

Adelaide Primary School

Knowledge and Vocabulary Progression Intent

Art and Design

The intention of the Art curriculum

To ensure that all pupils:

- are engaged, inspired and challenged to invent and create their own works of art, craft and design.
- are equipped with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- are able to think critically and develop a deeper understanding of art and design.
- know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

What are the key features of 'knowledge-rich' curriculum for Art?

At key stage 1, the sticky knowledge takes full account of the national curriculum's main characteristics of:

- | | | | |
|--|----------------------------------|--|--|
| <input type="checkbox"/> Using materials | <input type="checkbox"/> Drawing | <input type="checkbox"/> Use colour, pattern, texture, line, shape, form and space | <input type="checkbox"/> A study of a range of artists |
|--|----------------------------------|--|--|

At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:

- | | | |
|---|--|---|
| <input type="checkbox"/> Using sketch books | <input type="checkbox"/> Drawing, painting, sculpture and printing | <input type="checkbox"/> Study of great artists |
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This document outlines the knowledge, vocabulary and skills within our curriculum for Art and includes both 'now knowledge' and 'sticky knowledge'. There is a difference between knowledge which will be retained close to the point of teaching and develop a broad, general understanding (now knowledge) and that which will be retained in the long-term memory (sticky knowledge).

A.C.E. Art Aims

Our teachers aim to deliver high-quality art lessons that engage, inspire and equip children with the knowledge and skills required to be creative. At Adelaide, we endeavour to use art as a medium for recording and expressing other areas of the curriculum too. We firmly believe that by the end of each key stage, pupils should be confident using and applying the skills, that they have previously learnt.

A.C.E. Long Term Plan for Art

	Drawing	Painting	Printing	Sculpture	Collage
FS1	How do we draw a leaf?	How do we paint circles?			Which materials can we collage with?
FS2	How do we draw a picture of ourselves?	What did Monet paint?			Which materials can we collage with?
Y1	Are you a natural artist? X6 sessions: Sum		Can you print a stamp? DLD: Spr		Can you collage an animal? X6 sessions: Aut
Y2	How can we create a hero? X6 sessions: Spr			Can you be a super sculptor? X6 sessions: Aut	How can we collage the seaside? DLD: Sum
Y3		How can we recreate a Stone Age painting? X6 sessions: Aut		How can we create a volcano? X6 sessions: Sum	
Y4	Can you be Picture Perfect? X6 sessions: Spr				Can you piece together a picture? X6 sessions: Aut
Y5				Who's behind the mask? X6 sessions: Aut	Who rules the rainforest? X6 sessions: Spr
Y6	Can you create the countryside? X? sessions & DLD: Summer		Can you make your mark on the Mayans? X6 sessions: Spr		

Art: Early Years Foundation Stage 'now knowledge' and 'sticky knowledge'

		22-36/30-50m	40-60m	ELG/Exceeding
<p>ELG: Children use what they have learnt about media and materials in original ways. They represent their own ideas, thoughts and feelings through art.</p> <p>New ELG: Creating with materials</p> <ul style="list-style-type: none"> Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. 	Drawing	<p>FS1 ACE Question How do we draw a leaf?</p> <ul style="list-style-type: none"> Know how to explore and experiment with making marks using chunky felt tip pens and crayons Know how to draw lines Know how to draw circles to enclose things know they can use representation to communicate - tell me about your drawing 	<p>FS2 ACE Question How do we draw a picture of ourselves?</p> <ul style="list-style-type: none"> Know how to use a range of mark markers including pencils, crayons, felt tips and chalk appropriately know how to use representation to make marks with purpose 	<p>FS2 ACE Question How do we draw a picture of ourselves?</p> <ul style="list-style-type: none"> Know how to use a range of mark markers including pencils, crayons, felt tips and chalk safely Know how to create a drawing of something seen know how to represent own ideas, thoughts and feelings know how to experiment with colour in their drawing - pressing hard with crayons to make it darker Know how to talk about their artwork
		<i>felt tip pen, crayons, circles, lines, draw, colour</i>	<i>pencils, crayons, felt tips and chalk</i>	<i>safely, create, idea, press, hard, light, dark, shade</i>
	Painting	<p>FS1 ACE Question How do we paint circles?</p> <ul style="list-style-type: none"> Know how to dip brushes into ready mixed paint Know how to paint with thick paint brushes Know how to paint lines Know how to paint circles to enclose things know how to explore and experiment with colours Know how to explore colour with ready mix paint know they can use representation to communicate - tell me about your drawing 	<p>FS2 ACE Question What did Monet paint?</p> <ul style="list-style-type: none"> know how to use a range of painting equipment appropriately - paint brushes, palettes, printing tools, rollers, scrapers, water pots Know how to clean brushes when changing colours when using block paints Know how to explore and experiment mixing different colours together Know how to choose different brushes for different purpose or effect Know how to choose colours for a purpose 	<p>FS2 ACE Question What did Monet paint?</p> <ul style="list-style-type: none"> know how to use a range of painting equipment safely know that 3d materials can be combined - paint brushes, palettes, printing tools, rollers, scrapers, water pots Know how to create a painting of something seen know how to represent own ideas, thoughts and feelings know how to use colour effectively in their painting Know how to talk about their artwork
		<i>Paint, brushes, circles, lines, colour, red, blue, yellow</i>	<i>cleaning, mixing, thick, thin, paintbrush, palette, printing, rollers, scraper, water pots, colour green brown, purple, black, white, orange, pink</i>	<i>safely, create, idea, light, dark, bright, dull</i>
	Materials	<p>FS1 ACE Question Which materials do we collage with?</p> <ul style="list-style-type: none"> know that tools and techniques - such as scissors, playdough cutters and glue - can be used for a purpose Know how to manipulate malleable materials Know how to use a range of 3d materials know that 3d materials can be combined know that 3d materials have different textures 	<p>FS2 ACE Question Which materials can we collage with?</p> <ul style="list-style-type: none"> know how to use tools and techniques - such as scissors, glue, tape, string, playdough cutters - appropriately Know how to shape and form malleable materials Know how to select and combine 3d materials with a purpose in mind know that 3d materials can be combined for effect know how to manipulate 3d materials to create different textures 	<p>FS2 ACE Question Which materials can we collage with?</p> <ul style="list-style-type: none"> know how to use tools and techniques - such as scissors, glue, tape, string, playdough cutters - safely Know how to select and combine 3d materials with a clear purpose in mind, considering design, texture, form and function Know how to use 3d materials to create a representation of something else Know how to use 3d materials to embellish their artwork
		<i>Pinch, squeeze, roll, stretch, squash, play dough, clay, boxes, bottle, tubes, glue, scissors, playdough cutters, hard, soft, round,</i>	<i>ribbon, card, tape, scissors, fabric, glue, playdough cutters, string, cellophane, sticks, sequins, cotton wool, buttons, crepe paper, felt, tissue paper, foil, rough, smooth, flat, solid</i>	<i>safely, create, design, shape, long, short, tall, thin, wide</i>
	Range of Artists ???	<p>FS1 ACE Question How do we paint circles?</p> <ul style="list-style-type: none"> Look at work produced by an artist Know how to mimic the work of an artist Kandinsky - circles 	<ul style="list-style-type: none"> Look at work produced by two different artists use the work of an artist as a starting point for their own work Picasso - self portraits Lowry - stick people 	<ul style="list-style-type: none"> Look at work produced by an artist and talk about likes and dislikes Begin to use ideas inspired by artists in their own work Monet - Field of poppies
		<i>Artist, Kandinsky, circles, smaller, bigger, size, colour</i>	<i>Picasso, Lowry, lines, blocks, real, imaginary, self portrait</i>	<i>Monet, field, flowers, Poppies,</i>

