



# Burbage Primary School Art and Design Curriculum

## Intent

At Burbage Primary school we aim to inspire and encourage our children to experiment and develop the confidence to invent their own works of art. Our curriculum has been designed to give pupils the opportunity to nurture their ability, encourage and expand their talent and interests, express their ideas and thoughts about the world, as well as building on their cultural capital by learning about art and artists across cultures and through history. Our scheme supports pupils to meet the National curriculum end of key stage attainment targets.

## Implementation

Our scheme of work designed with five strands that run throughout, generating ideas, using sketchbooks, making skills, including formal elements (line, shape, tone, texture, pattern, colour), knowledge of artists and evaluating and analysing. Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

Drawing	Painting and mixed-media
Sculpture and 3D	Craft and design

## Curriculum Overview

Year 1	Make your mark	Paper play	Colour splash
Year 2	Map it out	Life in colour	Clay houses
Year 3	Growing artists	Ancient Egyptian scrolls	Abstract shape and space
Year 4	Power prints	Light and dark	Fabric of nature
Year 5	Interactive installation	I need space	Portraits
Year 6	Photo opportunity	Make my voice heard	Making memories

Y1	Make your mark	Paper planes	Colour splash			
Skills	<p><b>Pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• Hold and use drawing tools in different ways to create different lines and marks.</li> <li>• Create marks by responding to different stimulus such as music.</li> <li>• Overlap shapes to create new ones.</li> <li>• Use mark making to replicate texture.</li> <li>• Look carefully to make an observational drawing.</li> <li>• Complete a continuous line drawing.</li> </ul> <p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>• Make choices about which materials to use to create an effect.</li> <li>• Develop observational skills to look closely and reflect surface texture.</li> </ul>	<p><b>Pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• Roll and fold paper.</li> <li>• Cut shapes from paper and card.</li> <li>• Cut and glue paper to make 3D structures.</li> <li>• Decide the best way to glue something.</li> <li>• Create a variety of shapes in paper, eg spiral, zig-zag.</li> <li>• Make larger structures using newspaper rolls.</li> </ul> <p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>• Explore and analyse a wider variety of ways to join and fix materials in place</li> </ul>	<p><b>Pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• Combine primary coloured materials to make secondary colours.</li> <li>• Mix secondary colours in paint.</li> <li>• Choose suitable sized paint brushes.</li> <li>• Clean a paintbrush to change colours.</li> <li>• Print with objects, applying a suitable layer of paint to the printing surface.</li> <li>• Overlap paint to mix new colours.</li> <li>• Use blowing to create a paint effect.</li> <li>• Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</li> </ul> <p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>• Make choices about which materials to use to create an effect.</li> </ul>			
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<b>Knowledge of Artists</b>						
<p><b>Pupils are taught:</b></p> <p>Some artists are influenced by things happening around them. Sometimes artists concentrate on how they are making something rather than what they make. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make.</p> <p><b>So they can:</b></p> <p>Understand how artists choose materials based on their properties to achieve certain effects.</p>						

Y2	Map it out	Life in colour	Clay houses
<b>Skills</b>	<p><b>Pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• Draw a map to illustrate a journey.</li> <li>• Separate wool fibres ready to make felt.</li> <li>• Lay wool fibres in opposite directions to make felt.</li> <li>• Roll and squeeze the felt to make the fibres stick together.</li> <li>• Add details to felt by twisting small amounts of wool.</li> <li>• Choose which parts of their drawn map to represent in their 'stained glass'.</li> <li>• Overlap cellophane/tissue to create new colours.</li> <li>• Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</li> <li>• Apply paint or ink using a printing roller.</li> <li>• Smooth a printing tile evenly to transfer an image.</li> <li>• Try out a variety of ideas for adapting prints into 2D or 3D artworks.</li> </ul> <p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Further demonstrate increased control with a greater range of media.</li> <li>• Make choices about which materials and techniques to use to create an effect.</li> <li>• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> </ul>	<p><b>Pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• Mix a variety of shades of a secondary colour.</li> <li>• Make choices about amounts of paint to use when mixing a particular colour.</li> <li>• Match colours seen around them.</li> <li>• Create texture using different painting tools.</li> <li>• Make textured paper to use in a collage.</li> <li>• Choose and shape collage materials eg cutting, tearing.</li> <li>• Compose a collage, arranging and overlapping pieces for contrast and effect.</li> <li>• Add painted detail to a collage to enhance/improve it.</li> </ul> <p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Further demonstrate increased control with a greater range of media.</li> <li>• Make choices about which materials and techniques to use to create an effect.</li> <li>• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> <li>• Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</li> </ul>	<p><b>Pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• Smooth and flatten clay.</li> <li>• Roll clay into a cylinder or ball.</li> <li>• Make different surface marks in clay.</li> <li>• Make a clay pinch pot.</li> <li>• Mix clay slip using clay and water.</li> <li>• Join two clay pieces using slip.</li> <li>• Make a relief clay sculpture.</li> <li>• Use hands in different ways as a tool to manipulate clay.</li> <li>• Use clay tools to score clay.</li> </ul> <p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Further demonstrate increased control with a greater range of media.</li> <li>• Make choices about which materials and techniques to use to create an effect.</li> <li>• Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> <li>• Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</li> </ul>
<b>Knowledge</b>			
<p><b>Colour</b> Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone'). Colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <p><b>Form</b> That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.</p>			

