



Art National Curriculum Coverage and Progression of Skills

KS1 National Curriculum Objective Coverage:

Objective:	Year 1			Year 2		
	Mark Making	Colour Creations	Self-Portrait	Yayoi Kusama	Animal Art	Henri Rousseau
to use a range of materials creatively to design and make products	✓	✓	✓	✓	✓	✓
to use drawing to develop and share their ideas, experiences and imagination			✓		✓	✓
to use painting to develop and share their ideas, experiences and imagination	✓		✓	✓	✓	✓
to use sculpture to develop and share their ideas, experiences and imagination			✓	✓		✓
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	✓	✓	✓	✓	✓	

about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work					
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KS2 National Curriculum Objective Coverage:

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about great designers in history	✓				✓						✓	
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Knowledge and Skills Progression:

Year	Term	Scheme of work	Vocabulary	Drawing - Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3-D art	Responding to artwork and using a sketchbook
1	Aut	Mark Making	draw, paint, pencil, graphite paintbrush, charcoal, crayons, chalk, pencil stroke, brushstroke, marks, straight, curved, curly, zigzag, dotted, wavy, dashed lines, repeated pattern, pressure, hard, soft, motion, gentle, sweeping, rubbing, texture, soft, rigid, flat, rough, bumpy, sharp, smooth, hard	• I can explore ways of drawing lines between two points • I can experiment with how I hold a pencil when sketching • I can discuss what a line is • I can use adjectives to describe lines • I can experiment with pressure when drawing pencil lines • I can experiment with different kinds of pencils and observe the different marks they make • I can create different repeated line patterns • I can discuss and comment on the texture in artwork • I can use rubbing to recreate texture	• I can hold a paintbrush correctly when painting • I know what 'loading' the paintbrush is • I know how to create a smooth sweeping brushstroke • I can use paint to create differently shaped lines • I can use my paintbrush to create lines of different thicknesses • I can experiment with different ways to make marks using a paintbrush		• I can explore how Kandinsky used different lines in his artwork • I can discuss how a line or a dot can be a piece of art using the story 'The Dot' by Peter H Reynolds • I can discuss the artworks of Paul Klee and say what I like and dislike about them • I can spot different mark making techniques in Klee's work • I can attempt to recreate some of the mark making in Klee's artwork
1	Spr	Colour Creations	colours, colourful, shades, tones, primary colour, secondary colour, mix, mixed, abstract, collage, layer, colour wheel, light,		• I can name a variety of colours • I can choose a favourite colour and give reasons for my choices • I know what primary colours are • I know what secondary colours are • I can mix primary colours to make	• I can use collage to create artwork inspired by Piet Mondrian • I can use collage and mixed media to create artwork inspired by Wassily Kandinsky	• I can say if I like or dislike Piet Mondrian's art • I can spot similarities and differences between different pieces by Mondrian • I can create a piece of art inspired by Mondrian