Art: Key Stage 1 'now knowledge' and 'sticky knowledge'

		Year 1	Year 2
Using Materials	Use a range of materials creatively to design and make products	<p style="text-align: center;">ACE Question: Are you a natural artist?</p> <ul style="list-style-type: none"> know how to experiment with and explore a range of materials (pencils of different thicknesses, felt tips, crayons, thick and thin brushes, ready mixed paint) know how to use materials to create a drawing. know how to use materials to create a painting. <p style="text-align: center;">ACE Question: Can you collage an animal?: collage</p> <ul style="list-style-type: none"> know how to experiment with and explore a range of materials (glue sticks, PVA glue, craft paper, tissue paper, fabric, wool, leaves, feathers, buttons) know how to use materials to create a collage. <p style="text-align: center;">ACE Question: Can you print a stamp?: printing</p> <ul style="list-style-type: none"> know how to experiment with and explore a range of materials for printing (paint, everyday objects to stamp with, rollers) know how to use materials to create a print. 	<p style="text-align: center;">ACE Question: How can we create a hero?</p> <ul style="list-style-type: none"> know how to use and combine materials to create a drawing, considering shape. (pencils of different thicknesses, charcoal, chalk, soft pastels) know how to use and combine materials to create a painting, considering colour. (sketching chalk / pencils, thick and thin brushes, block paints) know how to refine initial ideas by adding further detail. <p style="text-align: center;">ACE Question: Can you be a super sculptor?</p> <ul style="list-style-type: none"> know how to use and combine materials to create a clay sculpture, considering form. (clay, slip, clay tools) know how to refine initial ideas by adding further detail. <p style="text-align: center;">ACE Question: How can we collage the seaside?</p> <ul style="list-style-type: none"> know how to combine and fix together a range of different materials from a selection of resources to create a collage, considering colour, shape form and texture. (glue sticks, PVA glue, craft paper, tissue paper, crepe paper, cellophane, cotton wool, string, bubble wrap, sand, dried beans, rice, sequins) know how to refine ideas by adding additional marks and colours
		<ul style="list-style-type: none"> Draw, thin, thick, lightly, heavily Collage, select, effect, cut, stick, fold, bend, twist, attach Stamp, roller, image, repeat 	<ul style="list-style-type: none"> Sketch, charcoal, pastels, block paint, clay, slip, modelling tool, materials
Art Forms	Use drawing, painting and sculpture (and other forms of art) to develop and share their ideas, experiences and imagination	<p style="text-align: center;">ACE Question: Are you a natural artist?: drawing and painting</p> <ul style="list-style-type: none"> know how to make observational drawings (of flowering plants) considering shape. know how to make observational paintings (of flowering plants) considering colour. <p style="text-align: center;">ACE Question: Can you collage an animal?: collage</p> <ul style="list-style-type: none"> know how to make a collage to represent a subject (animal: real / imaginary) <p style="text-align: center;">ACE Question: Can you print a stamp?: printing</p> <ul style="list-style-type: none"> know how to use paint to explore pattern printing (stamping, pressing and rolling) 	<p style="text-align: center;">ACE Question: How can we create a hero?: drawing and painting</p> <ul style="list-style-type: none"> know how to experiment with a range of drawing mediums to create art (pencils of different thickness, chalk, charcoal, and pastel) know how to use a viewfinder to focus on a specific part before drawing it know how to make observational drawings (of faces) beginning to consider proportion and position. know how to use sketching to support paintings know how to use different types of brushes to create different effects (thin, thick, stippling) know how to make observational paintings (of faces) beginning to consider proportion and position. <p style="text-align: center;">ACE Question: Can you be a super sculptor?: sculpture</p> <ul style="list-style-type: none"> know how to make observational drawings (of elephants) beginning to consider proportion and position. know how to make clay sculptures (of elephants) beginning to consider proportion and position. know how to use a variety of sculpture techniques to create shape and form – rolling, cutting, pinching.

