



ISS

SINGAPORE CAMPUS

Realising Potential

VISUAL ARTS

K-12 LEARNING OUTCOMES & BENCHMARKS



Learning Outcomes and Benchmarks

Below you will find the Learning Outcomes and Benchmarks for the International Baccalaureate Primary Years Programme, Middle Years Programme and Diploma Programme at ISS.

This document covers the Learning Outcomes and Benchmarks that will be covered from Kindergarten to Grade 12 at ISS.

It is an important document in ensuring that the students at ISS have a World Class education. An education that provides an ever deepening level of understanding of the world from when they join us to when they leave.

Explanation of terms:

Different curriculum use the terms Outcomes and Benchmarks in slightly different ways. At ISS we use the terms to mean:

Learning Outcomes: the concepts, skills, attributes and knowledge that a student in the relevant Grade Level is expected to understand, demonstrate and apply.

Learning outcomes complete the statement: students will be able to

Benchmarks: specific performance indicators for each grade level

Benchmarks complete the statement: students will be able to show their understanding by

It is important to note that a Learning Outcome is not a limitation. Through differentiated teaching teachers ensure that all students are given the maximum opportunity to reach the Learning Outcomes for their Grade Level and to extend those who are capable of surpassing the Learning Outcomes.

Learning Outcomes and Benchmarks,

Subject: VISUAL ARTS

Strand: CREATING

Grade / Phase	Learning Outcomes <i>Students will be able to...</i>	Benchmarks <i>Evidence will be shown by...</i>
12	<ul style="list-style-type: none">· Develop the skills and techniques of visual investigation· Explore art concepts· Explore art elements· Develop confidence and expertise in the use of various media· Extend knowledge of design· Make connections between ideas and practice	<ul style="list-style-type: none">· Creating a portfolio of original artworks using a variety of techniques, styles, and approaches to art making.· Developing personal artworks in response to a variety of cultural and historical stimuli.· Demonstrating the development of creative ideas and personal expression.· Modifying and refining artworks towards greater resolution or refinement.· Improving technical skills.· Developing artworks independently.· Creating an exhibit of final studio artworks.
11	<ul style="list-style-type: none">· Develop the skills and techniques of visual investigation· Explore art concepts· Explore art elements· Develop confidence and expertise in the use of various media·	<ul style="list-style-type: none">· Beginning the creation of a portfolio of original artworks using a variety of techniques, styles, and approaches to art making.· Developing personal artworks in response to a variety of cultural and historical stimuli.· Demonstrating the development of creative ideas and personal expression.

	<ul style="list-style-type: none"> · Extend knowledge of design · Make connections between ideas and practice 	<ul style="list-style-type: none"> · Modifying and refining artworks towards greater resolution or refinement. · Improving technical skills. · Beginning to develop artworks independently.
10	<ul style="list-style-type: none"> · Develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions · Apply skills, techniques and processes to create art 	<ul style="list-style-type: none"> · Demonstrating current level of technical, perceptual and conceptual skills via a realistic and imaginative drawing in selected media. · Analysing the human head and facial features. · Demonstrating the use of basic shapes and proportions in portraiture. · Practicing a variety of charcoal techniques. · Using direct observation as a source for making art. · Demonstrating both black-on-white and white-on-black techniques for rendering illusionistic form. · Creating original artwork using a triad colour scheme. · Experimenting with multiple media. · Using photographic images as sources for making art. · Demonstrating understanding of frottage and collage in an original artwork. · Searching for and utilizing, in an artwork, actual texture in the everyday environment.

		<ul style="list-style-type: none"> · Transforming actual texture into visual texture. · Thoughtfully using value and composition to develop a collage or frottage. · Creating an artwork in a representational style. · Utilizing some form of distortion. · Composing artwork in a circular format.
9	<ul style="list-style-type: none"> · Develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions · Apply skills, techniques and processes to create art 	<ul style="list-style-type: none"> · Selecting appropriate materials based on brainstorming and design development. · Safely applying methods and techniques for using a craft knife to cut assorted materials. · Safely applying methods and techniques for using a hot-glue gun to join assorted materials. · Completing a 3-dimensional object utilizing a variety of materials. · Practicing thoughtful observational skills. · Practicing drawing lightly and drawing life-size. · Visually analysing forms based on geometric shapes. · Rendering 3-dimensional forms as simplified geometric shapes. · Developing attention to vertical lines, angles, ellipses and circles. · Understand and demonstrating how light affects form.

