



Art Long Term Plan

Year 1	Subject Content	Drawing	Painting	Collage	3D	Printing	Textiles	Communication (inc ICT)
EXPLORING, DEVELOPING & RECORDING IDEAS & EXPERIENCES	Record from first-hand evidence, experience and imagination. Ask and answer questions about starting points for work. Exploring materials and processes used in making art, craft and design.	I respond to ideas and starting points (stories, rhymes, objects, the natural world)						
INVESTIGATING, CREATING Designing, building, constructing, planning, producing, devising, arrange, assemble, collect, prepare, propose, formulate, organise, manage MAKING Do, carry out, use, run, implement	Investigate the possibilities of a range of materials and processes. Try out tools and techniques, including drawing. Represent observations, ideas and feelings, and design and make images and artefacts. Developing techniques in using colour, pattern, texture, line, shape, form and space.	I can draw lines of different shapes and thicknesses. I can draw with crayons and pencils. I can describe the shapes and patterns I see.	I can use thick and thin brushes. I can use ready mixed or powder paints to show my ideas. I paint pictures of what I see.	I have explored and experimented with lots of collage materials. I cut and tear paper, textiles and card for my collages. I can sort and arrange collage materials for a purpose.	I have used: clay, dough, Plasticine. I add texture to my models using tools. I make shapes from rolled up paper, straws, paper and card.	I use printing tools such as fruit, vegetables and sponges. I can print onto fabric or paper. I make my own printing blocks e.g. string patterns or Plasticine shapes.	I sort threads and fabrics. I group fabrics and threads by colour and texture. I make weavings with fabrics or threads. I make a fabric by weaving or 'teasing' out wool.	I use the computer to draw pictures with lines and shapes. I change the pen colour and rub out to change my work.

<p>EVALUATING Check, Judge, Critique, experiment, hypothesis, test, detect, argue, defend, assess, estimate, predict, rate, value</p> <p>ANALYSING Compare, organise, appraise, calculate, categorise, differentiate, discriminate, examine, question, research, deconstruct, outline, attribute, test</p>	<p>Review what they and others have done and say what they think and feel about it. Say what they may change or improve in the future.</p>	<p>I describe what I think about my own and others' work</p>
---	---	--

<p>KNOWLEDGE ABOUT THE GREAT ARTISTS, CRAFTSMEN & DESIGNERS AND UNDERSTANDING THE HISTORICAL DEVELOPMENT OF THEIR ART FORMS</p> <p><u>Remember</u> Recall, list, retrieve, find, name, recognise, identify, locate, describe, arrange, label, memorise, order, relate, reproduce, repeat</p> <p><u>Understand</u> Interpret, summarise, explain, rephrase, classify, infer, paraphrase, compare, discuss, report, restate, describe, review, indicate, express</p>	<p>Using visual and tactile elements, including colour, pattern, texture, line, tone, shape, form and space. Exploring materials and processes used in making art, craft and design.</p> <p>Differences and similarities in the work of artists, craftspeople and designers in different times and cultures.</p>	<p>I can colour in neatly, following the lines very carefully.</p>	<p>I can name the primary and secondary colours.</p> <p>I can say how an artist has used colour.</p>	<p>I use: Paste Glue And other adhesives.</p>	<p>I cut materials I roll materials I coil materials</p>	<p>I explore techniques such as repeating, overlapping, rotating and arranging shapes</p>	<p>I look at examples of thread and textiles used to create pictures, objects or patterns, (e.g. patchwork)</p>	<p>I can draw my ideas and tell others what they are.</p>
---	--	--	--	--	--	---	---	---

