

Art Framework - Milestone 2

| Intent | | |
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| <ul style="list-style-type: none"> • The ability to use visual language skillfully and convincingly (for example, mark making, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality. • The ability to communicate fluently in visual and tactile form. • The ability to draw confidently and adventurously from observation, memory and imagination. • The ability to explore and invent marks, to develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media. • A good working knowledge and understanding of other artists, craftmakers and designers. • The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings. • Independence, initiative and originality which they can use to develop their creativity. • The ability to select and use materials, processes and techniques skillfully and inventively to realise their intentions. • The ability to capitalise on the unexpected when handling media, following processes and developing ideas. • The ability to reflect on, analyse and critically evaluate their own work and that of others. • A passion for and a commitment to the subject. | | |
| Threshold Concepts | Skills | |
| Develop ideas This concept involves understanding how ideas develop through an artistic process. | | <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. |
| Master techniques This concept involves developing a skill set so that ideas may be | Painting | <ul style="list-style-type: none"> • Explore a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Explore watercolour paint to produce washes for |

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| communicated. | | backgrounds then add detail. <ul style="list-style-type: none"> • Experiment with creating mood with colour. |
| | Collage | <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. |
| | Sculpture | <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Explore clay and other mouldable materials. • Add materials to provide interesting detail. |
| | Drawing | <ul style="list-style-type: none"> • Explore different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Explore shading to show light and shadow. • Explore hatching and cross hatching to show tone and texture. |
| | Print | <ul style="list-style-type: none"> • Explore layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. |
| | Textiles | <ul style="list-style-type: none"> • Shape and stitch materials. • Explore a variety of stitches to suit need. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. |
| | Digital media | <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. |

**Take inspiration from the
greats**

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others.