|                  |  | Practical Knowledge  | Theoretical Knowledge  | Disciplinary Knowledge   |  |
|------------------|--|--|--|--|--|
|                  | (Technical                                     | proficiency across multiple mediums including colour theory and the elements of art),  | (Cultural and contextual understanding of artists and their work).                             | (How art is studied, discussed, judged and used in the world). |  |
|                  | Develop their fine motor skills so that they   | can use a range of tools competently, safely and confidently.  |  |  |  |
| EYFS             | Explore the limits and possibilities of a vari | ety of creative methods and techniques including:  |  |  |  |
|                  |  | Identify and draw simple objects from observation and imagination.   | Discuss that different artists use different mediums and style in their art.                   | Explore simple colour symbolism of emotions                    |  |
|                  |  | Use a variety of appropriate colours to add details and design.  |  |  |  |
|                  | Drawing  | Begin to explore pattern in their drawings.  | Discuss which artists they have looked at and a fact about them such as                        |  |  |
|                  |  | Draw a portrait of themselves using a mirror.  | nationality.   |  |  |
|                  |  | Explain some of the choices they have made in their work.  | Begin to develop use of artist language.   |  |  |
|                  |  | Be able to recount each of the primary colours and to experiment by mixing the colours together they form new colours.  Use an appropriate size of paint brush to carefully fill in a shape. |  |  |  |
|                  | Painting / Medium Application                  | Select appropriate colours for different skin tones.  Explain some of the choices they have made in their work.  |  |  |  |
|                  |  |  |  |  |  |
|                  | Sculpting / Ceramics                           | Make a simple shape using clay or cardboard manipulated into a 3d form to represent a specific object or concept.  |  |  |  |
|                  |  | Using sculpting tools and other resources to push or create texture and pattern to the sculpture.  |  |  |  |
|                  |  | Decorate completed sculptures with paint or collage methods.   |  |  |  |
|                  |  | Explain some of the choices they have made in their work.  |  |  |  |
|                  |  | Use different kinds of materials on their collage and explain why they have chosen them.   |  |  |  |
|                  | Collage / Multi-Medium                         | Develop cutting skills.  |  |  |  |
|                  |  | Explain some of the choices they have made in their work.  |  |  |  |
|                  | Explore and use a variety of creative          | Temera Paint Water Colours Graphite Pencils Colouring Pencils Felt Tip Pens  |  |  |  |
|                  | mediums including:                             | Soft Chalks UV Glow Paint Clay Collage Materials   |  |  |  |
|                  | To be able to explain some of the choices m    | ade in their work.   |  |  |  |
|                  | To be able to recognise some concepts incl     | uding:   | To understand that there are lots of different artists in the world who have different styles. | To know simple colour symbolism of emotions                    |  |
| Sticky Knowledge | Colour Theory:                                 | Primary Light Dark   | To understand that artists use lots of different mediums.                                      |  |  |
|                  | The Elements of Art:                           | Colour Line Shape  | To begin to use artistic vocabulary.   |  |  |
|                  | Additional Vocabulary                          | Portrait Landscape   |  |  |  |

