

ART AND CRAFT KNOWLEDGE	Early Years	KS1 (Y1)	KS1 (Y2)	KS2 (Y3)	KS2 (Y4)	KS2 (Y5)	KS2 (Y6)
<p>ELEMENTS: LINE: Connects two points – straight, wavy, angular, free, wide, narrow... SHAPE: 2D; geometric or organic. COLOUR: pigment FORM: 3D shape SPACE: area surrounding or filling a piece of artwork. VALUE: Lightness/ darkness (also called tone). TEXTURE: actual or implied nature of a surface.</p>	<p>Use everyday language to talk about and use the 7 elements of art.</p>	<p>REMEMBER <i>(Recalling basic info with limited understanding)</i></p> <p>Describe use of the 7 elements of art looking at range of art work</p>	<p>UNDERSTAND <i>(Showing understanding of concepts)</i></p> <p>Exemplify the 7 elements of art by focusing on them one at a time e.g. by comparing how line has been used in two different works of art.</p>	<p>APPLY <i>(Using in a new situation)</i></p> <p>Classify works of art by applying a knowledge of the 7 elements.</p>	<p>ANALYSE <i>(Breaking info into parts through examination)</i></p> <p>Deconstruct how the 7 elements have been applied in a particular work of art.</p>	<p>EVALUATE <i>(Judge the value of something)</i></p> <p>Judge the use of the 7 elements in different works of art.</p>	<p>CREATE <i>(Hypothesise a new point of view)</i></p> <p>Produce a presentation collating knowledge about the 7 elements.</p>
<p>COLOUR THEORY</p>	<p>Name colours including black , grey, white. Extend e.g. pink, burgundy, crimson etc</p>	<p>PRIMARY COLOURS:red, yellow, blue. SECONDARY COLOURSorange, green, purple.</p>	<p>HUES: red, yellow, blue, orange, purple, green.</p>	<p>TINTS: Adding white to any hue or mixture of hues. All tints are paler than the original hue.</p>	<p>SHADES: Adding black to any hue. All shades are darker than the original hue.</p>	<p>TONES: Adding grey to any hue. All tones are darker than the original hue.</p>	<p>TERTIARY COLOURS: primary hue + secondary hue adjacent to it on colour wheel.</p>
<p>HISTORY: Responding to art. Recognising some of the trends in the development of Western Art. Building a sense of chronology.</p>	<p>What can you see? How does it make you feel? What do you like/ dislike?</p>	<p>What is happening? What is the emotion? What is your opinion?</p>	<p>How realistic is it? What message is the artist sharing?</p>	<p>REALISM (since 14th Century)</p>	<p>IMPRESSIONISM (19th Century)</p>	<p>EXPRESSIONISM (19th – 20th Century)</p>	<p>ABSTRACT (20th Century)</p>
<p>Recognising styles from around the world.</p>	<p>AFRICA</p>	<p>AUSTRALASIA</p>	<p>AUSTRALASIA</p>	<p>ASIA</p>	<p>ASIA</p>	<p>SOUTH AMERICA</p>	<p>SOUTH AMERICA</p>
<p>ARTISTS: Children to learn about at least two different artists per year: one male and one female, chosen from the following lists. If teachers wish to deviate from the lists, artists from higher years may not be used. The lists have been compiled to represent different genders, media and nationalities.</p>	<p>Claude Monet Piet Mondrian Georges Seurat Eric Carle Maurice Sendak <i>Emily Carr</i> <i>Shirley Hughes</i> <i>Aelita Andre</i> <i>Beatrix Potter</i> <i>Tove Jansson</i> <i>Cicely Mary Barker</i></p>	<p>Vincent Van Gogh Henri Rousseau Quentin Blake William Morris</p> <p><i>Barbara Hepworth</i> <i>Lauren Child</i> <i>Helen</i> <i>Frankenthaler</i> <i>Faith Ringgold</i></p>	<p>Pablo Picasso Salvador Dali Andy Galsworthy Joan Miro</p> <p><i>Georgia O’Keefe</i> <i>Jeannie Baker</i> <i>Queenie McKenzie</i> <i>Giovanna Garzoni</i></p>	<p>Gustav Klimt Andy Warhol Alberto Giacometti Antoni Gaudi Hokusai</p> <p><i>Suzanne Valada</i> <i>Shinique Smith</i> <i>Frida Kahlo</i> <i>Laura Carlin</i></p>	<p>Paul Cezanne Wassily Kandinsky Anthony Gormley Ian Berry</p> <p><i>Artemesia</i> <i>Gentileschi</i> <i>Sena Runa</i> <i>Shahira Fahmy</i> <i>Dayanita Singh</i></p>	<p>David Hockney Leonardo da Vinci Richard Shilling Frank Lloyd-Wright</p> <p><i>Yayoi Kusamen</i> <i>Tracey Emin</i> <i>Lucy Poskitt</i> <i>Sonia Boyce</i></p>	<p>Paul Klee Jackson Pollock Anish Kapoor Roy Lichtenstein</p> <p><i>Maya Lin</i> <i>Kara Walker</i> <i>Zaha Hadid</i> <i>Shiron Neshat</i></p>