Year 2	Subject Content	Drawing	Painting	Collage	3D	Printing	Textiles	Communication (inc ICT)
EXPLORING, DEVELOPING & RECORDING IDEAS & EXPERIENCES	Record from first-hand evidence, experience and imagination. Ask and answer questions about starting points for work. Exploring materials and processes used in making art, craft and design.	I explore ideas from my imagination or from real starting points.						
INVESTIGATING, CREATING Designing, building, constructing, planning, producing, devising, arrange, assemble, collect, prepare, propose, formulate, organise, manage MAKING Do, carry out, use, run, implement	Investigate the possibilities of a range of materials and processes. Try out tools and techniques, including drawing. Represent observations, ideas and feelings, and design and make images and artefacts. Developing techniques in using colour, pattern, texture, line, shape, form and space.	I use pencils, pastels and charcoal in my drawings. I show patterns textures in my drawings by adding dots and lines. I show different tones using coloured pencils.	I mix primary colours to make secondary colours. I add white to colours to make tints. I add black to colours to make tones.	I create collages sometimes in a group and sometimes on my own. I mix paper and other materials with different textures and appearances.	I have made a clay pot. I have made a carving using dry clay.	I have printed by pressing, rolling, rubbing, and stamping. I have looked at printmaking in the environment (e.g. wallpapers, fabrics etc.).	I use glue to join fabrics. I use running stitch to join fabrics. I have explored plaiting and understand the basic method.	I use a paint program to draw pictures. I edit my work using cut, copy, paste and erase.

<p>EVALUATING Check, Judge, Critique, experiment, hypothesis, test, detect, argue, defend, assess, estimate, predict, rate, value</p> <p>ANALYSING Compare, organise, appraise, calculate, categorise, differentiate, discriminate, examine, question, research, deconstruct, outline, attribute, test</p>	<p>Review what they and others' have done and say what they think and feel about it. Say what they may change or improve in the future.</p>	<p>I comment on difference in others' work and I suggest ways of improving my own work.</p>
--	---	---

<p>KNOWLEDGE ABOUT THE GREAT ARTISTS, CRAFTSMEN & DESIGNERS AND UNDERSTANDING THE HISTORICAL DEVELOPMENT OF THEIR ART FORMS</p> <p><u>Remember</u> Recall, list, retrieve, find, name, recognise, identify, locate, describe, arrange, label, memorise, order, relate, reproduce, repeat</p> <p><u>Understand</u> Interpret, summarise, explain, rephrase, classify, infer, paraphrase, classify, infer, paraphrase, compare, discuss, report, restate, describe, review, indicate, express</p>	<p>Using visual and tactile elements, including colour, pattern, texture, line, tone, shape, form and space.</p> <p>Exploring materials and processes used in making art, craft and design.</p> <p>Differences and similarities in the work of artists, craftspeople and designers in different times and cultures.</p>	<p>I make a variety of lines of different sizes, thickness and shapes.</p>	<p>I know the positions of primary and secondary colours in relation to each other on the colour wheel.</p> <p>I link colours to natural and man-made objects.</p>	<p>I use shapes, textures, colours and patterns in my collages.</p> <p>I can say how other artists have used texture, colour, pattern and shape in their work.</p>	<p>I have added lines and shapes to my clay work.</p> <p>I have added texture to my clay work by adding clay and with tools.</p>	<p>I have created a print in response to the work of an artist or designer.</p> <p>I have looked at how artists and designers have used colour, shapes and lines to create patterns.</p>	<p>I know how to dip dye to produce fabric of contrasting colours.</p> <p>I have looked at examples of patchwork and then design and make my own, using glue or stitching.</p>	<p>I can describe my work using these key words: Line, tone, colour, texture, shape.</p>
--	---	--	--	--	--	--	--	--

