



Great Ponton Primary School

Art Subject Content Knowledge



EYFS Art Knowledge

Early Learning Goals: Expressive Art and Design, Understanding the World, Physical Development.

By the end of Reception:

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

Fine Motor Skills

- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Children in Reception will be learning to:

AUTUMN:

Taught knowledge:

- How to hold drawing tools such as pencils, crayons, felt tips and pens.
- How to use drawing tools to make marks.
- How to select drawing tools for certain purposes.
- The uses of scissors and glue.
- How to use scissors.
- That there are different types of glue and they are good for different things.
- The names of different types of lines (straight, wavy, circular/curvy).
- How to create different lines.
- To look closely at the features of objects and people.

SPRING:

Taught knowledge:

- About malleable media including, clay, dough, papier mache and sand.
- How to mould and manipulate materials to create a sculpture/object.
- How to mould materials to form shapes e.g. ball, tube, disc.
- That different tools have different uses and can create a variety of effects.
- How to impress and apply simple decoration using a variety of tools.
- How to cut shapes using scissors and other modelling tools.

SUMMER:

Taught knowledge:

- That materials can have different textures, patterns etc.
- That we can touch to feel the different textures.
- Key vocabulary; smooth, soft, bumpy, hard, materials.
- That we can separate and join materials in a variety of ways.
- That we can separate materials by cutting, ripping and tearing.
- That we can join materials together by gluing, taping and wrapping.
- That we sometimes have to try materials out to see which will be the best for our outcome.

Content Knowledge



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<ul style="list-style-type: none">-To draw accurate representations of objects and people.-What we use a paint brush for.-How to hold a paint brush.-To paint with tools other than a paintbrush.-To transfer and print with paint using their own ideas.-The names of colours.-That when colours are mixed, new colours are created.-To independently mix colours.-That brushes need to be clean before using a new colour.-To dip paint brushes into water to clean them.-To dab paint brushes onto paper towels to dry them.	<ul style="list-style-type: none">-How to effectively use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately.-How to build a construction/ sculpture using a variety of objects from observation and/or imagination e.g. recycled, natural and manmade materials.-How to consider and think about their final outcome before starting the making process.	<ul style="list-style-type: none">-To select appropriate materials for their chosen outcome.-To show their creations to adults and peers and share how they made it.
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National Curriculum Aims

The principle and purpose for Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils: Children will produce creative work, exploring their ideas and recording their experiences. Children will become proficient in drawing, painting, sculpture and other art, craft and design techniques. Children will evaluate and analyse creative works using the language of art, craft and design. Children will know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

KS1:

To use a range of materials creatively to design and make products.

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.



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<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To find 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.</p> <p>KS2: To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To find about great artists, architects and designers in history.</p>			
DRAWING	Y1/2	Y3/4	Y5/6
Generating Ideas	Explore their own ideas using a range of media. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Using sketchbooks	Use sketchbooks to explore ideas in an open-ended way. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making Skills	Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful	Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading	To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to



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	<p>range of marks through experimentation building skills and vocabulary. Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</p>	<p>and starting to apply an understanding of shape to communicate form and proportion. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</p>	<p>a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p>
Knowledge of Artists	<p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p>	<p>Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work</p>
Evaluating and Analysing	<p>Describe and compare features of their own and other's art work. Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p>	<p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative</p>



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			solutions and make improvements to their work.
PAINTING AND MIXED MEDIA	Y1/2	Y3/4	Y5/6
Generating ideas	Explore their own ideas using a range of media. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Using Sketchbooks	Use sketchbooks to explore ideas in an open-ended way. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making Skills	Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft. Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint. Create a range of secondary colours by using different amounts of each starting colour or adding water. Make choices about which	Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.	Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Explore how collage can extend original ideas. Combine a wider range of media, eg photography and digital art effects. Manipulate paint and painting techniques to suit a purpose, making choices based on their



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	<p>materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects.</p>	<p>Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p>	<p>experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition.. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus. Work collaboratively on a larger scale.</p>
Knowledge of Artists	<p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p>	<p>Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how artworks may have been made. Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>
Evaluating and Analysing	<p>Describe and compare features of their own and other's art work. Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p>	<p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>



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SCULPTURE AND 3D	Y1/2	Y3/4	Y5/6
Generating ideas	Explore their own ideas using a range of media. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Using Sketchbooks	Use sketchbooks to explore ideas in an open-ended way. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making Skills	Use their hands to manipulate a range of modelling materials, including paper and card.. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen. Develop understanding of sculpture to construct and model simple forms. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture..	Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). Experiment with combining found objects and recyclable material to create sculpture. Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.	Investigate how scale, display location and interactive elements impact 3D art. Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Persevere when constructions are challenging and work to problem solve more independently. Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results.



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Knowledge of Artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Evaluating and Analysing	Describe and compare features of their own and other's art work. Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
CRAFT AND DESIGN	Y1/2	Y3/4	Y5/6
Generating ideas	Explore their own ideas using a range of media. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.



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Using Sketchbooks	Use sketchbooks to explore ideas in an open-ended way. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making Skills	Able to select colours, shapes and materials to suit ideas and purposes. Design and make something that is imagined or invented. Begin to develop skills such as measuring materials, cutting, and adding decoration. Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice	Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used. Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries.	Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process. Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.
Knowledge of Artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.



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Evaluating and Analysing	Describe and compare features of their own and other's art work. Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
FORMAL ELEMENTS	Y1/2	Y3/4	Y5/6
Colour	Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours: ● Red + yellow = orange ● Yellow + blue = green ● Blue + red = purple Know that different amounts of paint and water can be used to mix hues of secondary colours. Know that colours can be mixed to 'match' real life objects or to create things from your imagination Know that colour can be used to show how it feels to be in a particular place, eg the seaside	Know that using light and dark colours next to each other creates contrast. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint.	To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. To know that a 'monochromatic' artwork uses tints and shades of just one colour. To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Form	Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art is called sculpture. Know that 'composition' means how things are	To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract. To know	To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of three-



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	arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.	that using lighter and darker tints and shades of a colour can create a 3D effect. Know that simple 3D forms can be made by creating layers, by folding and rolling materials	dimensional art work changes the effect of the piece. To know that the surface textures created by different materials can help suggest form in two-dimensional art work.
Shape	Know a range of 2D shapes and confidently draw these. Know that paper can be shaped by cutting and folding it. Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight lines and angles. Know that patterns can be made using shapes.	To know that negative shapes show the space around and between objects. To know how to use basic shapes to form more complex shapes and patterns.	To know that a silhouette is a shape filled with a solid flat colour that represents an object. To know how an understanding of shape and space can support creating effective composition.
Line	Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings. Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.	To know that different drawing tools can create different types of lines. To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. To know how line is used beyond drawing and can be applied to other art forms. 1
Pattern	Know that a pattern is a design in which shapes, colours or lines are repeated. Know that surface rubbings can be used to add or make patterns. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular, and change in ways you wouldn't expect.	To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Texture	Know that texture means 'what something feels like' Know that different marks can be used to represent the textures of objects Know that different drawing tools make different marks.	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy	To know how to create texture on different materials. To know that applying thick layers of paint to a surface is called impasto, and is



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	Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.	object. To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	used by artists such as Claude Monet to describe texture
Tone	Know that 'tone' in art means 'light and dark'. Know that we can add tone to a drawing by shading and filling a shape. Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones.	To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork.	To know that tone can help show the foreground and background in an artwork. To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.