**Shape**

Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be made using shapes.

**Pattern**

Patterns can be used to add detail to an artwork.

**Texture**

Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.

### Knowledge of Artists

Pupils are taught:

- Some artists create art to make people aware of good and bad things happening in the world around them.
- Art can be figurative or abstract.
- Artists try out different combinations of collage materials to create the effect they want.
- Artists can use the same material (felt) to make 2D or 3D artworks.
- Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.

So they can:

- Talk about art they have seen using some appropriate subject vocabulary.
- Create work from a brief, understanding that artists are sometimes commissioned to create art.
- Create and critique both figurative and abstract art, recognising some of the techniques used.
- Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.

Y3	Growing artists	Ancient Egyptian Scrolls	Abstract Shape and Space	
Skills	<p><b>Pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• Use shapes identified within in objects as a method to draw.</li> <li>• Create tone by shading.</li> <li>• Achieve even tones when shading.</li> <li>• Make texture rubbings.</li> <li>• Create art from textured paper.</li> <li>• Hold and use a pencil to shade.</li> <li>• Tear and shape paper.</li> <li>• Use paper shapes to create a drawing.</li> <li>• Use drawing tools to take a rubbing.</li> <li>• Make careful observations to accurately draw an object.</li> <li>• Create abstract compositions to draw more expressively.</li> </ul> <p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>• Use hands and tools confidently to cut, shape and join materials for a purpose.</li> <li>• Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> </ul>	<p><b>Pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• Use a sketchbook to research a subject using different techniques and materials to present ideas.</li> <li>• Construct a new paper material using paper, water and glue</li> <li>• Use symbols to reflect both literal and figurative ideas.</li> <li>• Produce and select an effective final design.</li> <li>• Make a scroll.</li> <li>• Make a zine.</li> <li>• Use a zine to present information.</li> </ul> <p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>• Use hands and tools confidently to cut, shape and join materials for a purpose.</li> </ul>	<p><b>Pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• Join 2D shapes to make a 3D form.</li> <li>• Join larger pieces of materials, exploring what gives 3D shapes stability.</li> <li>• Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.</li> <li>• Identify and draw negative spaces.</li> <li>• Plan a sculpture by drawing.</li> <li>• Choose materials to scale up an idea.</li> <li>• Create different joins in card eg. slot, tabs, wrapping.</li> <li>• Add surface detail to a sculpture using colour or texture.</li> <li>• Display sculpture.</li> </ul> <p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>• Use hands and tools confidently to cut, shape and join materials for a purpose.</li> <li>• Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> </ul>	
	Knowledge			
<p><b>Colour</b> Using light and dark colours next to each other creates contrast.</p> <p><b>Form</b> Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract.</p> <p><b>Shape</b> Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art.</p>		<p><b>Line</b> Using different tools or using the same tool in different ways can create different types of lines.</p> <p><b>Pattern</b> Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Surface rubbings can be used to add or make patterns.</p>	<p><b>Texture</b> Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic.</p>	<p>Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>

## Knowledge of Artists

Pupils are taught:

- Art from the past can give us clues about what it was like to live at that time.
- The meanings we take from art made in the past are influenced by our own ideas.
- Artists have different materials available to them depending on when they live in history.
- Artists can make their own tools.
- Artists experiment with different tools and materials to create texture.
- Artists can work in more than one medium.
- Artists make decisions about how their work will be displayed.

So they can:

- Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.
- Consider how to display art work, understanding how artists consider their viewer and the impact on them.