Lower Key Stage 2	Subject Content	Drawing	Painting	Collage	3D	Printing	Textiles	Communication (inc ICT)
EXPLORING, DEVELOPING & RECORDING IDEAS & EXPERIENCES	Record from first-hand evidence, experience and imagination for a variety of purposes. Question and make thoughtful observations about starting points for work. Collect visual and other information to develop ideas, including a sketchbook.	I explore ideas and collect visual and other information for my work. I keep these in my sketchbook.						
INVESTIGATING, CREATING Designing, building, constructing, planning, producing, devising, arrange, assemble, collect, prepare, propose, formulate, organise, manage MAKING Do, carry out, use, run, implement	2a investigate and combine visual and tactile qualities and match them to the purpose of their work. 2b Apply and develop use of tool and techniques including drawing. 2c Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods.	I use a number of sketches to base my work on. I use a viewfinder to help me in my sketching. I annotate my sketches in my art sketchbook to explain my ideas. I sketch lightly (so I do not need to use a rubber).	I mix colours using tints and tones. I use watercolour paint to produce washes for backgrounds and then add detail. I experiment in creating mood and feelings with colour.	My cutting skills are precise. My skills now include: Coiling Overlapping I know the striking effect work in a limited colour palette can have through experimentation. I can make paper coils and lay them out to create patterns or shapes. I use mosaic. I use montage.	I can make nets of shapes to create recognisable forms. I can join these together to create abstract forms. I experiment with making life size models.	I make my own printing blocks and experiment with different materials. I can make a one coloured print. I can build up layers of colours to make prints of 2 or more colours.	I have the basics of cross-stitch and backstitch. I know how to colour fabric and have used this to add pattern. I can make weavings such as 'God's eye'. I have the basics of quilting, padding and gathering fabrics.	I use a digital camera to take images of things people have made. I write about my ideas and add sketches to my art sketchbook. I use the Internet to research ideas or starting points for art.

<p>EVALUATING Check, Judge, Critique, experiment, hypothesis, test, detect, argue, defend, assess, estimate, predict, rate, value</p> <p>ANALYSING Compare, organise, appraise, calculate, categorise, differentiate, discriminate, examine, question, research, deconstruct, outline, attribute, test</p>	<p>Compare methods and ideas used in their own and others' work and say what they think and feel.</p> <p>Adapt work in response to their views and describe how they may develop it further.</p>	<p>I comment on similarities and differences between my own and others' work. I adapt and improve my own work.</p>
--	--	---

<p>KNOWLEDGE ABOUT THE GREAT ARTISTS, CRAFTSMEN & DESIGNERS AND UNDERSTANDING THE HISTORICAL DEVELOPMENT OF THEIR ART FORMS</p> <p>Remember Recall, list, retrieve, find, name, recognise, identify, locate, describe, arrange, label, memorise, order, relate, reproduce, repeat</p> <p>Understand Interpret, summarise, explain, rephrase, classify, infer, paraphrase, classify, infer, paraphrase, compare, discuss, report, restate, describe, review, indicate, express</p>	<p>How visual and tactile elements including colour; pattern, texture, line, tone, shape, form can be combined.</p> <p>How materials and processes can be matched to ideas and intentions.</p> <p>Artists, craftspeople and designers in different times and cultures.</p>	<p>I use different grades of pencil at different angles to show different tones.</p> <p>I use hatching and cross hatching to show tone and texture in my drawings.</p> <p>I explore comics throughout the 20th and 21st century to see how styles are used for effect.</p>	<p>I use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.</p> <p>I make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line.</p>	<p>I use tessellation and other patterns in my collage.</p> <p>I use my cutting skills to produce repeated patterns.</p> <p>I look at mosaic, montage and collage from other cultures.</p>	<p>I use my clay techniques to apply to pottery studied in other cultures.</p> <p>My 3D work has a well thought out purpose.</p> <p>I use technique of adding materials to create texture, feeling, expression or movement (e.g. wrinkles on a portrait sculpture.)</p>	<p>I know how printing is used in the everyday life of designers or artists.</p> <p>I compare the methods and approaches of different designers in their print techniques.</p> <p>I have explored printing from other cultures and time periods.</p>	<p>I know how to colour fabric and have used this to add pattern.</p> <p>I create texture in my textiles work by tying and sewing threads or by pulling threads.</p> <p>I use my textiles skills to create artwork that is matched to an idea or purpose.</p> <p>I am aware of textiles work from other cultures and times.</p>	<p>I use a digital camera to capture textures, colours, lines, tones, shades and inspiration from the natural and manmade world.</p>
--	--	--	---	--	---	--	---	--