			<p>ACE Question: <u>How can we collage the seaside?: collage</u></p> <ul style="list-style-type: none"> • know how to make a collage to represent a landscape (beach: real or imaginary)
		<ul style="list-style-type: none"> • Look, see, observe, imagine, represent 	<ul style="list-style-type: none"> • Positional language (in-front, behind, hidden etc), grades, soft, hard, sharp, blunt, view finder, blend • Comparison, still life
Technical knowledge	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<p>ACE Question: <u>Are you a natural artist?</u></p> <ul style="list-style-type: none"> • know how to use pencils to explore line (thick, thin, long, short, straight, curvy, smooth, wavy, zigzag) • know how to use IT to create a picture <p>ACE Question: <u>Can you collage an animal?: collage</u></p> <ul style="list-style-type: none"> • know how to use collage techniques to explore texture and form <p>ACE Question: <u>Can you print a stamp?</u></p> <ul style="list-style-type: none"> • know the names of primary and secondary colours • know how to use different printing techniques to create a pattern (stamping, pressing, rolling) 	<p>ACE Question: <u>How can we create a hero?</u></p> <ul style="list-style-type: none"> • know the names of the colours of the spectrum (red, orange, yellow, green, blue, indigo, violet) • know how to mix paint to create the secondary colours and brown referring to a colour wheel • know how to create tints with paint by adding white • know how to create tones with paint by adding black • know how to use different effects within an IT paint package <p>ACE Question – <u>Can you be a super sculptor?</u></p> <ul style="list-style-type: none"> • know how to use a variety of sculpting techniques – rolling, cutting, pinching – to create shape and form. <p>ACE Question: <u>How can we collage the seaside?</u></p> <ul style="list-style-type: none"> • know how to use a range of materials to create texture
		<ul style="list-style-type: none"> • thick/thin, light/dark, hard/soft, straight/curvy, broad/narrow • Primary colours (red, blue, yellow), secondary colours (orange, purple, green) • print, stamping, pressing, rolling, image, reverse, shapes, surface, pressure, repeat, rotate 	<ul style="list-style-type: none"> • Indigo, violet, light/lighter/lightest, dark/darker/darkest • Rolling, cutting, pinching • Soft, rough, smooth
Range of artists	Study 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.	<p>ACE Question: <u>Are you a natural artist? – Van Gogh (sunflowers)</u></p> <p>ACE Question: <u>Can you collage an animal? – Matisse (The Snail)</u></p> <p>ACE Question: <u>Can you print a stamp? – Paul Klee</u></p> <ul style="list-style-type: none"> • know how to describe the work of another artist and give a simple opinion about their work • know how to ask questions about a piece of art 	<p>ACE Question: <u>How can we create a hero? – Da Vinci (Monet)</u></p> <p>ACE Question: <u>Can you be a super sculptor? – Henri Moore</u></p> <p>ACE Question: <u>How can we collage the seaside? – Henri Matisse</u></p> <ul style="list-style-type: none"> • know how to describe and compare the work of artists and give their own opinion about their work • know how to discuss how well artists have achieve desired effects within their work. • know how to use the work of another artist as a starting point to create own artwork
		<ul style="list-style-type: none"> • Similar, different, bright/dark, colourful/dull, smooth/rough • I like/don't like it because... • This makes me feel/think of... 	<ul style="list-style-type: none"> • Primary/secondary colours, shape names, artist, designer, craft, material

Art: Key Stage 2 'now knowledge' and 'sticky knowledge'

		Year 3	Year 4	Year 5	Year 6
Using Sketch books	Create sketch books to record their observations and use them to review and revisit ideas	<p>ACE Question: <u>How can we recreate a Stone Age painting? – painting</u></p> <p>ACE Question: <u>How can we create a volcano? – 3d modelling</u></p> <ul style="list-style-type: none"> know how to use sketchbooks to record their ideas know how to use sketches to help produce a final piece of art (e.g. develop skills in ways of using pencils for effect, use of viewfinders to focus on different areas of objects.) know how to use sketchbooks to help explore proportions of the human body. know how to use digital images and combine with other media to create art which includes their own work and that of others (e.g. use of photographs along with collage, paint, other media.) 	<p>ACE Question: <u>Can you piece together a picture? – mosaic collage.</u></p> <p>ACE Question: <u>Can you be Picture Perfect? - drawing</u></p> <ul style="list-style-type: none"> know how to use sketchbooks to refine their ideas use sketchbooks to experiment with different texture (e.g. explore shading techniques – contour lines, stippling, scribbling) Use sketchbooks to help create facial expressions. use photographs to help create reflections (e.g. portraits using a section of an image which is extended or completed through the use of other media.) know how to integrate digital images into artwork. (e.g. use of parts of an image along with other process for effect.) 	<p>ACE Question: <u>Who rules the rainforest? – collage</u></p> <p>ACE Question: <u>Who's behind the mask? – sculpture (Egyptian mask)</u></p> <ul style="list-style-type: none"> know how to use sketchbooks to review their ideas use sketchbooks to experiment using marks and lines to produce texture (e.g. shading from Yr3/4 plus patterns.) experiment with shading to create mood and feeling experiment with media to create emotion in art know how to use images created, scanned and found; altering them where necessary to create art (e.g. digitally through the use of iPad editing software.) 	<p>ACE Question: <u>Can you make your mark on the Mayans? – (tile) printing</u></p> <p>ACE Question: <u>Can you create the countryside? – drawing and painting</u></p> <ul style="list-style-type: none"> know how to use sketchbooks to revisit their ideas explain why different tools and techniques have been used to create art (e.g. written or verbal presentation of own work) know how to use feedback to make amendments and improvement to art (e.g. using feedback scaffolding sheets for advice and support) know how to use a range of e-resources to create art (e.g. painting, drawing and photo editing applications)
		<ul style="list-style-type: none"> Sketching/sketch, digital image, viewfinder, focus, body language, life drawing 	<ul style="list-style-type: none"> See Yr3 plus proportion, portrait, reflection, facial expression 	<ul style="list-style-type: none"> See Yr3/4 scan, alter, edit, experiment, texture, mood/feeling 	<ul style="list-style-type: none"> Feedback, amend, edit, digital application
Techniques	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay]	<p>ACE Question: <u>How can we recreate a Stone Age painting?: painting</u></p> <ul style="list-style-type: none"> know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections. know how to show body language in art. know how to create a background using a wash. know how to use a range of brushes, brush strokes and painting tools to create different effects in painting (e.g. impasto, scratching, dripping) 	<p>ACE Question: <u>Can you be Picture Perfect?: drawing</u></p> <ul style="list-style-type: none"> know how to show facial expressions in art. know how to use marks and lines to show texture in art. (e.g. explore shading techniques – contour lines, stippling, scribbling) know how to use at least three different grades of pencil to shade and to show different tones and textures (e.g. hatching and crosshatching) know how to express emotion in art (explore colour, tone, shading) 	<p>ACE Question: <u>Who rules the rainforest? – collage</u></p> <ul style="list-style-type: none"> know how to add collage to a painted or printed background know how to use and arrange a variety of mixed media (collage materials) to create art. <p>ACE Question: <u>Who's behind the mask? – sculpture (Egyptian mask)</u></p> <ul style="list-style-type: none"> Know how to use tools and materials to carve, add shape, add texture and pattern Know how to cut and join using wire, coils, slabs and slips 	<p>ACE Question: <u>Can you make your mark on the Mayans? – (tile) printing</u></p> <ul style="list-style-type: none"> know how to design and create printing blocks know how to overprint to create different patterns know how to create an accurate print design following given criteria. (using 4 or more colours) <p>ACE Question: <u>Can you create the countryside? – drawing and painting</u></p> <ul style="list-style-type: none"> know how to use shading to create mood and feeling

