SUBJECT: Art & Design

The purpose of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.
While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses of their own work and that of others.
Throughout their time at school children should go on a creative cultural journey inspired by the work of artists, designer and craft makers, using real life experiences (artist in residence / cultural visits / visiting artists).

Their work will be celebrated through displays in school and exhibitions for parents and carers but also by developing links in the wider community. The creative skills the children learn should give them the courage to express themselves and grow as individuals.

Every year, there is a clear progression of skills, which build on prior learning – such as use of tools and techniques with increasing mastery. Our involvement in the Artsmark scheme and use of our Artist in Residence allows the skills learnt to be used in a collaborative community.

Foundation Stage & KS1

The children should begin to manipulate tools and materials to create art works using different media: drawing/painting, collage/sculpture, architecture/printing; developing a basic understanding of colour, pattern, texture, form, shape and space. Getting excited by the work of known artists, craft makers and designers they will be able to talk about and explore their thoughts and feelings making links to their own work.

KS2

In KS2 the children will continue this process being inspired by great artists, architects and designers; talking about their techniques and influences. They will use sketchbooks to explore and experiment with different media (e.g. pastels, plaster of paris, mosaic) and choose the most effective of these to create final pieces. They will develop their techniques to create visual effects and talk about (critique) their work and the work of others with confidence.

	Skills	Knowledge
N	Painting & Drawing ● Beginning to hold and use a paintbrush and pencil ● Can explore colour and how colours can be changed ● Can use lines to enclose a space ● Can use shapes to represent objects ● Can use tools for a purpose Sculpture & Collage ● Joins construction pieces together to build and balance ● Realises tools can be used for a purpose ● Begins to be interested in describing the textures of things Architecture & Printing ● Joins construction pieces together to build and balance ● Beginning to construct stacking blocks vertically and horizontally, making enclosures and creating spaces ● Realises tools can be used for a purpose	Painting and Drawing ● Understands that they can use lines to enclose a space ● Understands tools can be used for a purpose ● Understands how colours can be changed ● Understands that shapes can represent objects Sculpture & Collage ● Understands tools and objects can be used for a purpose ● To understand different textures and how to describe them Architecture & Printing ● Understands tools and objects can be used for a purpose (Focus artist each half term)

R	**Painting and Drawing** ● Can explore colour and how colours can be mixed. ● Can use simple tools confidently and appropriately. ● Can hold and control a pencil and paintbrush. **Sculpture and Collage** ● Can combine different media to create new effects. ● Can manipulate materials to achieve a planned effect. ● Can select appropriate resources and adapt work where necessary. ● Can select tools and techniques needed to shape assemble and join materials they are using. **Architecture and Printing** ● Can experiment create different textures. ● Can combine different media to create new effects.	**Painting and Drawing** ● Understands how colour can be mixed and end result. ● Understands how to use simple tools confidently and appropriately. **Sculpture and Collage** ● Understands that different media can be combined and manipulated to create new and planned effects. ● Can select appropriate resources and adapt work where necessary. ● Can select tools and techniques needed to shape assemble and join materials they are using. **Architecture and Printing** ● Can experiment create different textures. ● Can combine different media to create new effects. (Focus artist each half term)

| Y1 | **Painting & Drawing**
● Can hold and control a pencil and paintbrush
● Begin to mix secondary colours independently
● Can use lines to create different textures

Vocabulary: hold, control, pencil, paintbrush, mix, textures

Fauvist Painters
● *Exploring how colour choices can create feelings in a painting*
● *Practise colour mixing*
● *Draw a landscape using layers to create distance*
● *Paint a Sheringham scene in a Fauvist style (This could be painting over a photograph/ photocopy for LA children)*

Sculpture & Collage
● Can choose the best materials for a purpose
● Can follow an example to create a sculpture

Vocabulary: choose, purpose, create

Land Art (Richard Long or Andy Goldsworthy)
● *Manipulating natural materials to create a sculpture* | **Painting Drawing**
● Understand the difference between primary and secondary colours
● To know what cross-hatching is
● To know different types of line e.g. straight, curved
● To know how to make a colour lighter or darker (tone)