Year 5	Subject Content	Drawing	Painting	Collage	3D	Printing	Textiles	Communication (inc ICT)
EXPLORING, DEVELOPING & RECORDING IDEAS & EXPERIENCES	Record from first-hand evidence, experience and imagination for a variety of purposes. Question and make thoughtful observations about starting points for work. Collect visual and other information to develop ideas, including a sketchbook.	I explore ideas and collect visual and other information to help me develop my work. I keep these in my art sketchbook.						
INVESTIGATING, CREATING Designing, building, constructing, planning, producing, devising, arrange, assemble, collect, prepare, propose, formulate, organise, manage MAKING Do, carry out, use, run, implement	Investigate and combine visual and tactile qualities and match them to the purpose of their work. Apply and develop use of tool and techniques including drawing. Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods.	I select the most suitable drawing materials for the type of drawing I want to produce. I use shading to add interesting effects to my drawings, using different grades of pencil. I explain the ideas and images in my art sketchbook.	I can create colours by mixing to represent images I have observed in the natural and manmade world. I experiment with different colours to create a mood.	I experiment with techniques that use contrasting textures, colours or patterns (rough/smooth, light/dark, plain/patterned) I have experimented with ceramic mosaic techniques to produce a piece of art. My work reflects a purpose which I write about in my art sketchbook.	I use a variety of tools and techniques for sculpting in clay. Papier-mache and other mould-able materials. I use carvings to a surface to create shapes, texture and pattern. I explore paper techniques such as pop-up books and origami.	My printing uses a number of colours built up in a sequence. I make precise repeating patterns by creating accurate printing blocks.	I have a sound understanding of how to use the techniques of sewing (cross-stitch and backstitch) applique, embroidery, plaiting, finger knitting.	I take digital photographs and enhance them using computer software. I use the Internet to research. I keep my notes in my sketchbook about how I might develop my work further.

<p>EVALUATING Check, Judge, Critique, experiment, hypothesis, test, detect, argue, defend, assess, estimate, predict, rate, value</p> <p>ANALYSING Compare, organise, appraise, calculate, categorise, differentiate, discriminate, examine, question, research, deconstruct, outline, attribute, test</p>	<p>Compare methods and ideas used in their own and others' work and say what they think and feel.</p> <p>Adapt work in response to their views and describe how they may develop it further.</p>	<p>I make comment on the ideas, methods and approaches used in my own and others' work, relating these to be context in which their work was made.</p> <p>I adapt and refine my work to reflect the purpose and meaning of the work. .</p>
---	--	--

<p>KNOWLEDGE ABOUT THE GREAT ARTISTS, CRAFTSMEN & DESIGNERS AND UNDERSTANDING THE HISTORICAL DEVELOPMENT OF THEIR ART FORMS</p> <p>Remember Recall, list, retrieve, find, name, recognise, identify, locate, describe, arrange, label, memorise, order, relate, reproduce, repeat</p> <p>Understand Interpret, summarise, explain, rephrase, classify, infer, paraphrase, classify, infer, paraphrase, compare, discuss, report, restate, describe, review, indicate, express</p>	<p>Investigate and combine visual and tactile qualities and match them to the purpose of their work.</p> <p>Apply and develop use of tools and techniques, including drawing.</p> <p>Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods.</p>	<p>I select the most suitable drawing materials for the type of drawing I want to produce.</p> <p>I use shading to add interesting effects to my drawings, using different grades of pencil.</p> <p>I explain the ideas behind my images in my art sketchbook.</p>	<p>I can create colours by mixing to represent images I have observed in the natural and manmade world.</p> <p>I experiment with different colours to create a mood</p>	<p>I experiment with techniques that use contrasting textures, colours or patterns rough/smooth, light/dark, plain/patterned).</p> <p>I have experimented with ceramic mosaic techniques to produce a piece of art.</p> <p>My work reflects a purpose, which I write about in my art sketchbook.</p>	<p>I use a variety of tools and techniques for sculpting in clay, papier-mache and other mouldable materials.</p> <p>I use carvings to a surface to create shapes, texture and pattern.</p> <p>I explore paper techniques such as pop-up books and origami.</p>	<p>Mr printing uses a number of colours built up in a sequence.</p> <p>I make precise repeating patterns by creating accurate printing blocks.</p>	<p>I have a sound understanding of how to use the techniques of sewing (cross-stitch & backstitch) applique, embroidery, plaiting, finger knitting.</p>	<p>I take digital photographs and enhance them using computer software.</p> <p>I use the Internet to research.</p> <p>I keep notes in my sketchbook about how I might develop my work further.</p>
--	--	--	---	--	---	--	---	--