| By the End of KS1       | Using a more convergent, develop foundat       | ional skills in multi mediums as follows:   | Begin to explore the idea that artists, craft-makers and designers respond to historical and cultural influences.                                  | Explore the concepts of value and purpose of art .   |
|-------------------------|--|---|--|--|
| (Y1 & 2)                | Use Sketch Books to:                           | Begin to explore their ideas through sketches and photographs.  | Compare and contrast different artists practicing art in different time periods of history.  | Begin to develop an understanding of cultural and social nuances within art including simple motifs and moods/emotions connected to different colours. |
|                         |  | Respond to an artist's work and how their work links to 3 Elements of Art: colour, line and shape.                |  |  |
|                         |  | Express feelings about a subject or artist and describing likes and dislikes.                                     |  | To reflect on their own interests, passions and experiences so a   |
|                         | Explore the limits and possibilities of a vari | iety of creative methods and techniques including:  | Explored a range of artists from different countries and from a range of diverse communities, including traditional and contemporary forms of art. | greater depth of discussion can develop.   |
|                         |  | Identify and draw simple objects or scenes, using a variety of mark qualities using 2 different grades of pencil. | Begin to develop use of artist language.   |  |
|                         |  | Create different tones using light and dark.  |  |  |
|                         | Drawing  | Begin to explore pattern and texture in their drawings.   | Understand that artists draw on personal experiences.  |  |
|                         |  | Begin to consider form within portraiture.  |  |  |
| -                       |  | Explain how and why a particular material, method or technique has been used and reflect on their effectiveness.  |  |  |
| -                       |  | Able to mix paint to create secondary colours and apply an understanding of warm and colour colour pallettes.     |  |  |
|                         | Painting / Medium Application                  | Use a variety of brush sizes and applying with expressive movement to create mood and emotion.                    |  |  |
|                         |  | Experiment with blending 2 colours together.  |  |  |
|                         |  | Experiment with making tints and shades of a colour to provide depth.   |  |  |
|                         |  | Use effective techniques to create resists (e.g. wax, masking tape)   |  |  |
| <u>_</u>                |  | Explain how and why a particular material, method or technique has been used and reflect on their effectiveness.  |  |  |
|                         |  |   |  |  |
|                         |  | Create a print using pressing, rolling, rubbing and stamping.   |  |  |
|                         | Printmaking                                    | Print a repeat pattern onto paper and textile.  |  |  |
| Pupils will learn to: - |  | Explain how and why a particular material, method or technique has been used and reflect on their effectiveness.  |  |  |
| -                       |  | Join 2 pinch pots together using adhesive techniques and add texture with sculpting tools.                        |  |  |
|                         |  | Create a sculpture that is structurally sound using simple adhesive methods.                                      |  |  |
|                         | Sculpting / Ceramics                           | Decorate completed ceramics with paint.   |  |  |
|                         |  | Explain how and why a particular material, method or technique has been used and reflect on their effectiveness.  |  |  |
|                         |  |   |  |  |
|                         |  | Apply a combination of functional stitches in a project. (e.g. running, back, blanket)                            |  |  |
|                         | Textiles                                       | Weave fabric and thread with consideration to colour and texture.   |  |  |
| _                       |  | Explain how and why a particular material, method or technique has been used and reflect on their effectiveness.  |  |  |
|                         |  | ,   |  |  |
|                         |  | Use different kinds of materials on their collage and explain why they have chosen them.                          | 1  | 1  |

|                  | Collage / Multi-Medium                      | Develop cutting a        | ind tearing skills to a  | dd to the composition                | and emotion of the     | ir collage.                | 71   |  |
|------------------|---|--------------------------|--------------------------|--------------------------------------|------------------------|----------------------------|--|--|
|                  |   | Explain how and          | why a particular met     | hod or technique has                 | been used and refle    | ct on their effectiveness. |  |  |
|                  |   |                          |                          | T                                    |                        | 1                          | _  |  |
|                  |   | Temera Paint             | Water Colours            | Graphite Pencils<br>(Varying Grades) | Colouring Pencils      | Felt Tip Pens              |  |  |
|                  | Explore and use a variety of creative       | Soft Chalks              | UV Glow Paint            | Clay                                 | Collage Materials      | Textiles                   |  |  |
|                  | mediums including:                          | Oil Pastels              |                          |                                      |                        |                            |  |  |
|                  |   |                          |                          |                                      |                        |                            |  |  |
|                  | To be able to explain how and why a particu | ılar method or techni    | que has been used w      | rithin a piece of artwo              | ork incluidng influenc | es and reflect on their    | 1  |  |
|                  | effectiveness.                              |                          |                          |                                      |                        |                            |  |  |
|                  | To have a comprehensive understanding a     | nd use of:               |                          |                                      |                        | _                          | To understand that there are different art periods in history and artistic styles have developed over time.        | To recall some cultural and social nuances within art including<br>simple motifs and moods/emotions connected to different |
|                  | Colour Theory:                              | Primary                  | Secondary                | Warm                                 | Cool                   |                            |  | colours.   |
| Sticky Knowledge |   | Tints                    | Shades                   |                                      |                        |                            | To be able to use simple artistic vocabulary to recall key information to discuss artists that have been explored. |  |
|                  | The Elements of Art:                        | Colour                   | Line                     | Shape                                | Texture                |                            |  |  |
|                  |   |                          |                          |                                      |                        |                            |  |  |
|                  | Additional Vocabulary                       | Composition<br>Influence | Expression<br>Historical | Blending                             | Portrait               | Landscape                  | 7  |  |
|                  |   |                          |                          |                                      |                        | •                          | ] [  | ] [  |