Vocabulary: primary colour, secondary colour, cross-hatching, line, straight, curved, lighter, darker, tone

Sculpture & Collage
● To know that some natural materials are more useful than others for sculpture
● To understand that materials can be combined to produce a visual effect

Vocabulary: natural, materials, sculpture, combined, produce, visual effect |

Architecture & Printing
- Can use a range of materials (e.g. leaves, cardboard tubes, sponge blocks, cotton reels etc.) to explore printing

Vocabulary: range, materials, explore, printing

Jackson Pollock
- *Firework paintings using splatter paint techniques*
- *Printing, using a range of different materials*
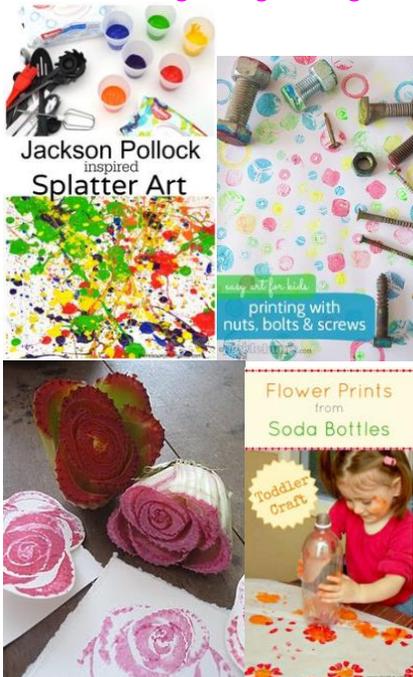
Architecture & Printing
- To know that a certain amount of paint produces the best effect

Vocabulary: paint, produces, effect

Critique

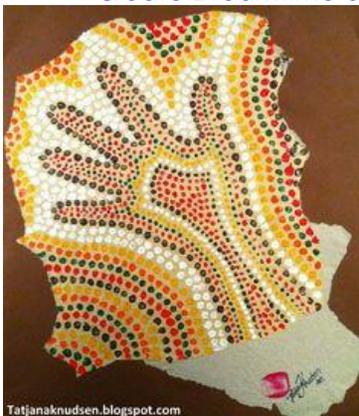|		
	Critique ● Can talk about their work (and peers) and explain how it makes them feel ● Can identify ways to improve their work ● Can begin to use technical language in their critique ● Can describe a piece of art work at a basic level: What can you see? How does it make you feel? How was it created? **Vocabulary:** explain, improve, technical language, critique, describe.	● To know some feelings and how they link to colours e.g. red is angry and blue is calming ● Know some technical language: line, straight, curved, pattern, shape, colour, tone **Vocabulary:** feelings, colours, line, straight, curved, pattern, shape, colour, tone
Y2	**Painting & Drawing** ● Can make intentional marks using a pencil and paintbrush ● Using a colour wheel, begin to mix secondary colours independently, for example, green, purple and orange ● Can use lines and shading to create different textures **Vocabulary:** hold, control, pencil, paintbrush, mix, textures, colour wheel, lines, shading *Aboriginal Dot Painting/Dreamtime Artists* ● *Produce a colour wheel to explore colour mixing* ● *Using colour and pattern, create an aboriginal dot painting* ● *Using silhouettes of native Australian creatures and pastels, create Dreamtime art* *Using native Australian animals for a silhouette*	**Painting Drawing** ● Understand the difference between primary and secondary colours ● Know how to mix orange, purple and green paint from primary colours ● To understand what cross-hatching, stippling and line-work are ● To understand when to use different types of line e.g. straight, curved ● To know how to make a colour lighter or darker (tone) in painting and shading **Vocabulary:** primary colour, secondary colour, cross-hatching, line, straight, curved, lighter, darker, tone, mix, stippling, line-work, shading

Sculpture & Collage
- Can choose the best materials for a purpose
- Can follow an example to create a sculpture
- Can begin to manipulate and join materials for a purpose
- Can use scissors precisely and safely to cut patterns and shapes