Year 6	Subject Content	Drawing	Painting	Collage	3D	Printing	Textiles	Communication (inc ICT)
EXPLORING, DEVELOPING & RECORDING IDEAS & EXPERIENCES	Record from first-hand evidence, experience and imagination for a variety of purposes. Question and make thoughtful observations about starting points for work. Collect visual and other information to develop ideas, including a sketchbook.	I explore ideas and collect visual and other information. I keep these in my art sketchbook. I use this in developing my work, taking account of the purpose.						
INVESTIGATING, CREATING Designing, building, constructing, planning, producing, devising, arrange, assemble, collect, prepare, propose, formulate, organise, manage MAKING Do, carry out, use, run, implement	Investigate and combine visual and tactile qualities and match them to the purpose of their work. Apply and develop use of tool and techniques including drawing. Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods.	I select appropriate drawing materials. I know when different materials can be combined and use this to good effect. I am developing my own style of drawing. I choose appropriate techniques to convey the meaning of any work.	My painting techniques are well developed. I am developing a style of my own. My paintings convey a purpose. Some of my paintings include texture gained through Paint mix or brush technique.	I choose the most appropriate materials for my collages to fit the purpose. My collage work has a definite theme that is apparent to any viewer. I can modify and change materials to be used in my collage.	My portraiture work has a life like quality gained by choosing and applying the most appropriate techniques. My models on a range of scales communicate my observations from the real or natural world.	My print work includes printing onto fabrics, papers and other materials. I use drawings and designs to bring fine details into my work. I build up colours in my prints.	My textile techniques are precise and help me to convey the purpose of my work. I have developed a preference for the type of textile work I prefer and am developing a range of pieces in a particular style, for a range of purposes.	I create digital images with some animation or video or sound to communicate my ideas. I look at the work I have produced, and that of others', discussing whether it meets the purpose. I keep notes in my sketchbook about my methods of working and the methods of others'.

<p>EVALUATING Check, Judge, Critique, experiment, hypothesis, test, detect, argue, defend, assess, estimate, predict, rate, value</p> <p>ANALYSING Compare, organise, appraise, calculate, categorise, differentiate, discriminate, examine, question, research, deconstruct, outline, attribute, test</p>	<p>Compare methods and ideas used in their own and others' work and say what they think and feel.</p> <p>Adapt work in response to their views and describe how they may develop it further.</p>	<p>I analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its content.</p> <p>I adapt and refine my work to reflect my own view of its purpose and meaning.</p>
---	--	--