| he End of Lower<br>KS2 (Y3&4) |   | 1  |  |  |  |  |  |  |  |  |
|-------------------------------|---|--|--|--|--|--|--|--|--|--|
|                               |   | Explore and keep visual or written notes of methods, application and style during the exploration process.   |  |  |  |  |  |  |  |  |
|                               |   | Respond to an artist's work and how their work links to The Elements of Art.   |  |  |  |  |  |  |  |  |
|                               | Use Sketch Books to:  | Express feelings about a subject or artist and describing likes and dislikes.  |  |  |  |  |  |  |  |  |
|                               |   | Keep notes and annotations to show how their work could develop further.   |  |  |  |  |  |  |  |  |
|                               | Explore the limits and possibilities of a variety of creative methods and techniques including: |  |  |  |  |  |  |  |  |  |
|                               |   | Identify and draw simple objects or scenes, using marks and lines to produce texture and varying qualities of line using different grades of pencil. |  |  |  |  |  |  |  |  |
|                               |   | Explore simple blending and shading techniques to create mood and feeling.   |  |  |  |  |  |  |  |  |
|                               | Drawing   | Begin to explore facial expressions and body language in their sketches.   |  |  |  |  |  |  |  |  |
|                               |   | Apply line, tone and colour to appropriately represent portraiture, figures and forms.   |  |  |  |  |  |  |  |  |
|                               |   | Explain how and why a particular material, method or technique has been used and reflect on their effectiveness.                                     |  |  |  |  |  |  |  |  |
|                               |   | Explain how individual creative expression has been applied in their work.   |  |  |  |  |  |  |  |  |
|                               |   | Begin to develop a complex understanding of colour theory including complementary and analogous colours and colour mixing to make tertiary colours.  |  |  |  |  |  |  |  |  |
|                               |   | Use a variety of application techniques and mediums to express movement, create mood and emotion.  |  |  |  |  |  |  |  |  |
|                               |   | Experiment with a variety of tools for application e.g. wire, feather, string  |  |  |  |  |  |  |  |  |
|                               | Painting / Medium Application   | Create opaque or translucent background effects using water colours and explore the concept of wet painting.   |  |  |  |  |  |  |  |  |
|                               |   | Use effective techniques to create resists E.g. masking tape, wax, glue painting.  |  |  |  |  |  |  |  |  |
|                               |   | Explain how and why a particular material, method or technique has been used and reflect on their effectiveness.                                     |  |  |  |  |  |  |  |  |
|                               |   | Explain how individual creative expression has been applied in their work.   |  |  |  |  |  |  |  |  |
|                               |   | Create a printing block and apply at least 2 colours of print to build tone.   |  |  |  |  |  |  |  |  |
|                               |   | Print onto different materials.  |  |  |  |  |  |  |  |  |
|                               | Printmaking   | Explain how and why a particular material, method or technique has been used and reflect on their effectiveness.                                     |  |  |  |  |  |  |  |  |
|                               |   | Explain how individual creative expression has been applied in their work.   |  |  |  |  |  |  |  |  |
|                               |   | Create sculptures using a variety of tools and adhesion techniques to build a structurally sound hollow structure.                                   |  |  |  |  |  |  |  |  |
| upils will learn to:          |   | Decorate completed ceramics with glaze or paint.   |  |  |  |  |  |  |  |  |
| apiis wiii icum to.           | Sculpting / Ceramics  | Explain how and why a particular material, method or technique has been used and reflect on their effectiveness.                                     |  |  |  |  |  |  |  |  |
|                               |   | Explain how individual creative expression has been applied in their work.   |  |  |  |  |  |  |  |  |
|                               |   | Apply a combination of functional and decorative source etitches in a project  |  |  |  |  |  |  |  |  |
|                               |   | Apply a combination of functional and decorative sewing stitches in a project.   |  |  |  |  |  |  |  |  |