			dark		secondary colours • I know how to create lighter shades of colour • I know how to create darker shades of colour • I can use a paintbrush to make basic marks using paint • I can use paint to create artwork in the style of an artist we have studied		• I can comment on Kandinsky's use of colour to create effects • I can create a piece of art inspired by Kandinsky
1	Sum	Self-Portrait	portrait, self portrait, profile, sketch, painting, sculpture, appearance, emotions, personality, background, materials, paint, sculpture, photograph, sketch, collage, cut, tear, rip, pop-art, poster, powder, acrylic, oil, spray paint, watercolours, chalky, waterproof, shiny, wash, drag, dab, light, heavy, print, pale, bright, wood, stone, metal, clay	• I can discuss how artists have created different effects • I can investigate how to make different marks using sketching pencils • I can comment on how different grades of sketching pencil make different marks • I can make a choice about which pencil I need to use for a purpose • I can use a variety of media to create different effects • I can apply a variety of techniques when drawing • I can evaluate my work and the work of others and identify strengths and weaknesses	• I can experiment with different kinds of paint and what effects • I can create with them • I can comment on the effects different paints create • I can say which kind of paint I prefer	• I can use clay to create a self- portrait • I can show an understanding and use of some basic clay skills • I can begin to use tools to help me manipulate clay • I can use coloured paper to create a collage self-portrait	• I can explore portraits by a variety of artists, including Matisse, Kahlo, Rembrandt, Van Gogh, Opie and more • I can comment on how portraits by different artists make me feel • I understand that portraits can tell you about the person in them • I can make decisions about what I want my self- portrait to say about me • I can say what I like and dislike about different portraits
2	Aut	Yayoi Kusama	dots, polka dots, spotted, pen, pencil, paint, pastels, collage, printing, techniques, stippling, circling, blotting, stroking, dabbing, twisting, cut out, negative, recreate, paper, photographs, fabric, surface, plaque, rolling, clay, sculpture, knead, cut, push, shape, bold, blur, enhance, tools	• I can experiment with different materials to make marks • I can make attempts to mimic the art of a famous artist • I can experiment with different mediums to create a polka dot pattern • I can experiment with the kind of polka dot patterns I am making • I can follow instructions to create the basis for my sketching • I can make visual observations to inform my sketches	• I can experiment with different mediums to create a polka dot pattern • I can experiment with the kind of polka dot patterns I am making • I can describe and make observations on a piece of artwork's colour and pattern • I can make choices about the tools I will use when painting	• I can develop my scissor/cutting skills when cutting out circles • I can use paper art to recreate an installation piece by Yayoi Kusama • I can comment on the shape/form of 3-D objects and sculptures • I can use the rolling technique effectively to manipulate clay • I can recreate the form of a pumpkin, inspired by Kusama's sculptures	• I can join in discussions about a famous artist's work • I can remember and give some facts about Yayoi Kusama • I can respond appropriately to a piece of art by Yayoi Kusama • I can say if I like or dislike a piece of artwork
2	Spr	Animal Art	pattern, repeat, line, shape, spot, stripe, recreate, bold, inspired by, design, colour, combine, texture, fur, furry, wrinkles, wrinkly, feathers, feathery, wavy, circle, oval, triangle, rectangle, outline, overlap, warm	• I can look closely at animals and identify repeating patterns on their bodies • I can recreate patterns using lines or shapes in my drawings • I know that a pattern is made when shapes or lines repeat • I can combine different patterns in one piece of artwork • I can use different types of lines to represent texture, such as fur, feathers	• I can choose colours that match or represent animals in my artwork • I can experiment with different colours when creating my artwork • I know that artists choose colours carefully to make their work more effective • I understand that colour can help show patterns or features of an animal	• I can use cut shapes to create a collage picture of an animal • I can arrange and combine shapes to create the features of an animal • I can experiment with different materials to create patterns or textures	• I can look closely at animals and talk about the patterns and textures I see • I can describe patterns using words such as lines, shapes and repeating • I can explain the choices I made when creating my artwork • I can share what I like about my own artwork and the artwork of others