		<p>ACE Question: <u>How can we create a volcano?: sculpture</u></p> <ul style="list-style-type: none"> know how to sculpt clay know how to add other materials to the sculpture to create detail 	<p>ACE Question: <u>Can you piece together a picture?: mosaic</u></p> <ul style="list-style-type: none"> Know how to select colours and materials to create effect Know how to use the techniques of mosaic, tessellation, overlapping and montage 	<ul style="list-style-type: none"> Know how to how to sculpt other mouldable materials to create a 3D sculpture (papier mache). 	<ul style="list-style-type: none"> to know hot, cold, harmonious (colours that are next to each other on the spectrum) and complimentary colours (colours opposite each other on the spectrum) know which media to use to create maximum impact use a full range of pencils, charcoal or pastels when creating a piece of observational art
		<ul style="list-style-type: none"> <i>impasto, scratching, wash,</i> <i>sculpt, detail, texture, carve, mould</i> 	<ul style="list-style-type: none"> <i>Hatching, cross hatching, H, contour lines, stippling, scribbling, line, tone, shape, colour, figure, form, personality, appearance, emotion</i> <i>Texture, shape, pattern, mosaic</i> 	<ul style="list-style-type: none"> <i>sculpt, detail, texture, carve, mould (as Y3)</i> <i>form, structure, texture, shape, join, arrange, fix, assemble</i> 	<ul style="list-style-type: none"> <i>reverse print, negative print, overprint</i> <i>harmonious, complimentary,</i>
<p>Study of great artists</p>	<p>Know about great artists, architects and designers in history.</p>	<p>ACE Question: <u>How can we recreate a Stone Age painting? – painting: range of Stone Age art including cave paintings</u> Teyjah McAren https://www.moderncavepaintings.com/</p> <p>ACE Question: <u>How can we create a volcano? – 3d modelling: Barbara Hepworth</u></p> <ul style="list-style-type: none"> know how to identify the techniques used by different artists know how to compare the work of different artists recognise when art is from different cultures recognise when art is from different historical periods 	<p>ACE Question: <u>Can you piece together a picture? – mosaic collage. -range of Roman mosaic art</u> https://mymodernmet.com/mosaic-art/ https://theculturetrip.com/europe/spain/articles/top-5-mosaic-artists-from-barcelona/</p> <p>ACE Question: <u>Can you be Picture Perfect?: drawing- Claude Monet (rivers)</u></p> <ul style="list-style-type: none"> know how to experiment with the techniques used by other artists. explain some of the features of art from historical periods. (<i>e.g. from the study of an artistic movement such as pop art or impressionism.</i>) know how different artists developed their specific techniques 	<p>ACE Question: <u>Who's behind the mask? – sculpture (Egyptian mask) – range of Egyptian art including death masks</u></p> <p>ACE Question: <u>Who rules the rainforest? – collage – Henri Rousseau</u></p> <ul style="list-style-type: none"> research the work of an artist and use their work to replicate a style using their techniques in their own artwork. 	<p>ACE Question: <u>Can you make your mark on the Mayans? – (tile) printing: range of Mayan art including tiles</u></p> <p>ACE Question: <u>Can you create the countryside? – David Hockney</u></p> <ul style="list-style-type: none"> explain the style and techniques of art used in their own work and how it has been influenced by a famous artist understand what a specific artist is trying to achieve in a given situation understand why art can be very abstract and what message the artist is trying to convey
		<ul style="list-style-type: none"> Technique, compare, similar, different, colour palette media/ materials, opinion, Historical, cultural 	<ul style="list-style-type: none"> See Yr3 plus experiment, artistic movement 	<ul style="list-style-type: none"> See Yr4 	<ul style="list-style-type: none"> Influence, effect, style, abstract/ realism, message/intent






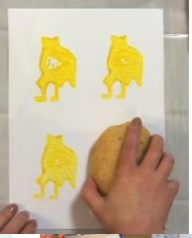











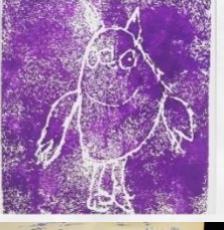


Art: Foundation Stage One 'now knowledge' and 'sticky knowledge'

<p>ELG: Children use what they have learnt about media and materials in original ways. They represent their own ideas, thoughts and feelings through art.</p> <p>New ELG: Creating with materials- To draw and paint using a range of materials, tools and techniques, experimenting with colour, texture and form.</p>	Drawing	<p style="text-align: right;">FS1 ACE Question How do we draw a leaf?</p> <ul style="list-style-type: none"> • Know how to explore and experiment with making marks using chunky felt tip pens and crayons • Know how to draw lines • Know how to draw circles to enclose things • know they can use representation to communicate - tell me about your drawing <p><i>felt tip pen, crayons, circles, lines, draw, colour</i></p>
	Painting	<p style="text-align: right;">FS1 ACE Question How do we paint circles?</p> <ul style="list-style-type: none"> • Know how to dip brushes into ready mixed paint • Know how to paint with thick paint brushes • Know how to paint lines • Know how to paint circles to enclose things • know how to explore and experiment with colours • Know how to explore colour with ready mix paint • know they can use representation to communicate - tell me about your drawing <p><i>Paint, brushes, circles, lines, colour, red, blue, yellow</i></p>
	Materials	<p style="text-align: right;">FS1 ACE Question Which materials do we collage with?</p> <ul style="list-style-type: none"> • know that tools and techniques - such as scissors, playdough cutters and glue - can be used for a purpose • Know how to manipulate malleable materials • Know how to use a range of 3d materials • know that 3d materials can be combined • know that 3d materials have different textures <p><i>Pinch, squeeze, roll, stretch, squash, play dough, clay, boxes, bottle, tubes, glue, scissors, playdough cutters, hard, soft, round,</i></p>
	Range of Artists	<p style="text-align: right;">FS1 ACE Question How do we paint circles?</p> <ul style="list-style-type: none"> • Look at work produced by an artist • Know how to mimic the work of an artist • Kandinsky - circles <p><i>Artist, Kandinsky, circles, smaller, bigger, size, colour</i></p>

Art: Foundation Stage 2 'now knowledge' and 'sticky knowledge'