Y4	Power Prints	Light and Dark	Fabric of Nature
Skills	<p><b>Pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• Use pencils of different grades to shade and add tone.</li> <li>• Hold a pencil with varying pressure to create different marks.</li> <li>• Use observation and sketch objects quickly.</li> <li>• Draw objects in proportion to each other.</li> <li>• Use charcoal and a rubber to draw tone.</li> <li>• Use scissors and paper as a method to 'draw'.</li> <li>• Make choices about arranging cut elements to create a composition.</li> <li>• Create a wax resist background.</li> <li>• Use different tools to scratch into a painted surface to add contrast and pattern.</li> <li>• Choose a section of a drawing to recreate as a print.</li> <li>• Create a monoprint.</li> </ul> <p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>• Use growing knowledge of different materials, combining media for effect.</li> <li>• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul>	<p><b>Pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• Mix a tint and a shade by adding black or white.</li> <li>• Use tints and shades of a colour to create a 3D effect when painting.</li> <li>• Apply paint using different techniques e.g. stippling, dabbing, washing.</li> <li>• Choose suitable painting tools.</li> <li>• Arrange objects to create a still life composition.</li> <li>• Plan a painting by drawing first.</li> <li>• Organise painting equipment independently, making choices about tools and materials.</li> </ul> <p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul>	<p><b>Pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• That a mood board is a visual collection which aims to convey a general feeling or idea.</li> <li>• That batik is a traditional fabric decoration technique that uses hot wax.</li> <li>• Select imagery and use as inspiration for a design project.</li> <li>• To know how to make a mood board.</li> <li>• Recognise a theme and develop colour palettes using selected imagery and drawings.</li> <li>• Draw small sections of one image to docs on colours and texture.</li> <li>• Develop observational drawings into shapes and pattern for design.</li> <li>• Transfer a design using a tracing method.</li> <li>• Make a repeating pattern tile using cut and torn paper shapes.</li> <li>• Use glue as an alternative batik technique to create patterns on fabric.</li> <li>• Use materials, like glue, in different ways depending on the desired effect.</li> <li>• Paint on fabric.</li> <li>• Wash fabric to remove glue to finish a decorative fabric piece.</li> </ul> <p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Use growing knowledge of different materials, combining media for effect.</li> <li>• Use more complex techniques to shape and join materials, such as carving and modelling wire.</li> </ul>
	<b>Knowledge</b>		
<p><b>Colour</b> Adding black to a colour creates a shade. Adding white to a colour creates a tint.</p> <p><b>Form</b> Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p><b>Shape</b> How to use basic shapes to form more complex shapes and patterns.</p>		<p><b>Line</b> Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> <p><b>Pattern</b> Patterns can be irregular and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> <p><b>Texture</b> How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p><b>Tone</b> That using lighter and darker tints and shades of a colour can create a 3D effect.  Tone can be used to create contrast in an artwork.</p>	

## Knowledge of Artists

Pupils are taught:

- Designers can make beautiful things to try and improve people's everyday lives.
- How and where art is displayed has an effect on how people interpret it.
- Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.
- Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.
- Artists and designers sometimes choose techniques based on the time and money available to them.
- Artists use drawing to plan ideas for work in different media.

So they can:

- Use subject vocabulary confidently to describe and compare creative works.
- Understand how artists use art to convey messages through the choices they make.
- Work as a professional designer does, by collating ideas to generate a theme.

Y5	Interactive Installation	I need space	Portraits			
<b>Skills</b>	<p><b>Pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</li> <li>• Try out ideas on a small scale to assess their effect.</li> <li>• Use everyday objects to form a sculpture.</li> <li>• Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</li> <li>• Try out ideas for making a sculpture interactive.</li> <li>• Plan an installation proposal, making choices about light, sound and display.</li> </ul> <p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>• Combine a wider range of media, eg photography and digital art effects.</li> <li>• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> </ul>	<p><b>Pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• What print effects different materials make.</li> <li>• Analyse an image that considers impact, audience and purpose.</li> <li>• Draw the same image in different ways with different materials and techniques.</li> <li>• Make a collagraph plate.</li> <li>• Make a collagraph print.</li> <li>• Develop drawn ideas for a print.</li> <li>• Combine techniques to create a final composition.</li> <li>• Decide what materials and tools to use based on experience and knowledge.</li> </ul> <p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>• Combine a wider range of media, e.g. photography and digital art effects.</li> <li>• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> </ul>	<p><b>Pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• Develop a drawing into a painting.</li> <li>• Create a drawing using text as lines and tone.</li> <li>• Experiment with materials and create different backgrounds to draw onto.</li> <li>• Use a photograph as a starting point for a mixed-media artwork.</li> <li>• Take an interesting portrait photograph, exploring different angles.</li> <li>• Adapt an image to create a new one.</li> <li>• Combine materials to create an effect.</li> <li>• Choose colours to represent an idea or atmosphere.</li> <li>• Develop a final composition from sketchbook ideas.</li> </ul> <p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>• Combine a wider range of media, e.g. photography and digital art effects.</li> <li>• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> </ul>			
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## Knowledge of Artists

Pupils are taught:

Artists are influenced by what is going on around them; for example culture, politics and technology.

Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.

How an artwork is interpreted will depend on the life experiences of the person looking at it.

Artists use self-portraits to represent important things about themselves.

Artists create works that make us question our beliefs.

Artists can choose their medium to create a particular effect on the viewer.

Artists can combine materials; for example digital imagery with paint or print.

Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.

So they can:

Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

Discuss how artists create work with the intent to create an impact on the viewer.

Consider what choices can be made in their own work to impact their viewer.

Y6	Photo Opportunity	Make my voice heard	Making Memories			
Skills	<p><b>Pupils are taught to:</b>            How different materials can be used to produce photorealistic artwork.            That macro photography is showing a subject as larger than it is in real life.</p> <ul style="list-style-type: none"> <li>• Create a photomontage.</li> <li>• Create artwork for a design brief.</li> <li>• Use a camera or tablet for photography.</li> <li>• Identify the parts of a camera.</li> <li>• Take a macro photo, choosing an interesting composition.</li> <li>• Manipulate a photograph using photo editing tools.</li> <li>• Use drama and props to recreate imagery.</li> <li>• Take a portrait photograph.</li> <li>• Use a grid method to copy a photograph into a drawing.</li> </ul> <p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</li> <li>• Combine materials and techniques appropriately to fit with ideas.</li> </ul>	<p><b>Pupils are taught to:</b>            Gestural and expressive ways to make marks.            Effects different materials make.            The effects created when drawing into different surfaces</p> <ul style="list-style-type: none"> <li>• Use symbolism as a way to create imagery.</li> <li>• Combine imagery into unique compositions.</li> <li>• Achieve the tonal technique called chiaroscuro.</li> <li>• Make handmade tools to draw with.</li> <li>• Use charcoal to create chiaroscuro effects.</li> </ul> <p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</li> <li>• Combine materials and techniques appropriately to fit with ideas.</li> <li>• Work in a sustained way over several sessions to</li> <li>• complete a piece.</li> </ul>	<p><b>Pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• Translate a 2D image into a 3D form.</li> <li>• Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</li> <li>• Manipulate cardboard to create different textures.</li> <li>• Make a cardboard relief sculpture.</li> <li>• Make visual notes to generate ideas for a final piece.</li> <li>• Translate ideas into sculptural forms.</li> </ul> <p><b>So they can:</b></p> <ul style="list-style-type: none"> <li>• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</li> <li>• Combine materials and techniques appropriately to fit with ideas.</li> <li>• Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</li> </ul>			
	Knowledge					
<table border="0" style="width: 100%;"> <tr> <td style="width: 33%; vertical-align: top;"> <p><b>Colour</b>            A ‘monochromatic’ artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.</p> <p><b>Form</b>            The surface textures created by different materials can help suggest form in two-dimensional artwork.</p> <p><b>Shape</b>            How an understanding of shape and space can support creating effective composition.</p> </td> <td style="width: 33%; vertical-align: top;"> <p><b>Line</b>            How line is used beyond drawing and can be applied to other art forms.</p> <p><b>Pattern</b>            Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> </td> <td style="width: 33%; vertical-align: top;"> <p><b>Tone</b>            That chiaroscuro means ‘light and dark’ and is a term used to describe high-contrast images.</p> </td> </tr> </table>				<p><b>Colour</b>            A ‘monochromatic’ artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.</p> <p><b>Form</b>            The surface textures created by different materials can help suggest form in two-dimensional artwork.</p> <p><b>Shape</b>            How an understanding of shape and space can support creating effective composition.</p>	<p><b>Line</b>            How line is used beyond drawing and can be applied to other art forms.</p> <p><b>Pattern</b>            Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>	<p><b>Tone</b>            That chiaroscuro means ‘light and dark’ and is a term used to describe high-contrast images.</p>
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## Knowledge of Artists

Pupils are taught:

- Artists can use symbols in their artwork to convey meaning.
- Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.
- Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new.
- Art can be a form of protest.
- Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time.
- Art sometimes creates difficult feelings when we look at it.
- Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.
- Artists can use materials to respond to a feeling or idea in an abstract way.
- Artists take risks to try out ideas; this can lead to new techniques being developed.
- Artists can make work by collecting and combining ready-made objects to create 'assemblage'.
- Artforms are always evolving as materials and techniques

So they can:

- Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
- Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.
- Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.