Develop knowledge about artists, craft-makers and designers, and understand some of the historical and cultural developments of their art forms.

Compare and contrast different artists practicing art in different time periods of nistory and within different art movements.

Compare and contrast the development of an artist's style as time passes, including materials, style and process.

Develop a comprehensive use of artist language.

Inderstand that artists draw on personal experiences, and the work of their ontemporaries and artistic predecessors.

Explore a range of artists from across the world and from a range of diverse communities, including traditional and contemporary forms of art.

Explore the concepts of quality, value and purpose of art .

Form an understanding of how aesthetic judgements are formed and claimed within the art industry.

Develop an understanding of cultural and social nuances within art including symbolism of objects or colour theory in different cultures.

Appreciate what artists have done across cultures and throughout history to draw attention to the influences of art including their

To reflect on their own interests, passions and experiences so a greater depth of discuss can develop.

|               | rextiles   |                         |                         |                         |                         |                                     | 1 (   | i i  |
|---------------|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------------------|---|--|
|               |  | Explain how and         | why a particular mate   | erial, method or tech   | nique has been used     | and reflect on their effectiveness. |   |  |
|               |  | Explain how indi        | vidual creative expres  | sion has been applied   | d in their work.        |                                     |   |  |
|               |  |                         |                         |                         |                         |                                     |   |  |
|               |  | Consider compo          | sition, colour and text | ure using a minimum     | of 2 collage medium     | ns.                                 |   |  |
|               |  | -                       |                         | -                       |                         |                                     |   |  |
|               | Collage / Multi-Medium                                   | Develop cutting         | skills to enable more   | accurate and targeted   | d outcomes.             |                                     |   |  |
|               | conage / Waiti-Wealani                                   | Develop cutting         | skills to enable more   | accurate and targeted   | d outcomes.             |                                     |   |  |
|               |  | Explain how indi        | vidual creative expres  | sion has been applied   | d in their work.        |                                     |   |  |
|               |  |                         |                         |                         |                         |                                     |   |  |
|               |  | Take effective di       | gital photographs tha   | t consider light techn  | iques and compositi     | on                                  |   |  |
|               |  |                         | f work that includes a  |                         | <u> </u>                |                                     |   |  |
|               | Digital Art & Photography                                |                         |                         |                         |                         |                                     |   |  |
|               |  | Explain now and         | why a particular met    | nod or technique has    | been used and refle     | ct on their effectiveness.          |   |  |
|               |  | Explain how indi        | vidual creative expres  | sion has been applied   | d in their work.        |                                     |   |  |
|               |  |                         |                         |                         |                         |                                     |   |  |
|               |  | Temera Paint            | Water Colours           | Graphite Pencils        | Colouring Pencils       | Felt Tip Pens                       |   |  |
|               | Explore and use a variety of creative mediums including: | Soft Chalks             | UV Glow Paint           | (Varying Grades) Clay   | Collage Materials       | Textiles                            |   |  |
|               |  |                         |                         |                         |                         |                                     |   |  |
|               |  | Oil Pastels             | Glue Painting           | Acrylic Paint           | Acrylic Pens            | Charcoal                            |   |  |
|               |  | Water Colour<br>Pencils |                         |                         |                         |                                     |   |  |
|               |  |                         |                         |                         |                         |                                     |   |  |
|               | To be able to explain how and why a particu              | lar method or techn     | ique has been used w    | rithin a piece of artwo | ork incluidng influence | es and reflect on their             |   |  |
|               | effectiveness.   |                         |                         |                         |                         |                                     |   | [L   |
|               | To have a comprehensive understanding a                  | nd use of:              |                         |                         |                         |                                     | To understand that there are different art movements in history and artistic styles have developed over time. | To understanding some cultural and social nuances witl<br>including symbolism of objects or colour theory in diffe |
|               | Colour Theory  | Primary                 | Secondary               | Tertiary                | Warm                    | Cool                                |   | cultures.  |
|               | Colour Theory:   | Tints                   | Shades                  | Complementary           | Analogous               |                                     | To be able to use artistic vocabulary to recall key information to discuss artists that                       |  |
| cky Knowledge |  | Colour                  | Line                    | Shape                   | Space                   | Value                               | have been explored and to compare and contrast 2 artists work.  | purpose of the art industry in a wider context.  |
|               | The Elements of Art:                                     | Texture                 | Form                    | эпарс                   | Space                   | value                               | 11  |  |
|               |  |                         | •                       | _                       |                         |                                     |   |  |
|               | Additional Vocabulary                                    | Composition             | Observational           | Blending                | Portrait                | Landscape                           | <del> </del>  |  |
|               | •  | Symbolism               | Influence               | Iridescent              | Application             | Expression                          |   |  |
|               |  | Historical              | Contemporary            |                         |                         |                                     |   |  |
|               |  |                         |                         |                         |                         |                                     |   |  |