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| | | <ul style="list-style-type: none">· Interpreting light as a range of values.· Changing local colour into a range of values.· Utilizing shading to indicate a range of values.· Attempting to draw positive shapes from the perception of negative space.· Considering composition on the picture plane.· Developing a habit of self-correction.· Practicing thorough erasing.· Learning a simple book-making technique.· Learning or reviewing the seven Elements of Art.· Developing definitions, illustrations and/or examples for each Element of Art.· Creating an illustration based on text.· Practicing brainstorming visual ideas.· Utilizing text as a major design element.· Combining image and text into a cohesive composition.· Creating a low-relief sculpture using repetition.· Demonstrating understanding of pattern and variety. |
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		<ul style="list-style-type: none"> · Safely applying methods and techniques for using an exacto knife. · Using a graphite image-transfer process. · Beginning to understand image reversal in printmaking. · Translating a range of values into only two values – black & white. · Exploring texture as a means to depict values. · Creating both identical multiples (editions) and varied multiples using a printmaking process. · Safely applying basic methods and techniques for a printmaking process.
8	<ul style="list-style-type: none"> · Develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions · Apply skills, techniques and processes to create and/or present art 	<ul style="list-style-type: none"> · Designing and creating an original 3D object using a range of materials. · Applying paint in a monochromatic colour scheme. · Creating an artwork in paint on canvas linked to an art historical style. · Learning or reviewing the seven Elements of Art.
7	<ul style="list-style-type: none"> · Develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions · Apply skills, techniques and processes to create and/or present art 	<ul style="list-style-type: none"> · Designing a 2D self-portrait. · Creating an artwork using collage processes. · Identifying personal symbols and incorporate into an artwork. · Creating lino print based on an art historical style.
6	<ul style="list-style-type: none"> · Demonstrates understanding of 2D to 3D forms in elements of art. 	<ul style="list-style-type: none"> · Designing and creating a mixed media artwork using a range of texture based materials.

- Understands significance of symbolism in subjects.
- Demonstrates understanding of symbolism in colours.
- Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts
- Demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes
- Communicate a critical understanding of the art form studied in the context of their own artwork
- Develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions
- Apply skills, techniques and processes to create and/or present art
- Reflect critically on their own artistic development and processes at different stages of their work
- Use feedback to inform their own artistic development and processes
- Show commitment in using their own artistic processes
- Be receptive to art practices and artworks from various cultures, including their own

- Designing and creating a mosaic artwork.

<p>5</p>	<ul style="list-style-type: none"> · Identify and apply different colour families for effect. · Develop an idea from an observational drawing. · Apply line and colour to make a print based on their own observational drawing. · Personal experiences provide the sparks for artistic creation. · Understand that colour can be used to affect our emotional response to a piece of artwork. · Transform images from a flat 2 dimensional plane to 3 dimensional planes in space. · Create the illusion of a 3 dimensional form using TONE AND LINE. · Understand that form gives us the illusion of an object occupying space like a 3 dimensional object. 	<ul style="list-style-type: none"> · Create an organic design which is ordered going from hot, cool to cold colours. · Create a surrealist landscape using hot and cold colours. · Create a piece of artwork based on an observational drawing of a fingerprint. · Create a 2 colour Styrofoam print based on their observational drawing of a fingerprint. · Create a piece of artwork from their own experiences that reflect a mood of conflict through the application of colour. · Use colour to produce a personal piece of artwork which expresses an emotion or feeling. · Construct a 2D image in a 3D sculptural form · Construct a sculpture from 2 dimensional drawings. · Create a simple still life composition which has combined elements of tone and line to create the illusion of 3 dimensional forms using chalk and charcoal. · Produce an artwork using line to create a 3 dimensional illusion Still life composition with 3 objects in chalk and charcoal
<p>4</p>	<ul style="list-style-type: none"> · Demonstrate knowledge and understanding of an art movement in relation to societal, cultural, historical and personal contexts. · Know that landscape and seascapes have been a source of inspiration for artists. 	<ul style="list-style-type: none"> · Create an artwork that has cultural context. · Create a landscape painting of a place that you know. · Create a piece of abstract artwork in the form of a life map that reflects feelings and emotions from significant events.