		40-60m	ELG/Exceeding
<p>ELG: Children use what they have learnt about media and materials in original ways. They represent their own ideas, thoughts and feelings through art.</p> <p>New ELG: Creating with materials</p> <ul style="list-style-type: none"> Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. 	Drawing	<p style="text-align: center;">FS2 ACE Question How do we draw a picture of ourselves?</p> <ul style="list-style-type: none"> Know how to use a range of mark markers including pencils, crayons, felt tips and chalk appropriately know how to use representation to make marks with purpose <p><i>pencils, crayons, felt tips and chalk</i></p>	<p style="text-align: center;">FS2 ACE Question How do we draw a picture of ourselves?</p> <ul style="list-style-type: none"> Know how to use a range of mark markers including pencils, crayons, felt tips and chalk safely Know how to create a drawing of something seen know how to represent own ideas, thoughts and feelings know how to experiment with colour in their drawing - pressing hard with crayons to make it darker Know how to talk about their artwork <p><i>safely, create, idea, press, hard, light, dark, shade</i></p>
	Painting	<p style="text-align: center;">FS2 ACE Question What did Monet paint?</p> <ul style="list-style-type: none"> know how to use a range of painting equipment appropriately - paint brushes, palettes, printing tools, rollers, scrapers, water pots Know how to clean brushes when changing colours when using block paints Know how to explore and experiment mixing different colours together Know how to choose different brushes for different purpose or effect Know how to choose colours for a purpose <p><i>cleaning, mixing, thick, thin, paintbrush, palette, printing, rollers, scraper, water pots, colour green brown, purple, black, white, orange, pink</i></p>	<p style="text-align: center;">FS2 ACE Question What did Monet paint?</p> <ul style="list-style-type: none"> know how to use a range of painting equipment safely know that 3d materials can be combined - paint brushes, palettes, printing tools, rollers, scrapers, water pots Know how to create a painting of something seen know how to represent own ideas, thoughts and feelings know how to use colour effectively in their painting Know how to talk about their artwork <p><i>safely, create, idea, light, dark, bright, dull</i></p>
	Materials	<p style="text-align: center;">FS2 ACE Question Which materials can we collage with?</p> <ul style="list-style-type: none"> know how to use tools and techniques - such as scissors, glue, tape, string, playdough cutters - appropriately Know how to shape and form malleable materials Know how to select and combine 3d materials with a purpose in mind know that 3d materials can be combined for effect know how to manipulate 3d materials to create different textures <p><i>ribbon, card, tape, scissors, fabric, glue, playdough cutters, string, cellophane, sticks, sequins, cotton wool, buttons, crepe paper, felt, tissue paper, foil, rough, smooth, flat, solid</i></p>	<p style="text-align: center;">FS2 ACE Question Which materials can we collage with?</p> <ul style="list-style-type: none"> know how to use tools and techniques - such as scissors, glue, tape, string, playdough cutters - safely Know how to select and combine 3d materials with a clear purpose in mind, considering design, texture, form and function Know how to use 3d materials to create a representation of something else Know how to use 3d materials to embellish their artwork <p><i>safely, create, design, shape, long, short, tall, thin, wide</i></p>
	Range of Artists	<ul style="list-style-type: none"> Look at work produced by two different artists use the work of an artist as a starting point for their own work Picasso - self portraits Lowry - stick people <p><i>Picasso, Lowry, lines, blocks, real, imaginary, self portrait</i></p>	<ul style="list-style-type: none"> Look at work produced by an artist and talk about likes and dislikes Begin to use ideas inspired by artists in their own work Monet - Field of poppies <p><i>Monet, field, flowers, Poppies,</i></p>
	???		

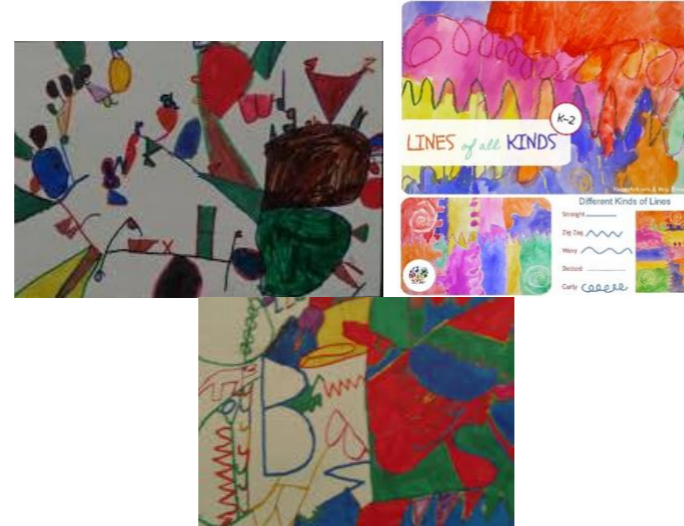
Art: Year 1 'now knowledge' and 'sticky knowledge'

		ACE Question: Are you a natural artist? - drawing and painting	ACE Question: Can you collage an animal? - collage	ACE Question: Can you print a stamp? - printing
Using Materials	Use a range of materials creatively to design and make products	<ul style="list-style-type: none"> know how to experiment with and explore a range of materials (pencils of different thicknesses, felt tips, crayons, thick and thin brushes, ready mixed paint) know how to use materials to create a drawing. know how to use materials to create a painting.  	<ul style="list-style-type: none"> know how to experiment with and explore a range of materials (glue sticks, PVA glue, craft paper, tissue paper, fabric, wool, leaves, feathers, buttons) know how to use materials to create a collage.  	<ul style="list-style-type: none"> know how to experiment with and explore a range of materials for printing (paint, everyday objects to stamp with, rollers) know how to use materials to create a print.    
		<i>Draw, sketch, thin, thick, lightly, heavily</i>	<i>Collage, select, effect, cut, stick, fold, bend, twist, attach</i>	<i>Stamp, roller, image, repeat</i>
Art Forms	Use drawing, painting and sculpture (and other forms of art) to develop and share their ideas, experiences and imagination	<ul style="list-style-type: none"> know how to make observational <u>drawings</u> (of flowering plants) considering shape. know how to make observational <u>paintings</u> (of flowering plants) considering colour.    	<ul style="list-style-type: none"> know how to make a collage to represent a subject (animal - real / imaginary)    	<ul style="list-style-type: none"> know how to use paint to explore pattern printing (stamping, pressing and rolling) *press printing - draw into paint that has been spread over a flat surface, lay paper on top and press to take print.    
		<i>Look, see, observe</i>	<i>Look, see, observe</i>	<i>Look, see, observe</i>

Technical knowledge

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

- know how to use pencils to explore line (*thick, thin, long, short, straight, curvy, smooth, wavy, zigzag*)



- know how to use collage techniques to explore texture and form



- know the names of primary and secondary colours
- know how to use different printing techniques to create a printed pattern (*stamping, pressing, rolling*)



thick/thin, light/dark, hard/soft, straight/curvy, broad/narrow

*Primary colours (red, blue, yellow), secondary colours (orange, purple, green)
print, stamping, pressing, rolling, image, reverse, shapes, surface, pressure, repeat, rotate,*

Range of artists

Study 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.