<p>KNOWLEDGE ABOUT THE GREAT ARTISTS, CRAFTSMEN & DESIGNERS AND UNDERSTANDING THE HISTORICAL DEVELOPMENT OF THEIR ART FORMS</p> <p><u>Remember</u> Recall, list, retrieve, find, name, recognise, identify, locate, describe, arrange, label, memorise, order, relate, reproduce, repeat</p> <p><u>Understand</u> Interpret, summarise, explain, rephrase, classify, infer, paraphrase, classify, infer, paraphrase, compare, discuss, report, restate, describe, review, indicate, express</p>	<p>How visual and tactile elements including colour; pattern, texture, line, tone, shape, form can be combined.</p> <p>How materials and processes can be matched to ideas and intentions.</p> <p>Artists, craftspeople and designers in different times and cultures.</p>	<p>My drawings communicate movement.</p> <p>My drawings of still life include shadows and reflections.</p> <p>My work includes historical studies of technical drawings, such as ancient architecture.</p>	<p>My paintings are based on observations and can convey realism or an impression of what I observe.</p> <p>I combine colours and create tints, tones and shades to reflect the purpose of my work.</p> <p>The lines in my paintings are sometimes stark and cold and at other times warm to reflect different features or intentions.</p>	<p>My collage has a striking effect because of its colour choices (or any of the other possibilities below): Pattern, lines, tones, shapes, [or any combination of these].</p> <p>I write about the visual and tactile qualities of my work in my sketchbook.</p>	<p>My 3D work reflects an intention that is sometimes obvious, but at other times is open to interpretation of the viewer.</p> <p>My 3D work contains both visual and tactile qualities.</p> <p>I choose from all of the techniques from levels 1-4 to embellish my work, as appropriate.</p>	<p>My prints combine a range of visual elements to reflect a purpose.</p> <p>My prints are based on a theme from other cultures.</p> <p>My prints have a starting point from a designer in history.</p>	<p>My textile work sometimes combines visual and tactile elements, fit for purpose.</p> <p>My textile work is sometimes based on historical or cultural observations.</p>	<p>My work combines visual and tactile qualities to communicate an intention or purpose.</p>
--	--	--	--	---	---	---	---	--

ART ASSESSMENT

Hook/Driving Question:

Curriculum Links:

Skill focus:

Drawing	Painting	Collage
3D	Printing	Textiles
Communication		

'Learning to learn skills':

Reflective – planning, revising, reviewing	Relationships – collaboration, empathy, listening	Resilient – managing distractions, 'stickability'
Resourceful – questioning, imagining, making links	Risk-taking – having a go, not scared of being wrong, exploring	
Developing -	Secure =	Advanced +

--	--	--

Bloom's Revised Taxonomy



Bloom's Revised Taxonomy has been added to the skill progression sheets so that pupils are being actively encouraged in their thinking.

Lower Order Thinking	Remember	Understand	Apply	Analyse	Evaluate	Create	Higher Order Thinking
-------------------------------------	-----------------	-------------------	--------------	----------------	-----------------	---------------	--------------------------------------

Bloom's Revised Taxonomy has also been applied to the blank Templar (with an exemplar give) to support pupils and teachers as they '**Look at, think and respond to a work of art and design**'. These resources were provided by Susan M Coles (Artist and Arts, Creativity and Educational Consultant) on a 'Making Connections' seminar in 2013.

Glossary of Art and Design terms

LINE:

Lines are used to:

- Delineate shapes
- Indicate volume
- Describe
- Make patterns
- Express emotions

They can be :

- Bold or sensitive
- Angled or curved
- Soft or hard

SHAPE:

Shapes can be easily recognised and immediately understood.

They can form symbols

They can be 2 or 3 dimensional

FORM:

Shapes 'form' an object whether this is done in modelling work or illusionary through drawing and painting.

It is possible to create form in 2D work but it is easier in 3D work.

COLOUR:

Can be used to convey feelings, emotions, atmosphere, moods and ideas.

Children's ability to select, mix and apply colour helps them to communicate.

Whilst some media is suitable (paint, coloured pencils with sufficient range of colour) felt tips are not suitable for this purpose.

TONE:

Tells us how much light and dark can be seen. Tone can help to suggest volume or depth.

PATTERN:

Can be seen in the natural and built world. It is related to mathematics, decoration, symbolism and cultural styles throughout history.

TEXTURE:

Can be seen and felt. The illusion of texture can be created in 2D work but it is easiest to achieve this in 3D work.

Colour Theory

Primary colours:

Red, yellow and blue

Secondary colours:

Orange – red + yellow

Green – blue + yellow

Purple – red + blue

The spectrum:

Red, orange, yellow, green, blue, indigo, violet

Harmonious colours:

These are not true colours. Use white to lighten the colour, use black to darken the colour.

Tertiary colours:

Need three colours to be produced. For example:

Brown – red + black + yellow (or all three primary colours)

Turquoise – blue + yellow + white

Mauve – blue + red + white

Skin tones need a combination of yellow or brown, along with red or white.