	<ul style="list-style-type: none"> · Understand that new colours can be created by combining different coloured dots together. · Understand that light can be used to express a sense of place. · Colour can be used and manipulated by artists in a symbolic and expressive way. · Identify, plan and make specific choices of materials, tools and processes 	<ul style="list-style-type: none"> · Design and create a model through the papier mâché process. · Create a mod rock figure suggesting movement.
3	<ul style="list-style-type: none"> · Explore collage techniques through a range of artists. Understand differences between geometric and organic shapes used in these artworks. · Demonstrate an understanding that space can be created positively and negatively. · Demonstrate an understanding of composition · Understand the different ways artists create portraits · Artists are influenced by a range of cultures · Identify, plan and make specific choices of materials, tools and processes 	<ul style="list-style-type: none"> · Create a Matisse style collage where colour, line, shape and space are combined effectively. · Design and create a Notan style collage. · Create a mixed media still life composition. · Create a self-portrait. · Design and make a piece of artwork that reflects another culture.
2	<ul style="list-style-type: none"> · Understand that colour is the most expressive element in art and can be used to express mood and emotion. Explore the idea through a range of iconic artists. · Architecture represents place and time when it was built. 	<ul style="list-style-type: none"> · Create a self-portrait that conveys the emotion of fear. · Create a 3 dimensional model of a redesigned HDB building in HUNDERTWASSER style · Children create an Aboriginal style artwork.

	<ul style="list-style-type: none"> · Demonstrates an understanding of colour, symbols and images can be combined in artworks to convey meaning' · Understand that images convey meaning. · Understand that photographic images with captions can create new perspectives for the viewer. 	<ul style="list-style-type: none"> · Create a group collage using currency symbols · Produce a piece of artwork that combines elements of image and text. · Make and illustrate a story for a younger grade level. · Produce 4 photographic images from around the school with captions.
1	<ul style="list-style-type: none"> · Identify the textural qualities in works of art and understand that artists simulate a range of textures to express their ideas and emotions. · Understand that lines can give the impression of movement, flashing, vibrations, patterns or hidden images. · Understand that images and ideas from our imagination can be expressed in many ways. · Demonstrate an understanding of proportion and scale. · Surrealism manipulates scale to create a dreamlike image. · Understand that cultural traditions can be preserved in artwork, and can help people express their identities. · Facial expressions can communicate emotions. 	<ul style="list-style-type: none"> · Create a textured composition STARRY NIGHT SINGAPORE in Van Gogh style using oil pastel. · Produce a piece of OP ART. · Create a surreal collage using images from magazines · Create a surreal collage composition using photographic images from magazines that are combined and arranged in an imaginative way. · Create a Magritte style 3D MAQUETTE of a room where the scale of the objects is changed. · Create a Mehndi design using Rangoli patterns for your hand and explain their role in Diwali celebrations · Create an Arabic radial design which combines Arabic patterns, symmetry and calligraphy. · Create an Arabic tile using card and paper mosaic patterns that reflect symmetrical patterns. · Design and make a simple puppet from one of the characters in the story. Make a performance using a simple script.