Van Gogh (Sunflowers)

- know how to describe the work of another artist and give a simple opinion about their work
- know how to ask questions about a piece of art



Similar, different, bright/dark, colourful/dull, smooth/rough

Matisse (The Snail)

- know how to describe the work of another artist and give a simple opinion about their work
- know how to ask questions about a piece of art



Similar, different, bright/dark, colourful/dull, smooth/rough








Paul Klee











- know how to describe the work of another artist and give a simple opinion about their work
- know how to ask questions about a piece of art






Similar, different, bright/dark, colourful/dull, smooth/rough

Art: Year 2 'now knowledge' and 'sticky knowledge'

Art: Year 2 'now knowledge' and 'sticky knowledge'				
		ACE Question: How can we create a hero?	ACE Question: Can you be a super sculptor?	ACE Question: How can we collage the seaside?
Using Materials	<i>Use a range of materials creatively to design and make products</i>	<ul style="list-style-type: none"> know how to use and combine materials to create a drawing, considering shape. (pencils of different thicknesses, charcoal, chalk, soft pastels) know how to use and combine materials to create a painting, considering colour. (sketching chalk / pencils, thick and thin brushes, block paints) know how to refine initial ideas by adding further detail. 	<ul style="list-style-type: none"> know how to use and combine materials to create a clay sculpture, considering form. (clay, slip, clay tools) know how to refine initial ideas by adding further detail. 	<ul style="list-style-type: none"> know how to combine and fix together a range of different materials from a selection of resources to create a collage, considering colour, shape form and texture. (glue sticks, PVA glue, craft paper, tissue paper, crepe paper, cellophane, cotton wool, string, bubble wrap, sand, dried beans, rice, sequins) know how to refine ideas by adding additional marks and colours 
		<i>Sketch, charcoal, pastels, block paint, clay, slip, modelling tool, materials</i>	<i>Sketch, charcoal, pastels, block paint, clay, slip, modelling tool, materials</i>	<i>Sketch, charcoal, pastels, block paint, clay, slip, modelling tool, materials</i>
Art Forms	<i>Use drawing, painting and sculpture (and other forms of art) to develop and share their ideas, experiences and imagination</i>	<ul style="list-style-type: none"> know how to experiment with a range of drawing mediums to create art (pencils of different thickness, chalk, charcoal, and pastel) know how to use a viewfinder to focus on a specific part before drawing it know how to make observational drawings (of faces) beginning to consider proportion and position. know how to use sketching to support paintings know how to use different types of brushes to create different effects (thin, thick, stippling) know how to make observational paintings (of faces) beginning to consider proportion and position. 	<ul style="list-style-type: none"> know how to make observational drawings (of elephants) beginning to consider proportion and position. know how to make clay sculptures (of elephants) beginning to consider proportion and position. know how to use a variety of sculpture techniques to create shape and form – rolling, cutting, pinching. 	<ul style="list-style-type: none"> know how to make a collage to represent a landscape (beach: real or imaginary)  
		<i>Positional language (in-front, behind, hidden etc), grades, soft, hard, sharp, blunt, view finder, blend Comparison, still life</i>	<i>Positional language (in-front, behind, hidden etc), grades, soft, hard, sharp, blunt, view finder, blend Comparison, still life</i>	<i>Positional language (in-front, behind, hidden etc), grades, soft, hard, sharp, blunt, view finder, blend Comparison, still life</i>
Technical knowledge	<i>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and</i>	<ul style="list-style-type: none"> know the names of the colours of the spectrum (red, orange, yellow, green, blue, indigo, violet) know how to mix paint to create the secondary colours and brown referring to a colour wheel know how to create tints with paint by adding white know how to create tones with paint by adding black 	<ul style="list-style-type: none"> know how to use a variety of sculpting techniques – rolling, cutting, pinching – to create <u>shape</u> and <u>form</u>. 	<ul style="list-style-type: none"> know how to use a range of materials to create <u>texture</u>

	<p>space.</p>	<ul style="list-style-type: none"> know how to use different effects within an IT paint package 		
		<p><i>Indigo, violet, light/lighter/lightest, dark/darker/darkest</i> <i>Rolling, cutting, pinching</i> <i>Soft, rough, smooth</i></p>	<p><i>Indigo, violet, light/lighter/lightest, dark/darker/darkest</i> <i>Rolling, cutting, pinching</i> <i>Soft, rough, smooth</i></p>	<p><i>Indigo, violet, light/lighter/lightest, dark/darker/darkest</i> <i>Rolling, cutting, pinching</i> <i>Soft, rough, smooth</i></p>
<p>Range of artists</p>	<p>Study 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.</p>	<p>Da Vinci (Mona Lisa)</p> <ul style="list-style-type: none"> know how to describe and compare the work of artists and give their own opinion about their work know how to discuss how well artists have achieved desired effects within their work. know how to use the work of another artist as a starting point to create own artwork   	<p>Henri Moore</p> <ul style="list-style-type: none"> know how to describe and compare the work of artists and give their own opinion about their work know how to discuss how well artists have achieved desired effects within their work. know how to use the work of another artist as a starting point to create own artwork  	<p>Henri Matisse</p> <ul style="list-style-type: none"> know how to describe and compare the work of artists and give their own opinion about their work know how to discuss how well artists have achieved desired effects within their work. know how to use the work of another artist as a starting point to create own artwork  
		<p><i>Primary/secondary colours, shape names, artist, designer, craft, material</i></p>	<p><i>Primary/secondary colours, shape names, artist, designer, craft, material</i></p>	<p><i>Primary/secondary colours, shape names, artist, designer, craft, material</i></p>

Art: Year 3 'now knowledge' and 'sticky knowledge'

		ACE Question How can we recreate a Stone Age painting? – painting	ACE Question How can we create a volcano? – 3d modelling
Using Sketch books	<i>Create sketch books to record their observations and use them to review and revisit ideas</i>	<ul style="list-style-type: none"> ● know how to use sketchbooks to record their ideas ● know how to use sketches to help produce a final piece of art (e.g. develop skills in ways of using pencils for effect, use of viewfinders to focus on different areas of objects.) ● know how to use sketchbooks to help explore proportions of the human body. ● know how to use digital images and combine with other media to create art which includes their own work and that of others (e.g. use of photographs along with collage, paint, other media.) 	<ul style="list-style-type: none"> ● know how to use sketchbooks to record their ideas ● know how to use sketches to help produce a final piece of art (e.g. develop skills in ways of using pencils for effect, use of viewfinders to focus on different areas of objects.) ● know how to use sketchbooks to help explore proportions of the human body. ● know how to use digital images and combine with other media to create art which includes their own work and that of others (e.g. use of photographs along with collage, paint, other media.)
		<i>Sketching/sketch, digital image, viewfinder, focus, body language, life drawing</i>	<i>Sketching/sketch, digital image, viewfinder, focus, body language, life drawing</i>
Techniques	<i>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay]</i>	<ul style="list-style-type: none"> ● know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections. ● know how to show body language in art. ● know how to create a background using a wash. ● know how to use a range of brushes, brush strokes and painting tools to create different effects in painting (e.g. impasto, scratching, dripping) 	<ul style="list-style-type: none"> ● know how to sculpt clay ● know how to add other materials to the sculpture to create detail 
		<i>impasto, scratching, wash sculpt, detail, texture, carve, mould</i>	<i>impasto, scratching, wash sculpt, detail, texture, carve, mould</i>

Study of great artists

Know about great artists, architects and designers in history.