			colours, cool colours, contrast, main colour, detail colour, stand out, imaginary, design, create, zoo	or scales • I can use simple shapes to draw an animal • I understand that artists observe carefully before drawing			
2	Sum	Henri Rousseau	dramatic, dream-like, inspiration, shade, lush, background, foreground, portrait, landscape, scene, features, over-sized, outline, imagination, skill	• I can sketch and draw plants and flowers in the style of Rousseau • I can sketch and create a 'portrait-landscape' • I can use my imagination to generate ideas for my sketch	• I can use natural materials to create prints • I can create prints inspired by Rousseau's paintings	• I can use paper to create a shoebox model of one of Rousseau's paintings • I can use paper and other materials to create a mask • I can use glue to help me attach different parts to my mask and/or model	• I can say who Henri Rousseau was and recall facts about his life • I can discuss a painting by Henri Rousseau • I can discuss and explain how I feel when looking at a Rousseau painting • I can discuss portraits, landscapes, and Rousseau's genre of 'portrait-landscape'
3	Aut	William Morris	architect, architecture, wallpaper, textile, jewellery, hand-made, machine-made, inspired, design, observe, fabric, movement, pattern, sketch, nature, printing press, quantity, quality, machine, factory, craftspeople, natural dyes, still life, inanimate, subject, shape, light, dark, shading, hatching, cross-hatching, pressure, blend, smudge, printing repeating pattern, block, woodblock, carved, roller	• I can recreate a wallpaper pattern in the style of William Morris • I can explain what still life sketching is • I can use soft, light sketching techniques to create a still life sketch • I can adjust my pencil grip when sketching • I can use careful observation skills to create a still life sketch • I can make observations about different sketching mediums • I understand how shading is linked to the light source in a drawing • I can identify repeating patterns in wallpaper designs	• I can describe the process of block printing • I can explain how different colours are achieved when using block printing to create a design • I can design and create a relief printing tile to be used for block printing • I can use a printing tile I have made to create a repeating pattern • I can identify why a print may not have come out correctly • I can create a half drop pattern with my printing		• I can find similarities and differences between the different works of William Morris • I can analyse an existing piece of artwork using language associated with Art and Design • I can describe what the Arts and Crafts movement was and explain why it was founded • I can comment on why I had to make changes to my design
3	Spr	Famous Buildings	architect, architecture, design, technical drawing, precise, aesthetic, commissioned, shape, features, style, describe, heavy, light, dark, sketch, shade, shading, method, hatching, stumbling, crosshatching, stippling, colour mixing, tint, shade, symmetry, reflection, trace, media, sculpture, collage	• I can create areas of light and dark in my sketches using different shading methods such as hatching, cross-hatching, stippling and scumbling • I can vary my shading further through my use of pressure • I can comment on the patterns created in the architecture of St Basil's Cathedral • I can recreate patterns using oil pastels and ink • I can spot symmetry in the designs of famous buildings • I can use tracing to create a symmetrical piece of art • I can create texture in my artwork to reflect real-life buildings	• I can comment on the colours in the design of St Basil's Cathedral and the effect it has on the design • I can change the value of a colour by creating tints and shades • I can create colour blocks using oil pastels	• I can choose materials I think would be suitable to make a sculpture or collage of a famous building • I can use my folding and cutting skills to recreate a simplified sculpture of a building	• I understand the role of an architect • I can discuss the shapes and structures of famous buildings around the world • I can say if I like or dislike the design of a building • I can explore the work of Sir Christopher Wren and his design of St Paul's Cathedral • I can choose elements of a building's design to fit a purpose • I can follow a design brief in my own design of a building

3	Sum	Seurat and Pointillism	fine arts, pointillism, impressionism, luminous, shimmery, art movement, dabs, strokes, science of colour, vivid, complementary, colour wheel, primary, secondary, tertiary, shading, blend, mix	• I can give a good description of what pointillism is • I can experiment with a range of pointillism techniques • I can apply pointillism techniques using different mediums • I can evaluate techniques and mediums and say which one I prefer	• I can use a variety of tools to create a pointillism painting • I can use a variety of mediums to create a pointillism painting • I can identify primary and secondary colours and explain how secondary colours are made • I can identify tertiary colours on the colour wheel • I can identify complementary colours on the colour wheel • I can mix colours using the pointillism method • I can make decisions about the subjects and colours of my artwork, giving reasons for my choices	• I can explain who George Seurat was and why he was famous • I can state how I feel about a piece of artwork and justify my thoughts • I can experiment with a range of techniques and methods for creating Pointillism • I can state which method I prefer and why • I can name some Pointillist artists • I can identify Pointillism in pieces of art • I can give reasons for my choices of colour and subject in my artwork • I can apply what I have learnt about Pointillism to create my own piece of artwork • I can evaluate my finished artwork and compare it to that of my peers	
4	Aut	Plant Art	symmetrical, shape, accurate, swirling, twisting, outline, intense, realistic, cool, warm, background, foreground, scene, rich, vibrant, ceramic, installation, observation, botany, identify, botanical illustration, observation, detail, patience, skills, tones, tints, shades, scale, hue, design, designers, sketch, depth, layers, sculpture, decorative, functional, carve	• I can use my observational skills to create a detailed sketch of part of a plant • I understand that constant observation is important when creating a detailed sketch of a plant • I understand that attention to detail is important when creating a detailed sketch of a plant • I understand that patience is important when creating a detailed sketch of a plant • I can discuss how to represent a plant as a piece of art • I can follow simple instructions to create a more realistic sketch of a tree • I can compare a sketch from my imagination, and a visually informed sketch and evaluate the differences	• I understand the difference between tints, shades and tones • I can create tints, shades and tones to match a given colour • I can use tints, shades and tones to create a piece of artwork • I can transfer a sketching method into the medium of painting effectively • I understand what depth in an artwork is • I can use colour and size to create the illusion of depth in my artwork	• I understand what a sculpture is and what different materials they can be made from • I can define the differences between decorative and functional sculpture • I understand how slip can be used to join two pieces of clay • I can use tools to make marks in the clay for decorative purposes • I can add or remove bits of clay to create detail • I can make my own simple sculpture from clay • I can use layers of different colour paper to create a collage with depth	• I can identify an artwork that is visually pleasing to me • I can give my personal opinion of different artwork • I can listen to others’ opinions of artworks, and try to see their point of view • I can describe what a botanical illustration is and why they were first created • I can discuss and respond to Georgia O’Keeffe’s artwork and how she used tones in her artwork • I understand how artists create the illusion of depth in their artwork • I can design my artwork and give reasons for my choices • I can use my previous experience of different mediums to make decisions about my artwork
4	Spr	Sonia Delaunay	vivid, non-naturalistic, brushstrokes, expression, emotion, Fauvism, Abstract Art, Orphism, Optical Art, geometric, rhythm, movement, illusion, interpretation, complementary, harmonious, effect, portrait, rhythm, circles, arcs, curves, influence, legacy	• I can explain the difference between complementary and harmonious colours • I can experiment with the use and effect of colours in their own artwork • I can choose colours to use in my artwork based on if they are complementary or harmonious	• I can explain the difference between complementary and harmonious colours • I can experiment with the use and effect of colours in their own artwork • I can choose colours to use in my artwork based on if they are complementary or harmonious	• I can experiment with coloured paper to create a collage • I can make careful choices of the colours I use in my collage to create a complementary or harmonious effect	• I can remember facts about Sonia Delaunay • I can express my opinion about an artist or artwork • I can discuss and answer questions about an artist and their artwork • I can describe what Orphism art is • I can discuss and explain how Sonia Delaunay created a feeling of movement in her artwork • I can explain my opinion of Sonia Delaunay’s fashion designs • I can create my own designs in the