| KS2 (Y5&6)          |   |  |  |  |  |  |  |  |  |  |
|---------------------|---|--|--|--|--|--|--|--|--|--|
|                     |   | Explore and keep visual or written notes of methods, application and style during the exploration process.  Respond to an artist's work and how their work links to The Elements of Art. |  |  |  |  |  |  |  |  |
|                     |   |  |  |  |  |  |  |  |  |  |
|                     | Use Sketch Books to:  | Combine graphics and text based research to influence the layout and depth of project exploration.   |  |  |  |  |  |  |  |  |
|                     |   | Keep notes and annotations to show how their work could develop further.   |  |  |  |  |  |  |  |  |
|                     | Compare and discuss ideas with others.  |  |  |  |  |  |  |  |  |  |
|                     | Explore the limits and possibilities of a variety of creative methods and techniques including: |  |  |  |  |  |  |  |  |  |
|                     |   | Identify and draw more complex objects or scenes, using marks and lines to produce texture and varying qualities of line using different grades of pencil.                               |  |  |  |  |  |  |  |  |
|                     |   | Successfully use shading techniques to create mood and feeling. (Hatching Cross-hatching, Stippling, Finger blend)   |  |  |  |  |  |  |  |  |
|                     | Drawing   | Use lines and mathematical understanding to create perspective and/or illusion.  |  |  |  |  |  |  |  |  |
|                     |   | Apply line, tone and colour to appropriately represent portraiture, figures and forms.   |  |  |  |  |  |  |  |  |
|                     |   | Explain how and why a particular material, method or technique has been used and reflect on their effectiveness.   |  |  |  |  |  |  |  |  |
|                     |   | Explain how individual creative expression has been applied in their work.   |  |  |  |  |  |  |  |  |
|                     |   |  |  |  |  |  |  |  |  |  |
|                     |   | Have a comprehensive understanding of colour theory including being able to mix all the colours required for use in a project.   |  |  |  |  |  |  |  |  |
|                     |   | Use a variety of application techniques and mediums to express movement, create mood and emotion.  |  |  |  |  |  |  |  |  |
|                     | Painting / Medium Application   | Experiment with a variety of tools for application e.g. wire, feather, string  |  |  |  |  |  |  |  |  |
|                     |   | Understand and apply appropriate mediums to create opaque or translucent effects.  |  |  |  |  |  |  |  |  |
|                     |   | Explain how and why a particular material, method or technique has been used and reflect on their effectiveness.   |  |  |  |  |  |  |  |  |
|                     |   | Explain how individual creative expression has been applied in their work.   |  |  |  |  |  |  |  |  |
|                     |   | 1  |  |  |  |  |  |  |  |  |
|                     |   | Apply a number of colours through overprinting.  |  |  |  |  |  |  |  |  |
|                     | Printmaking   | Print onto different materials.  |  |  |  |  |  |  |  |  |
|                     | ······  | Explain how and why a particular material, method or technique has been used and reflect on their effectiveness.   |  |  |  |  |  |  |  |  |
|                     |   | Explain how individual creative expression has been applied in their work.   |  |  |  |  |  |  |  |  |
|                     |   | Sculpt using a variety of manipulation and adhesion techniques to build a more complex form. E.g. slabbing,  |  |  |  |  |  |  |  |  |
|                     |   | coiling, pinching for clay and structural supports for alternative sculptures including cardboard.   |  |  |  |  |  |  |  |  |
|                     |   | Decorate completed ceramics with glazes or paint.  |  |  |  |  |  |  |  |  |
| oils will learn to: | Sculpting / Ceramics  | Explain how and why a particular material, method or technique has been used and reflect on their effectiveness  |  |  |  |  |  |  |  |  |
|                     |   | Explain how individual creative expression has been applied in their work.   |  |  |  |  |  |  |  |  |
|                     |   | Apply a combination of functional and decorative sewing stitches in a project.   |  |  |  |  |  |  |  |  |
|                     |   | Differentiate between textiles of differing quality  |  |  |  |  |  |  |  |  |