<p>K2</p>	<ul style="list-style-type: none"> · Understand that colours can be hot or cold and they are opposite each other on the colour wheel. · Identify that there are 3 primary colours. · Understand that secondary colours can be made from mixing together primary colours. · Understand that a rainbow is made from primary and secondary colours. · Recognize that colours that are opposite each other on the colour wheel are COMPLIMENTARY, · Understand that complimentary colours are visually more effective when placed together · Recognize that streamlined shapes make interesting silhouettes. · Understand the process of recreating an image through a printing technique. · Understand that nature can be a source of inspiration in art. · Recognise and identify patterns from observational drawing. · Understand that materials have specific properties and can be joined together to make an artwork. · Understand that choosing materials according to their properties is important in design. · Recognize that clay is a material that can be easily manipulated 	<ul style="list-style-type: none"> · Make a group collage in either hot or cold colours. · Compose a Mondrian style artwork with strips of black paper and 3 primary colours. · Make a colour wheel Pizza. Add a range of materials to create the textures. · Make a rainbow composition including a range of elements like clouds, rain, puddles. · Make an abstract composition using oil pastel and watercolour. · Produce a foam board NOTAN collage using 2 complimentary colours · Create an underwater composition using overlapping tissue paper and black card silhouettes. · Produce a quick print using fish shapes. · Fabric collage for Henri Rousseau style artwork. · Create a composition with a background that camouflages an animal. · Shell drawings in ink and watercolour. · Construct a piece of sculpture that has up to 6 materials joined together. · Design and construct houses for the 3 Little Pigs (groups) · Clay self-portrait faces on air dry clay painted with poster paint.
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	<p>to create 3 dimensional artwork.</p> <ul style="list-style-type: none"> · Understand that plaster changes state from a liquid to a solid and the material can be carved. · Some materials can be manipulated and be made into new shapes. · Select tools, materials and processes for specific purposes 	<ul style="list-style-type: none"> · Plaster of Paris carved paper weights. · Construct a wire sculpture. · Design and make a distorted monster face. · Create a mixed media collage
K1	<ul style="list-style-type: none"> · Recognize that colours can be hot or cold. · Understand that colours that are opposite each other are hot and cold · Colours are ordered and we can see this in a rainbow. · Understand that primary colours are used to make secondary colours. · Understand that a rainbow can be made from 3 primary colours · Understand that colours are used in stories and they can provide us with inspiration to create our own artwork. · Understand that opposite colours can be used effectively in artwork. · Understand that some animals can change colour depending on their environment · Recognize that Light is used as a theme in celebrations around the world. 	<ul style="list-style-type: none"> · In two groups children produce a large abstract mural using either hot or cold colours · Produce a Paper weaving using colours in the order of the rainbow. · Make a colour wheel clock. · Children create a rainbow composition in the context of Singapore · Children create their own rainbow fish with a background using a range of materials. · Make a hungry Caterpillar using pom poms in the colours of the rainbow · Make a bird of paradise 2 complimentary colours. · Create a mixed up chameleon using a range of materials. · Make a Deepavali (festival of light) decoration. · Make a simple stained glass window using card and tissue.

- Identify that some materials allow light to pass through (transparent)
- Understand that in nature light is produced from a range of sources.
- Understand that the moon is a source of light and that it changes shape.
- Understand that some animals produce light.
- Recognize that light changes at different times of the day.
- Recognize that silhouettes can be created when opaque objects are placed against a light source.
- 3 dimensional structures can be made out of a range of materials
- Recognize that dots can be used to create an image.
- Recognise patterns in nature.

- Create a Singapore thunder and lightning composition in paint.
- Create a Collage based on the ideas in the book by Eric Carle PAPA PLEASE GIVE ME THE MOON.
- Each pair chooses one scene from the story.
- Construct 3D fireflies made from tissue and pipe cleaners.
- Create sunrise and sunset compositions in watercolour.
- Create a Singapore skyline composition in mixed media using overlapped tissue
- Design and construct a tower for RAPUNZEL out of card and other materials.
- Use a range of coloured dots to create a piece of artwork.
- Make a spiders web using a range of materials

Learning Outcomes and Benchmarks

Subject: VISUAL ARTS

RESPONDING

Grade/ Phase	Learning Outcomes <i>Students will be able to ...</i>	Benchmarks <i>Evidence will be shown by...</i>
12	<ul style="list-style-type: none">· Develop the skills and techniques of investigation—both visual and written· Relate art to its cultural and historical contexts· Explore art concepts· Explore art elements· Develop and use the processes of art criticism and analysis· Extend their knowledge of design· Extend individual investigation to inform practical work· Make connections between ideas and practice—both their own and others'	<ul style="list-style-type: none">· Researching, in both written and visual formats, a variety of artworks and artists from different cultures and times.· Reflecting critically, in writing and verbally, on a variety of artworks, including their own.· Connecting artworks, including their own, using various methods of comparison, both in writing and verbally.· Elaborating on the (social, historical, personal) contexts of various artworks, verbally and in writing.· Explaining the function or significance of a variety of artworks, verbally and in writing.· Developing and applying different skills for analysis, investigation, and comparison of artworks.· Organizing the research and investigation into a coherent written and visual document.· Developing ideas for artworks, and documenting connections to the work of others, verbally and in writing.· Correctly and consistently using a variety of art terminology, verbally and in writing.· Using and clearly acknowledging a variety of sources, which may include books, artists, galleries, museums, magazines / journals, and internet sources.

