are the family moving in? How can you tell? (The lines lean forward).</i></li> <li>• <i>Are there any lines which are thicker than the others? What do they show?</i></li> </ul> <p>Ask four children to come to the front – then the other children should arrange the children as if they are in the picture, leaning in the direction of the people in the picture.</p> <p><b>Teach:</b> Go through information about this drawing by Klee as shown in teacher knowledge section. Point out to the children that none of the shapes are coloured in – it is as if we can see through the shapes.</p> <p><b>Demonstrate/Task:</b> Ask children how many people/animals are in their family. Explain today they are going to use the same methods as Klee to draw their whole family going somewhere. Model how to do this using a ruler and sharp pencils. Explain to the children that they need to observe carefully where the thin and thick parts of the shapes are and they might like to add some lines in red.</p> <p><b>Partner teach/Plenary:</b> Children to discuss with their partners: <i>Who have you drawn? What kind of lines/shapes have you used? How is your drawing like Klee's? How is it different to the Miro drawing?</i></p>	Straight, shape
<p><b>Knowledge goals</b></p> <p>To know that lines were important to Klee.</p> <p>To know that different lines can create different shapes.</p> <p>To know that different shapes can represent different things.</p>	<p>I can draw straight lines with a ruler.</p> <p>I can use shapes like Klee.</p> <p>I can say how my drawing is like Klee's.</p>		<p><b>Relevant artists</b></p> <p>Klee</p>
<p><b>Suggested resources:</b> Biographical information on Paul Klee <a href="https://www.guggenheim.org/artwork/artist/paul-klee">https://www.guggenheim.org/artwork/artist/paul-klee</a> Sharp pencils, red pencils, rulers.</p>			

## Lesson 6: Klee – landscapes out of line

**Teacher knowledge:** In this lesson the children will explore how they can make a landscape out of lines. They will study Paul Klee’s drawing **Rock Temple** (1925) which shows how Klee used parallel lines to make the shapes of an imaginary landscape. The lines in this drawing create an exciting landscape which appear as rolling hills, trees, buildings and staircases which lead to secret doorways. As well as a basis for drawing their own imaginary landscape out of lines this drawing could be the inspiration for a magical story in literacy.

Knowledge Objective	Task	Lesson Detail	Vocabulary
To know that Klee used lines draw landscapes.	<p><b>Task:</b> To draw a landscape using lines.</p> <p><b>Success Criteria:</b></p> <p>I can use my imagination.</p>	<p><b>Prior learning:</b> Review drawing from last week. <i>What did you draw? How did you draw them?</i> Children to complete multiple choice quiz.</p> <p><b>Vocabulary:</b> Read through Knowledge Objective. Explain that a landscape is a drawing or painting of a large area of the natural world.</p> <p><b>Talk task:</b> Look at Klee’s landscape drawing <i>Rock Temple</i> (1925) (see resources) which uses multiple lines. Talk to your partner and ask children to:</p> <ul style="list-style-type: none"> <li>Describe the different lines that Klee has used.</li> <li>Say what they can see in the picture.</li> </ul> <p><b>Teach:</b> Point out to the children that Klee has used the lines repeatedly i.e. again and again, to show the shapes in the landscape. Tell them that Klee used his imagination to make drawings like this.</p> <p><b>Demonstrate/Task:</b> Tell the children that they will make up their own imaginary landscape using repeated lines. Point out that they are not colouring any of the shapes they make in. What kind of lines will they make? How will they show a hill/cloud/building? They need to keep the lines close together like Klee.</p> <p><b>Partner teach/Plenary:</b> <i>What kind of lines have you used? What is showing me the shape of the hill/building/clouds?</i></p>	landscape, imagination
<p><b>Knowledge goals</b></p> <p>To know that Klee used lines to draw landscapes.</p> <p>To know that Klee used his imagination.</p> <p>To know that artists can use lines to show different shapes.</p>	<p>I can draw the same lines again and again, close together.</p> <p>I can make different shapes using repeated lines.</p>		<p><b>Relevant artists</b></p> <p>Klee</p>
<p><b>Suggested resources:</b> For information about Klee’s drawing <i>Rock Temple</i> see <a href="http://www.artic.edu/aic/collections/artwork/198872">http://www.artic.edu/aic/collections/artwork/198872</a> , sketchbooks and pencils.</p>			

## Resources

### Lesson 3: Miro's use of line

#### Paintings by Miro

For image see

<https://www.wikiart.org/en/joan-miro/figure-at-night-guided-by-the-phosphorescent-tracks-of-snails>

*Figures in the Night Guided by the Phosphorescent Tracks of Snails*  
(1940)

For image see

<https://www.artic.edu/artworks/79593/ciphers-and-constellations-in-love-with-a-woman>

*Ciphers and Constellations in Love with a Woman* (1941)



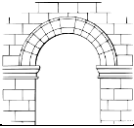

## Lesson 6: Klee – Landscapes out of line




### Klee, *Rock Temple* (1925)

For image see

<https://www.artic.edu/artworks/198872/rock-cut-temple>

## Knowledge Organiser - Architecture (Art - Year One)

Key Vocabulary	Definition
architecture	The art of designing buildings.
architect	A person who designs buildings.
design	Planning and drawing how a building is going to look.
dome 	A rounded roof of a building with a circle shaped base.
pillar 	A tall, straight part of a building that is sometimes decorated, often holds up another part of the building.
arch 	A curved part of a building that you can walk under, sometimes an arch holds up a bridge or a roof.
tower 	A tall, narrow building, or part of a building.
stained-glass window	A window, normally in a church, where coloured glass creates pictures or patterns.
rose window	A stained-glass window which is in the shape of a circle.
gargoyle	A carved face of a person or an animal which acts as a spout to take the water away from a building.
purpose	The reason why a building has been made and what it is used for.

Buildings	
	Westminster Abbey
	The Houses of Parliament
	St Paul's Cathedral

## Knowledge Organiser- Style in Art/Narrative Art (Art - Year One)

Key Vocabulary	Definition
style	How a piece of art looks
technique	The way in which an artist creates their work
pointillism	Art created using lots of dots
brushstroke	The mark made by a paintbrush
narrative	A piece of art that tells a story with colour and lines, instead of words
character	A person or animal in a piece of narrative art
setting	The place where a story takes place

Art	Artist
	<b>Georges Seurat,</b> The Eiffel Tower (1889)
	<b>Van Gogh,</b> The Starry Night (1889)
	<b>Paolo Uccello,</b> St George and the Dragon (1470)