Range of Stone Age art including cave paintings

Teyjah McAren

<https://www.moderncavepaintings.com/>

- know how to identify the techniques used by different artists
- know how to compare the work of different artists
- recognise when art is from different cultures
- recognise when art is from different historical periods



Technique, compare, similar, different, colour palette media/ materials, opinion, Historical, cultural




Barbara Hepworth

- know how to identify the techniques used by different artists
- know how to compare the work of different artists
- recognise when art is from different cultures
- recognise when art is from different historical periods



Technique, compare, similar, different, colour palette media/ materials, opinion, Historical, cultural

Art: Year 4 'now knowledge' and 'sticky knowledge'

		ACE Question Can you piece together a picture? – mosaic collage.	ACE Question Can you be Picture Perfect? – drawing
Using Sketch books	<p>Create sketch books to record their observations and use them to review and revisit ideas</p>	<ul style="list-style-type: none"> know how to use sketchbooks to refine their ideas use sketchbooks to experiment with different texture (e.g. explore shading techniques – contour lines, stippling, scribbling) Use sketchbooks to help create facial expressions. use photographs to help create reflections (e.g. portraits using a section of an image which is extended or completed through the use of other media.) know how to integrate digital images into artwork. (e.g. use of parts of an image along with other process for effect.) 	<ul style="list-style-type: none"> know how to use sketchbooks to refine their ideas use sketchbooks to experiment with different texture (e.g. explore shading techniques – contour lines, stippling, scribbling) Use sketchbooks to help create facial expressions. use photographs to help create reflections (e.g. portraits using a section of an image which is extended or completed through the use of other media.) know how to integrate digital images into artwork. (e.g. use of parts of an image along with other process for effect.)
		See Yr3 plus proportion, portrait, reflection, facial expression	See Yr3 plus proportion, portrait, reflection, facial expression
Techniques	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay]</p>	<ul style="list-style-type: none"> know how to show facial expressions in art. know how to use marks and lines to show texture in art. (e.g. explore shading techniques – contour lines, stippling, scribbling) know how to use at least three different grades of pencil to shade and to show different tones and textures (e.g. hatching and crosshatching) know how to express emotion in art (explore colour, tone, shading) 	<ul style="list-style-type: none"> Know how to select colours and materials to create effect Know how to use the techniques of mosaic, tessellation, overlapping and montage 
		<p>Hatching, cross hatching, H, contour lines, stippling, scribbling, line, tone, shape, colour, figure, form, personality, appearance, emotion Texture, shape, pattern, mosaic</p>	<p>Hatching, cross hatching, H, contour lines, stippling, scribbling, line, tone, shape, colour, figure, form, personality, appearance, emotion Texture, shape, pattern, mosaic</p>

Study of great artists

Know about great artists, architects and designers in history.

Range of Roman mosaic art

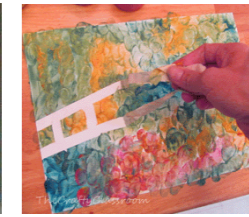
- know how to experiment with the techniques used by other artists.
- explain some of the features of art from historical periods. (e.g. from the study of an artistic movement such as pop art or impressionism.)
- know how different artists developed their specific techniques

<https://mymodernmet.com/mosaic-art/>
<https://theculturetrip.com/europe/spain/articles/top-5-mosaic-artists-from-barcelona/>

See Yr3 plus experiment, artistic movement




Claude Monet (rivers)

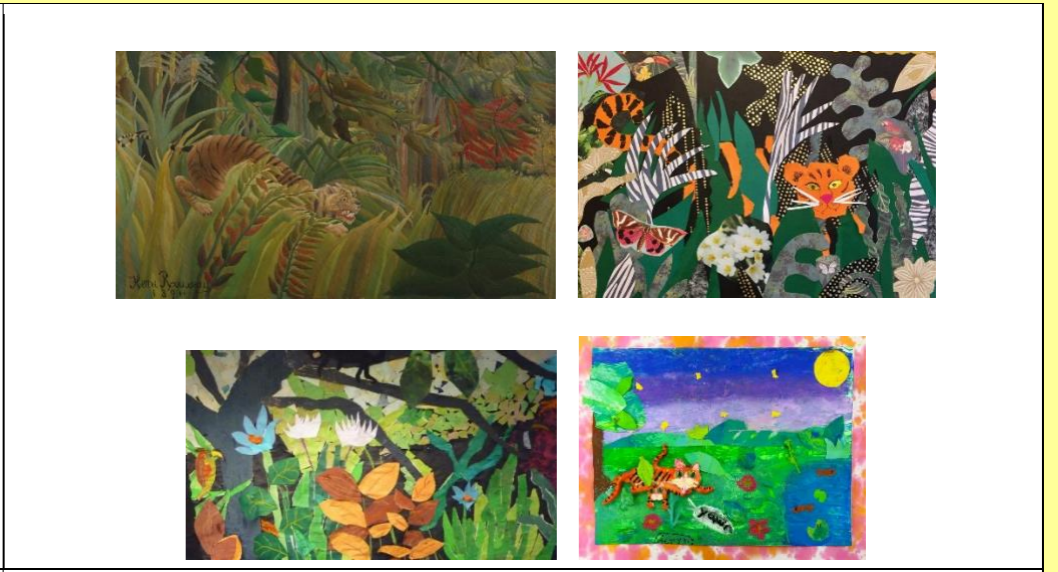
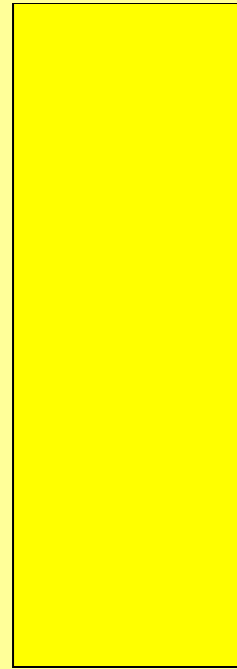
- know how to experiment with the techniques used by other artists.
- explain some of the features of art from historical periods. (e.g. from the study of an artistic movement such as pop art or impressionism.)
- know how different artists developed their specific techniques