							style of Sonia Delaunay • I can recognise the influence Sonia Delaunay's work has had on both fashion and modern art
4	Sum	Art in our Community	sculptor, sculpture, 3D, figurative, abstract, analyse, shape, colour, form, material, texture, position, purpose, personal response, public art, location, culture, represent, community, accessible, interactive, clay, stone, wood, metal, fabric, wire, techniques, moulded, shaped, modelling, carving, welding, assemblage, armature, base, maquette, theme, audience, pliers, masking tape, score, slip, smooch and smooth, Modroc, Plaster of Paris, papier-mâché, join, stack, glue, twist, tie, slot	• I can use different types of lines to show shape, form and detail in my drawings • I can experiment with pattern and texture in my drawings to represent different surfaces and materials[Text Wrapping Break] • I can use sketching to explore ideas for a sculpture • I can draw from observation when looking at sculptures or objects[Text Wrapping Break] • I can use shading and line to suggest texture, such as rough stone or smooth metal[Text Wrapping Break] • I understand that lines, patterns and textures can help communicate ideas and meaning in art	• I can choose colours carefully to represent ideas or emotions in my artwork • I can mix colours to create the shades and tones I need • I know that artists sometimes use colour to emphasise meaning or mood • I understand that colour choices can affect how people respond to a piece of art • I can apply paint carefully to add details, patterns or texture to my work	• I know that sculpture is a three-dimensional form of art • I know that sculptures can be made from different materials such as clay, wood, stone, metal or found objects • I can explore different materials to see how they can be shaped, joined or combined • I can use modelling techniques to shape soft materials • I can use simple tools and joining techniques to construct a sculpture • I can design a sculpture that has a purpose or meaning for a particular place or community • I can create a maquette to test and develop my ideas before making a final sculpture • I can use texture, form and shape to improve my sculpture	• I can look carefully at sculptures and describe what I see • I can discuss the materials, shapes and textures used in a sculpture • I can explain what I think an artist might be trying to communicate • I can say how a piece of artwork makes me feel and explain why • I can record my ideas, observations and designs in a sketchbook • I understand that artists analyse and evaluate artwork to help develop their own ideas • I can reflect on my own sculpture and explain what went well and what I might improve
5	Aut	Art Illusions	illusion, perspective, depth, distance, parallel lines, converge, vanishing point, horizon line, construction lines, proportion, interior, genre painting, foreshortening, trompe l'oeil, photorealism, light source, shadow, impossible object, impossible space, viewpoint, mixed viewpoints, impossible trident, Penrose stairs, Op Art, optical illusion, repetition, contrast, geometric, complementary colours	• I can use lines and shapes to create repeating patterns • I can use different directions and spacing of lines to create visual effects • I understand that artists can use pattern and line to create optical illusions • I can use shading and line to make shapes appear three-dimensional • I can experiment with pattern to make parts of my artwork appear to move or change • I know that the arrangement of lines and shapes can trick the eye	• I can choose colours that create strong contrast in my artwork • I can experiment with colour combinations to enhance visual effects • I know that contrasting colours can make shapes stand out • I understand that colour can affect how we see shapes and patterns		• I can look closely at artwork and describe how an illusion has been created • I can explain how lines, patterns or colours affect what we see • I can record ideas and pattern experiments in my sketchbook • I can use my sketchbook to develop and refine my illusion designs • I can reflect on my artwork and explain how successful the illusion effect is
5	Spr	Frida Kahlo	Mexico, Tehuantepec, portrait, self-portrait, exaggerate, features, identity, style accurate, proportional, proportions, guideline, sketch,	• I can describe the general proportions of a face • I can use my knowledge of proportions to complete a self-portrait • I understand that • I can use light guidelines for my sketches to help	• I can analyse aspects of a painting including mood and colour • I can add paint to a sketched self-portrait to add colour and detail • I can choose colours to express aspects of my personality		• I can describe who Frida Kahlo is and give a brief summary of her work • I can give my opinion of a painting or artist, giving reasons for my ideas • I can describe the differences between a portrait and a self-portrait