		<ul style="list-style-type: none"> · Reflecting critically on and discriminate between various artworks, including students own work.
11	<ul style="list-style-type: none"> · Develop the skills and techniques of investigation— both visual and written · Relate art to its cultural and historical contexts · Explore art concepts · Explore art elements · Develop and use the processes of art criticism and analysis · Extend their knowledge of design · Extend individual investigation to inform practical work · Make connections between ideas and practice—both their own and others' 	<ul style="list-style-type: none"> · Describing a variety of artworks from different cultures and times. · Researching, in both written and visual formats, a variety of artworks and artists from different cultures and times. · Reflecting critically, in writing, on a variety of artworks, including student's own. · Connecting artworks, including student's own, using various methods of comparison. · Describing the (social, historical, personal) contexts of various artworks. · Writing about the function or significance of a variety of artworks. · Developing different skills for analysis, investigation, and comparison of artworks. · Developing ideas for artworks, and beginning to document connections to the work of others. · Correctly using a variety of art terminology. · Using and clearly acknowledging a variety of sources, which may include books, artists, galleries, museums, magazines/journals, and internet sources. · Reflecting critically on and discriminate between various artworks, including students own work.
10	<ul style="list-style-type: none"> · Show an understanding of visual art in relation to societal, cultural, historical and/or personal contexts · Demonstrate knowledge and understanding of the specialized language of visual arts 	<ul style="list-style-type: none"> · Researching at least two different art styles, periods, or specific processes, developing a stylistically relevant visual presentation for at least one of the research areas. · Formulating relevant questions about the artworks of others.

	<ul style="list-style-type: none"> · Communicate a critical understanding of the art form studied in the context of their own artwork · Express and communicate their artistic intentions · Reflect critically on their artistic development and processes at different stages of their work · Evaluate artworks · Use feedback to inform their own artistic development and processes · Be receptive to art practices and artworks from various cultures, including their own 	<ul style="list-style-type: none"> · Describing thoughtfully and thoroughly, both verbally and in writing, artworks created by self and others. · Writing and visually documenting on-going descriptions of the processes used to make art. · Evaluating artworks created by self and others, both verbally and in writing, and including strengths and weaknesses of the artworks. · Documenting strategies for improvement. · Justifying media and compositional choices. · Justifying reasons for selecting artworks, in both written and verbal communication. · Correctly using art-specific key words, vocabulary, and the Elements of Art in written and verbal communication with teacher and peers. · Explaining verbally, in writing, and visually (mind map, listing, thumbnail sketches, etc.) the ideas for their own work. · Writing a formal comparison and contrast of at least two artworks from different cultures and/or times.
9	<ul style="list-style-type: none"> · Show an understanding of visual art in relation to societal, cultural, historical or personal contexts · Demonstrate knowledge and understanding of the specialized language of visual arts · Communicate a critical understanding of the art form studied in the context of their own artwork · Express and communicate their artistic intentions · Reflect critically on their artistic development and processes at different stages of their work 	<ul style="list-style-type: none"> · Formulating relevant questions about the artworks of others. · Describing verbally and in writing artworks created by self and others. · Writing and documenting on-going descriptions of the processes used to make art. · Evaluating artworks created by self and others, both verbally and in writing, and including strengths and weaknesses of the artworks. · Documenting strategies for improvement of an artwork.

	<ul style="list-style-type: none"> · Evaluate artworks · Use feedback to inform their own artistic development and processes · Be receptive to art practices and artworks from various cultures, including their own 	<ul style="list-style-type: none"> · Justifying compositional choices. · Using art-specific key words, vocabulary, and the Elements of Art in written and verbal communication with teacher and peers. · Explaining verbally, in writing, and visually (mind map, listing, thumbnail sketches, etc.) the ideas for their own work.
8	<p>Students should be able to:</p> <ul style="list-style-type: none"> · Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and/or personal contexts · Demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes · Communicate a critical understanding of the art form studied in the context of their own artwork · Develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions · Apply skills, techniques and processes to create and/or present art · Reflect critically on their own artistic development and processes at different stages of their work · Evaluate their work · Use feedback to inform their own artistic development and processes support, encourage and work with their peers in a positive way · Be receptive to art practices and artworks from various cultures, including their own 	<ul style="list-style-type: none"> · Describing an artwork by an iconic artist. · Identifying and describe the use of the Elements of Art within an artwork. · Reflecting critically on a variety of artworks, including their own and their peers. · Justifying compositional choices.
7	<p>Students should be able to:</p> <ul style="list-style-type: none"> · Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and/or personal contexts 	<ul style="list-style-type: none"> · Identifying the Elements of Art within an artwork. · Describing an artwork by an iconic artist