See Yr3 plus experiment, artistic movement

Art: Year 5 'now knowledge' and 'sticky knowledge'

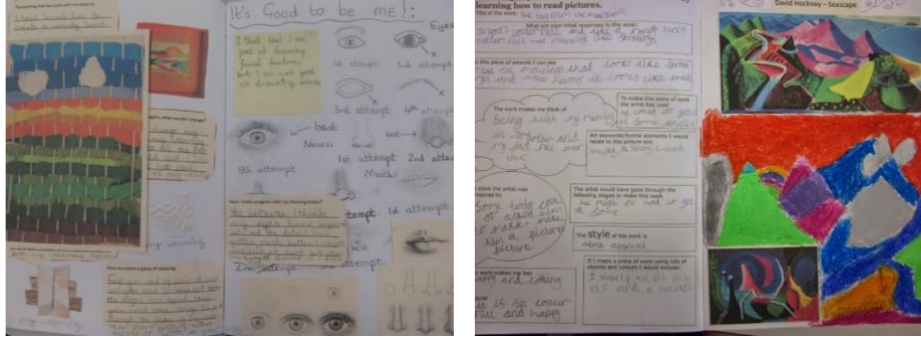

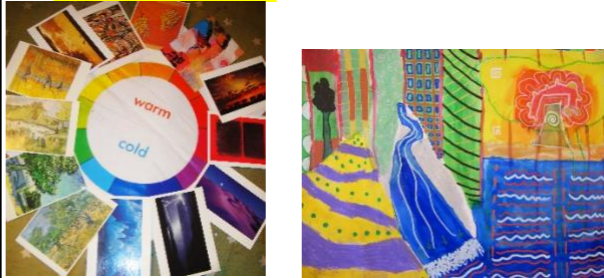
		ACE Question <i>Who rules the rainforest? – collage</i>	ACE Question <i>Who's behind the mask? – sculpture (Egyptian mask)</i>
Using Sketch books	<p><i>Create sketch books to record their observations and use them to review and revisit ideas</i></p>	<ul style="list-style-type: none"> know how to use sketchbooks to review their ideas use sketchbooks to experiment using marks and lines to produce texture <i>(e.g. shading from Yr3/4 plus patterns.)</i> experiment with shading to create mood and feeling experiment with media to create emotion in art know how to use images created, scanned and found; altering them where necessary to create art <i>(e.g. digitally through the use of iPad editing software.)</i> 	<ul style="list-style-type: none"> know how to use sketchbooks to review their ideas use sketchbooks to experiment using marks and lines to produce texture <i>(e.g. shading from Yr3/4 plus patterns.)</i> experiment with shading to create mood and feeling experiment with media to create emotion in art know how to use images created, scanned and found; altering them where necessary to create art <i>(e.g. digitally through the use of iPad editing software.)</i> 
		<i>See Yr3/4 scan, alter, edit, experiment, texture, mood/feeling</i>	<i>See Yr3/4 scan, alter, edit, experiment, texture, mood/feeling</i>
Techniques	<p><i>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay]</i></p>	<ul style="list-style-type: none"> know how to add collage to a painted or printed background know how to use and arrange a variety of mixed media (collage materials) to create art. 	<ul style="list-style-type: none"> Know how to use tools and materials to carve, add shape, add texture and pattern Know how to cut and join using wire, coils, slabs and slips Know how to how to sculpt other mouldable materials to create a 3D sculpture (papier mache). 
		<i>sculpt, detail, texture, carve, mould (as Y3)</i> <i>form, structure, texture, shape, join, arrange, fix, assemble</i>	<i>sculpt, detail, texture, carve, mould (as Y3)</i> <i>form, structure, texture, shape, join, arrange, fix, assemble</i>
Study of great artists	<p><i>Know about great artists, architects and designers in history.</i></p>	<p><u>Range of Egyptian art including death masks</u></p> <ul style="list-style-type: none"> research the work of an artist and use their work to replicate a style using their techniques in their own artwork. 	<p><u>Henri Rousseau</u></p> <ul style="list-style-type: none"> research the work of an artist and use their work to replicate a style using their techniques in their own artwork.



See Yr4

See Yr4

Art: Year 6 'now knowledge' and 'sticky knowledge'

		ACE Question Can you make your mark on the Mayans? – (tile) printing	ACE Question Can you create the countryside? – drawing and painting
Using Sketch books	Create sketch books to record their observations and use them to review and revisit ideas	<ul style="list-style-type: none"> know how to use sketchbooks to revisit their ideas explain why different tools and techniques have been used to create art (e.g. written or verbal presentation of own work) know how to use feedback to make amendments and improvement to art (e.g. using feedback scaffolding sheets for advice and support) know how to use a range of e-resources to create art (e.g. painting, drawing and photo editing applications) 	<ul style="list-style-type: none"> know how to use sketchbooks to revisit their ideas explain why different tools and techniques have been used to create art (e.g. written or verbal presentation of own work) know how to use feedback to make amendments and improvement to art (e.g. using feedback scaffolding sheets for advice and support) know how to use a range of e-resources to create art (e.g. painting, drawing and photo editing applications) 
		<i>Feedback, amend, edit, digital application</i>	<i>Feedback, amend, edit, digital application</i>
Techniques	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay]	<ul style="list-style-type: none"> know how to design and create printing blocks know how to overprint to create different patterns know how to create an accurate print design following given criteria. (using 4 or more colours) 	<ul style="list-style-type: none"> know how to use shading to create mood and feeling to know hot, cold, harmonious (colours that are next to each other on the spectrum) and complimentary colours (colours opposite each other on the spectrum) know which media to use to create maximum impact use a full range of pencils, charcoal or pastels when creating a piece of observational art 
		<i>reverse print, negative print, overprint harmonious, complimentary</i>	<i>reverse print, negative print, overprint harmonious, complimentary</i>
Study of great artists	Know about great artists, architects and designers in history.	Range of Mayan art including tiles	David Hockney
		<ul style="list-style-type: none"> explain the style and techniques of art used in their own work and how it has been influenced by a famous artist understand what a specific artist is trying to achieve in a given situation 	<ul style="list-style-type: none"> explain the style and techniques of art used in their own work and how it has been influenced by a famous artist understand what a specific artist is trying to achieve in a given situation

- understand why art can be very abstract and what message the artist is trying to convey



Influence, effect, style, abstract/ realism, message/intent

- understand why art can be very abstract and what message the artist is trying to convey



Influence, effect, style, abstract/ realism, message/intent