			quarters, fifths, culture, heritage, geometric patterns, woven, inspiration, exotic, society, community, surrealism, autobiographical, emotion	structure my sketches • I can use light sketching lines to create my portrait	• I can choose colours to express aspects of communities I belong to		• I can describe aspects of Mexican folk art • I can identify aspects of the Mexican culture in Kahlo's artwork • I can describe the aspects of the surrealist movement • I can express my opinion of surrealism in paintings • I can apply aspects of surrealism to my own artwork
5	Sum	Space Art	historic, contemporary, composition, orientation, foreground, middle ground, background, depth, perspective, layer, balance, focal point, symmetry, asymmetry, line, shape, space, empty, positive, negative, colour, complementary, harmonious, warm, cool, shade, tint, value, gradient, light source, tone, light, dark, highlight, mid tone, shadow, mood, meaning, symbolism, colour theory, optical mixing, blending, shading, hatching, cross-hatching, scumbling, feathering, rolling, broken colour, dynamic, vibrant, texture, movement, paintbrush, palette knife, sponge, toothbrush, symbolism, impasto, dry-brushing, sgraffito, digital, collage, layering, arranging, pasting, materials, crop, resize, rotate, order	• I can add pattern and texture to represent surfaces such as planets, craters or stars • I can sketch ideas for my artwork before creating a final piece • I can draw from observation when looking at images of space • I can use shading and line to add detail and depth to my drawings • I know that artists often sketch ideas before creating finished artwork • I can refine my ideas by developing drawings in my sketchbook	• I can experiment with colour to represent light, atmosphere and space scenes • I can use different painting techniques such as blending, sponging or splattering • I can layer colours to create depth and interesting visual effects • I know that artists use colour to create mood and atmosphere • I can choose colours and techniques carefully to improve my artwork • I can evaluate how colour and paint techniques affect my final piece	• I know that some artwork is three-dimensional • I can experiment with different materials to create texture and form • I can cut, arrange and combine materials to create a collage • I can shape and model materials to create simple forms • I can use simple joining techniques to combine materials • I understand that artists choose materials carefully depending on the effect they want • I can develop ideas by experimenting with different materials and techniques • I can create a finished piece of artwork using a range of materials	• I can look carefully at artwork and describe what I notice • I can talk about the colours, shapes and textures used in an artwork • I can explain how artists represent space or movement in their work • I can say what I like about a piece of artwork and explain why • I can record ideas, sketches and experiments in my sketchbook • I can use my sketchbook to explore and develop my ideas • I understand that artists study and respond to other artwork to inspire their own work • I can reflect on my own artwork and suggest ways it could be improved
6	Aut	Landscape Art	landscape, natural, scenery, mountain, river, hills, lakes, forests, fields, watercolour, oil paint, collage, pastel, pencil, vanishing point, horizon line, perspective, construction line, warp, shades, water colour, cake, gradient, effect, sprinkling, placing, scrunching, dabbing,	• I can use vanishing points, horizon lines and construction lines to create perspective in my artwork • I can sketch a landscape using linear perspective • I can use lines and patterns to create abstract artwork	• I can experiment with different watercolour techniques to create effects • I can paint a landscape using watercolours • I can experiment with a variety of mediums, including watercolours and pastels, to explore how the medium changes the effect of a landscape • I can create tints and shades using a variety of different mediums • I can use tints and shades to create	• I can explain what collage is and how tearing paper can be used to create different effects • I can create a torn paper collage of a landscape scene • I can use different parameters to create torn paper collages, eg by altering the size of the paper I am using	• I can identify vanishing points and horizon lines in landscape paintings • I can explain how artists use linear and atmospheric perspective in their artwork • I can comment on abstract landscapes and explain what I feel about them • I can create a selection of lines and patterns in my sketchbook to inform my artwork • I can discuss landscape artwork by famous artists, saying what I think and

