



THREAD: Responding and Reflecting in Art

AOLE: Expressive Arts

Progression Step 1		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>Begin to use simple, appropriate words to describe a range of art from different cultures and times.</p> <p>Say what they like or dislike about a piece of work and begin to give a simple reason.</p> <p>Talks about their own art simply, answering questions.</p> <p>I am beginning to compare my own creative work to the creative work of others.</p> <p>Begin to talk about moods or emotions in artwork with support e.g., How does this make you feel?</p>	<p>Mood</p> <p>Emotion</p> <p>Like</p> <p>Dislike</p> <p>Happy</p> <p>Sad</p>	<p>Essential: Opportunities to respond to a range of art from different times and cultures, including Wales.</p> <p>Entitlement: School visit from a local artist</p> <p>Enrichment: To have an offsite visit that enhances expressive arts.</p>



THREAD: Responding and Reflecting in Art

AoLE: Expressive Arts

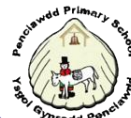
Progression Step 2		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>Uses appropriate words to describe a range of art from different cultures and times.</p> <p>Gives and receives feedback on their own and others' artwork</p> <p>Begins to comment on more than one element of art, e.g. "The papier mâché building has smooth edges but needs more paint to cover the paper."</p> <p>I can compare my own creative work to creative work by other people and from other places and times.</p> <p>Begins to relate how moods, emotions and ideas are communicated through art that they, and others create.</p>	<p>Compare</p> <p>Similarities</p> <p>Differences</p> <p>Light</p> <p>Dark</p> <p>Tone</p> <p>Colour</p> <p>Mood</p> <p>Emotion</p> <p>Idea</p> <p>Feelings</p>	<p>Essential</p> <p>Opportunities to respond to a range of art from different times and cultures, including Wales.</p> <p>Entitlement:</p> <p>School visit from a local artist</p> <p>Enrichment:</p> <p>To have an offsite visit that enhances expressive arts.</p>



THREAD: Responding and Reflecting in Art

AoLE: Expressive Arts

Progression Step 3		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>Explains, with supporting reasons, what works well in their own artwork and that of others.</p> <p>Reflect on own work and make improvements where necessary.</p> <p>Begin to comment on elements of art using appropriate art-related vocabulary e.g. lines, shapes, colours within Picasso's cubist works.</p> <p>Makes connections between their own creative work and creative work by other people within art.</p> <p>Identifies how an artist could use different artistic elements to create a specific effect, mood, emotion or idea, e.g., colours as symbols of anger or love,</p> <p>Reflects upon how artists have achieved effects in their work within art e.g., using dots to create texture (Pointillism).</p>	<p>Audience</p> <p>Technique</p> <p>Tools</p> <p>Materials</p> <p>Compare</p> <p>Similarities</p> <p>Differences</p> <p>Light</p> <p>Dark</p> <p>Tone</p> <p>Colour</p> <p>Mood</p> <p>Emotion</p> <p>Idea</p> <p>Feelings</p> <p>Effects</p> <p>Elements</p> <p>Connections</p>	<p>Essential: Opportunities to respond to a range of art from different times and cultures, including Wales.</p> <p>Entitlement: Having an offsite expressive arts experience</p> <p>Enrichment: To have an offsite visit that enhances expressive arts.</p>



THREAD: Responding and Reflecting in Art

AoLE: Expressive Arts

Progression Step 4		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>Explains, with supporting reasons using appropriate art-related vocabulary, what works well in their own artwork and that of others.</p> <p>Reflect and improve own work where necessary.</p> <p>Comment on elements of art using appropriate art-related vocabulary e.g., composition regarding landscape paintings.</p> <p>Apply knowledge and understanding of context, and make connections between their own creative work and creative work by other people within art.</p> <p>Reflect upon how artists have achieved effects or communicated moods, emotions and ideas in their work within art e.g., emotion created by Edvard Munch's 'Scream'.</p>	<p>Audience</p> <p>Technique</p> <p>Tools</p> <p>Materials</p> <p>Compare</p> <p>Similarities</p> <p>Differences</p> <p>Light</p> <p>Dark</p> <p>Tone</p> <p>Colour</p> <p>Mood</p> <p>Emotion</p> <p>Idea</p> <p>Feelings</p> <p>Effects</p> <p>Elements</p> <p>Connections</p> <p>Composition</p>	<p>Essential: Opportunities to respond to a range of art from different times and cultures, including Wales.</p> <p>Entitlement: Having an offsite expressive arts experience</p> <p>Enrichment: To have an offsite visit that enhances expressive arts.</p>