	<ul style="list-style-type: none"> · Demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes · Communicate a critical understanding of the art form studied in the context of their own artwork · Develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions · Apply skills, techniques and processes to create and/or present art · Reflect critically on their own artistic development and processes at different stages of their work · Evaluate their work · Use feedback to inform their own artistic development and processes · Support, encourage and work with their peers in a positive way · Be receptive to art practices and artworks from various cultures, including their own 	<ul style="list-style-type: none"> · Reflecting critically on a variety of artworks, including their own
6	<p>Students should be able to:</p> <ul style="list-style-type: none"> · Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical or personal contexts · Demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes · Communicate a critical understanding of the art form studied in the context of their own artwork · Develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating 	<ul style="list-style-type: none"> · Identifying the Elements of Art within an artwork. · Describing an artwork by an iconic artist · Reflecting critically on a variety of artworks, including their own

5	<ul style="list-style-type: none"> · Identify the formal elements of an artwork use appropriate terminology to discuss artwork · Reflect on the factors that influence personal reactions to artwork for example colour. · Become an engaged and responsive audience for a variety of art forms · Identify the formal elements of an artwork use appropriate terminology to discuss artwork 	<ul style="list-style-type: none"> · Identify colours and how they are used in a range of artworks. · Compare and contrast 2 artworks where colour has been applied for different effects. · Discuss and reflect on how artists use colour to express emotion. · Describe differences between 2D and 3D art works. · Formulating informed judgements about art works.
4	<ul style="list-style-type: none"> · Identify and consider the contexts in which artworks were made. · Use their knowledge and experiences to make informed interpretations of artworks · Compare, contrast and categorize artworks from a range of cultures, places and times 	<ul style="list-style-type: none"> · Demonstrate an understanding and discuss characteristics an art movement. · Identifying and discussing the differences between 3 major art movements. · Ask relevant questions to extend their understanding of an art work.
3	<ul style="list-style-type: none"> · Identify and consider the contexts in which artworks were made. · Identify the materials and processes used in the creation of an artwork · Identify and consider the contexts in which artworks were made. · Identify and consider the contexts in which artworks were made. · compare, contrast and categorize artworks from a range of cultures, places and times 	<ul style="list-style-type: none"> · Compare and contrast Elements of Art within the art works of a painter including complimentary colour, shape and organic lines. · Identify and discuss specific features of an artwork using an age appropriate vocabulary · Discuss on a basic level the differences between contemporary still life with a piece from the past · Compare and contrast 2 portraits. · Discuss the characteristics of artworks from a range of cultures
2	<ul style="list-style-type: none"> · Reflect on the factors that influence personal reactions to artwork. · Investigate the purposes of artwork from different times, places and a range of cultures including their own · Describe similarities and differences between artworks 	<ul style="list-style-type: none"> · Describe a painting and ask relevant questions to extend their understanding of an art work. · Identify, observe and record elements seen in a variety of artworks. · Describing differences between 2D and 3D art works.

	<ul style="list-style-type: none"> · Investigate the purposes of artwork from different times, places and a range of cultures including their own 	<ul style="list-style-type: none"> · Identify elements of art within 2 pieces of art from different times in history.
1	<ul style="list-style-type: none"> · Describe similarities and differences between artworks · Use their knowledge and experiences to make informed interpretations of artworks · Identify, compare and understand how media is selected for different purposes. · Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical or personal contexts 	<ul style="list-style-type: none"> · Identify specific features of an artwork using an age appropriate vocabulary · Looking at and identifying line as one of the Elements of Art. · Discuss the characteristics of an artwork from a particular art movement. · Compare a Painting and photograph. · Show curiosity and ask questions about artworks from different cultures.
K2	<ul style="list-style-type: none"> · Compare and contrast colours in 2 pieces of artwork. · Describe similarities and differences between artworks · Experience a creative process from discussion to completion. 	<ul style="list-style-type: none"> · Identify how colours are used in a range of artworks. · Identifying specific features of an artwork using an age appropriate vocabulary · Demonstrating enjoyment of the artistic experience by actively engaging in discussions and completing practical work
K1	<ul style="list-style-type: none"> · <u>Colour.</u> · Describe what they notice about a piece of artwork · Express basic opinions about an artwork. · Analyse the relationships within an artwork and construct meanings. · Create artwork in response to a variety of stimuli. 	<ul style="list-style-type: none"> · Identify colours from a range of stimuli including stories and works of art. · Identifying specific features of an artwork using an age appropriate vocabulary · Demonstrating enjoyment of the artistic experience by actively engaging in discussions and completing practical work · Demonstrating enjoyment of the artistic experience by actively engaging in discussions and completing practical work