			medium, technique, atmospheric perspective, linear perspective, depth, distance, aerial perspective, foreground, background, tints, shades, abstract, collage, torn		atmospheric perspective		feel about them • I can identify which medium has been used to create a piece of art • I can make decisions about how to create a piece of landscape artwork based on the ideas I have gathered and techniques I have experimented with
6	Spr	Sculpting Vases	case, lip, neck, body, foot, wood, lacquer, shiny, ceramic, Amphora, pitcher, glass, inspiration, marble, clay, fabric, plasticine, joins, squeeze, tool, roll, press, manipulate, push, pull, plait, imprinted, embellishments, technique, pinch, decorate, theme, evaluate	• I can sketch designs to build up a portfolio of ideas • I can take the light sources into account when sketching vases • I can use my preferred shading technique to include dark areas in my sketches • I can include the patterns and shapes in my sketches of vases • I can make detailed observations to sketch vases from different viewpoints	• I can make appropriate choices when decorating vases • I understand how to create different effects using materials • I can make decorative colour and pattern choices to fit a given theme	• I can practise techniques and the effects they create before attempting my final design • I can choose and use appropriate techniques in my clay work • I can choose appropriate tools to add details to my design • I can add clay to create details for my design • I can experiment and develop my control of tools and techniques • I can choose tools, techniques and details which are most appropriate for my design • I can use slabs of clay to create a container • I can use the pinching technique to create a container • I can work with control and accuracy • I can follow a design to create a vase	• I can identify different features of a vase's design • I can describe and assess vases made by designers • I can gather ideas for use in my own work • I can incorporate design ideas or themes into my own designs • I can identify ways in which I could improve my work • I can evaluate and adjust my designs
6	Sum	Express Yourself	describe, personality, interests, passions, express, memory, expressions, emotions, body language, animate, emphasise, wire model, stick figure, pipe cleaner, horizontal, vertical, twist, bend, fold, secure, portray, straight, broken, unbroken, angle, spiral, movement, micrography, synesthesia, expressionism	• I can use sketching to represent different illustrated facial expressions • I can make careful and precise observations to inform my sketching • I can describe how lines and fonts can express an idea • I can make choices based on different lines and fonts to create a desired effect • I can use different pressures and thicknesses to create a desired effect • I can use grids to help me achieve the correct proportions in my sketches based on photographs	• I can explain how colour can help to express different aspects of someone's personality • I can identify emotions they feel, linked to a colour • I can use colour and shape to illustrate emotions, feelings and ideas to create my own colour theory • I can experiment with using my fingerprints to create a unique piece of artwork • I can vary the pressure and amount of paint I use when printing using my fingers to create different effects • I can use overlapping and layering to create shadow in my painting	• I can use wire to create a sculpture of a person • I can convey an emotion or specific body language in my wire sculpture	• I can respond and comment on different pieces of artwork • I can discuss and comment on Kandinsky's colour theory • I can discuss and give my opinions on Chuck Close's painting techniques