Looking at, thinking and responding to a work of art and design

PURPOSE	To apply Bloom's theory of developing higher levels of thought processes to looking at, thinking and talking about works of art, craft and design.
EXPLANATION	<p>Typically, when learning about art and design, students are encouraged to look at works of art, to develop their understanding of the artist, the period or movement and an understanding of the process, technique, content the artistic form and emotional respond or mood evoked by the work. Judgements are often subjective and operate principally at a level of knowledge and understanding. Students are encouraged to evaluate their views, but are more rarely taken beyond comprehension and through the intermediate stages of application, analysis and synthesis. This focus is limiting because the purpose of looking at works of art is principally twofold.</p> <p>Firstly, we wish to enrich and enhance the quality of life of students, to develop their cultural understanding. Secondly, we hope to develop students own visual literacy skills and their ability to look and think, to develop their own response to art works which will in turn inform their own imagination and ideas for their own art making. This should assist students in their learning about technique, process, composition, use of mark, shape, colour, organisation of content and elements, the use of signs and symbols or cultural references and ultimately meaning.</p> <p>Questions that teachers ask can direct students to the realisation that visual literacy has a greater purpose than just acquiring facts about the artist. It is hoped that students can learn to 'read' a work of art and make connections between the work they are viewing and other works they have seen at different times, or between other art forms and other areas of learning. Higher order questioning can lead pupils to make these 'connections' leading to a more developed or imaginative response, which will in turn establish it as a life-long habit and enrich the experience of looking at works of art.</p>
PROCEDURE	<p>For any identified visual literacy activity, develop questions that reflect the progression of thinking and responding from the literal (descriptive) level to the evaluative. Not all levels need to be developed for every work. Consider a range that will lead the pupil to the greater purpose of looking and responding.</p> <p>Each level of Bloom's original taxonomy has been restated for clarity and simplification. Examples of appropriate questions or directives will be given to illustrate each level when I look at a chosen work of art in the exhibition.</p>

Taken from Susan M Coles' "Making Connections" seminar 2013



Mark Dion installation @Baltic Centre for Contemporary Art as part of the 'Duck for Mr Darwin' Exhibition.

Knowledge Remember	The recall of specific information
Comprehension Understand	An understanding of what has been viewed (and of other work by the artist?)
Application Apply	The converting of abstract content to concrete situations – applying what is known and understood to real situations
Analysis Analyse	The comparison and contrast to of of the content to personal experiences
Synthesis Evaluate	The organisation of thoughts, ideas, and information from the content
Evaluation Create	The judgement and evaluation of characters, actions, outcome, etc., for personal reflections and understanding

Knowledge Remember	The recall of specific information Who is Mark Dion? What country does he live in? What is this installation called? how many pieces can you see in the installation?
Comprehension Understand	An understanding of what has been viewed (and of other work by the artist?) What is this artwork about? What is an installation in art? Why do you think the artist has chosen these particular objects?
Application Apply	The converting of abstract content to concrete situations – applying what is known and understood to real situations What can you tell about the people on whom this art work is based from looking at the objects? Where do you think the artist got all the items from and why did he choose these? Why do you think he placed everything in this particular way? If you could meet the artist what would you ask him?
Analysis Analyse	The comparison and contrast to of of the content to personal experiences What do you think the people that owned these belongings were like? What would you say if you met them? How do you think they would talk? What do you think they would be wearing?
Synthesis Evaluate	The organisation of thoughts, ideas, and information from the content How does this look compared to what you might take when you go on a long journey? What would you pack for a long journey? Write/draw a list! How could you put your collection into an artwork? How could you do it differently from Mark?
Evaluation Create	The judgement and evaluation of characters, actions, outcome, etc., for personal reflections and understanding Why do you think Mark created this art work for an exhibition about Charles Darwin? Do you think Mark is telling us a story well? What do you like about it? How hard do you think it was to make this installation? How hard would it really have been to take these items to another land? Do you hear any sounds when you look at this? What are you feeling when you look at this? Why do you think the artist made an installation instead of just doing a drawing or a painting of the items? Make your own art work, developing your ideas from your list.