Develop knowledge about artists, craft-makers and designers, and understand some of the historical, political and cultural developments of their art forms.

Develop a comprehensive use of artist language.

Be able to suggest and give plausible meaning and interpretation of an artist's work including what they may have been influenced by, which may include cultural or historical contexts.

Explore a range of artists from across the world and from a range of diverse communities, including traditional and contemporary forms of art.

Understand that artists draw on personal experiences, and the work of their contemporaries and artistic predecessors.

Apply theoretical understanding to enhance their ability to discuss personal influences as they are developing their own style.

Develop the concepts of quality, value and purpose of art .

Form an understanding of how aesthetic judgements are formed and claimed within the art industry.

Explore established, contested and neglected stories of art including different examples of the diversity of art, craft and

Develop an understanding of cultural and social nuances within art including symbolism of objects or colour theory in different cultures.

Appreciate what artists have done across cultures and throughout history to draw attention to the influences of art including their

To reflect on their own interests, passions and experiences so a greater depth of discuss can develop.

To explore different pathways, practices and industries linked to modern art, craft and design including the use of new and emergent technology.

|                  | rextiles                                      |                       |                        |                                      |                       |                                     | ,   |  |
|------------------|---|-----------------------|------------------------|--------------------------------------|-----------------------|-------------------------------------|---|--|
|                  | reatiles                                      | Explain how and v     | vhy a particular mat   | erial, method or techr               | nique has been used   | and reflect on their effectiveness. |   |  |
|                  |   | Explain how indivi    | dual creative expres   | ssion has been applied               | in their work.        |                                     |   |  |
|                  |   |                       |                        |                                      |                       |                                     |   |  |
|                  |   | Combine visual an     | nd tactile qualities w | hen producing a piece                | of work.              |                                     |   |  |
|                  |   | Combine pattern       | tone and shape who     | en considering compo                 | sition                |                                     |   |  |
|                  | Calle and Annual Annual Com-                  |                       | ·                      |                                      |                       |                                     |   |  |
|                  | Collage / Multi-Medium                        | Use accurate cutti    | ing skills to create m | lore complex and expe                | erimental pieces of v | work that contains a relief effect. |   |  |
|                  |   | Explain how and v     | vhy a particular mat   | erial, method or techr               | nique has been used   | and reflect on their effectiveness. |   |  |
|                  |   | Explain how indivi    | dual creative expres   | ssion has been applied               | l in their work.      |                                     |   |  |
|                  |   |                       |                        |                                      |                       |                                     |   |  |
|                  |   | Create a piece of     | work that integrates   | a digital image that t               | hey have taken.       |                                     |   |  |
|                  |   | Take effective dig    | ital photographs tha   | t consider light techn               | iques and compositi   | on including the rules of thirds.   |   |  |
|                  | Digital Art & Photography                     | Manipulate photo      | graphs using softwa    | re to enhance certain                | features.             |                                     |   |  |
|                  |   | Explain how and v     | vhy a particular met   | hod or technique has                 | been used and refle   | ct on their effectiveness.          |   |  |
|                  |   | Explain how indivi    | dual creative expres   | ssion has been applied               | l in their work.      |                                     |   |  |
|                  |   |                       | · ·                    |                                      |                       |                                     |   |  |
|                  |   | Temera Paint          | Water Colours          | Graphite Pencils<br>(Varying Grades) | Colouring Pencils     | Felt Tip Pens                       |   |  |
|                  | Explore and use a variety of creative         | Soft Chalks           | UV Glow Paint          | Clay                                 | Collage Materials     | Textiles                            |   |  |
|                  | mediums including:                            | Oil Pastels           | Glue Painting          | Acrylic Paint                        | Acrylic Pens          | Charcoal                            |   |  |
|                  |   | Block Print Inks      | Water Colour           | Indian Inks                          | Felting Wool          |                                     |   |  |
|                  |   |                       | Pencils                |                                      | _                     |                                     |   |  |
|                  | To be able to explain how and why a particu   | lar method or technic | que has been used w    | vithin a piece of artwo              | rk incluidng influenc | ces and reflect on their            |   |  |
|                  | effectiveness.                                |                       |                        |                                      |                       |                                     |   |  |
|                  | To be able to explain how individual creative | e expression has been | applied in their wo    | rk.                                  |                       |                                     | To understand that there are different art movements in history and artistic styles<br>styles have developed over time. | To understanding some cultural and social nuances within art<br>including symbolism of objects or colour theory in different |
|                  | To have a comprehensive understanding a       | nd use of:            |                        |                                      |                       |                                     | styles have developed over time.  | cultures.  |
|                  | Colour Theory:                                | Primary               | Secondary              | Tertiary                             | Warm                  | Cool                                | To be able to use artistic vocabulary to recall key information to discuss artists that                                 | To have knowledge of different industries linked to modern ar<br>craft and design including the use of new and emergent      |
|                  | colour meory.                                 | Tints                 | Shades                 | Complementary                        | Analogous             | Monochrome                          | have been explored.   | technology.  |
| Sticky Knowledge |   | Colour                | Line                   | Shape                                | Space                 | Value                               |   |  |
| oneny morreage   | The Elements of Art:                          |                       |                        | Shape                                | Space                 | value                               | To have knowledge about some artists, craft-makers and designers, and   | To be understanding of how aesthetic judgements are formed   |
|                  |   | Texture               | Form                   |                                      |                       |                                     | understand some of the historical and cultural influences within their art form.  | claimed within the art industry including quality, value and purpose of art.   |
|                  |   |                       |                        |                                      |                       |                                     |   |  |
|                  |   |                       |                        |                                      |                       |                                     |   |  |
|                  | Additional Vocabulary                         | Composition           | Observational          | Blending                             | Portrait              | Landscape                           |   |  |
|                  |   | Symbolism             | Influence              | Iridescent                           | Application           | Aesthetics                          |   |  |
|                  |   | Art Movements         | Contemporary           | Historical                           | Manipulation          | Expression                          |   |  |