Vocabulary: choose, purpose, create, example, manipulate, join, purpose, scissors, precisely, safely

Dale Chilhuly
- *Using recycled plastics, acrylic paint and Sharpie pens to create coral reef sculptures*

Sculpture & Collage
- To understand how to manipulate and join materials to produce a visual effect
- To know how to use scissors precisely and safely

Vocabulary: natural, materials, sculpture, combined, produce, visual effect, manipulate, join, scissors, precisely, safely
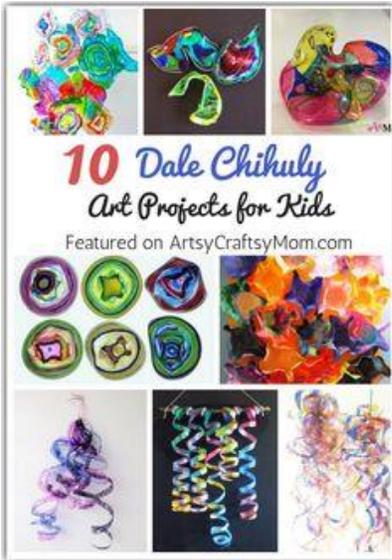
Architecture & Printing
- Can use a press print to design a printing block
- Can combine different printing blocks to create final piece
- Can apply different drawing skills (cross-hatching, stippling, line-work) to represent patterns

Vocabulary: range, materials, explore, printing, press, printing block, combine, final piece, apply, cross-hatching, stippling, line-work, patterns

UK citiscapes (Norman Foster?)
- *Explore the shapes and lines of UK city buildings e.g. The*

Architecture & Printing
- To know that a certain amount of paint produces the best effect
- To know how to use line and pattern to create a printing block
- To understand how old and new architecture looks different

Vocabulary: paint, produces, effect, line, pattern, printing block, architecture

Gherkin, St. Paul's Cathedral
- *Use press printing skills to create a citiscape*
- *Use different drawing skills (cross-hatching, stippling, line-work) to create different patterns on buildings*

Critique
- Can talk about their work (and peers) and explain how it makes them feel
- Can identify specific ways to improve their work e.g. "You need to use straighter lines on the top window of that building."
- Can begin to use technical language in their critique
- Can describe a piece of art work at a basic level: What can you see? How does it make you feel? What media/materials were used to create it?

Vocabulary: explain, improve, technical language, critique, describe

Critique
- To know some feelings and how they link to colours e.g. red is angry and blue is calming
- Know some technical language: line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross-hatching, primary colours, secondary colours, printing block

Vocabulary: feelings, colours, line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross-hatching, primary colours, secondary colours, printing block

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Y3   **Painting & Drawing**
- Can create accurate detail by using precise marks with a pencil and paintbrush
- Begin to use a paintbrush to create a watercolour wash
- Confidently mix secondary colours independently as well as manipulating tone (light and dark)
- Can use water to change the tone of watercolours.
- Can begin to mix pastels to create tone.

Vocabulary: hold, control, pencil, paintbrush, mix, textures, colour

Painting Drawing
- Understand the difference between primary and secondary colours and know how to mix secondary colours.
- Know how to mix orange, purple, green and brown (from yellow, red and blue) paint using primary colours
- To know how to make a watercolour wash
- To know how to mix pastels on a page
- To know how to make a colour lighter or darker (tone) in painting and when using pastels

wheel, lines, shading, accurate, detail, precise, marks, manipulate, tone, lighter, darker, watercolours, pastels

Monet
- *Explore how Monet uses colour to represent water*
- *Explore how to use watercolours.*
- *Explore how to use pastels*
- *Choose the best media to create a Monet inspired watery landscape.*

Vocabulary: primary colour, secondary colour, cross-hatching, line, straight, curved, lighter, darker, tone, mix, stippling, line-work, shading, watercolour, wash, pastels

Sculpture & Collage
- Can use careful observation to plan a sculpture
- Can accurately manipulate and join materials to create a clay relief

Vocabulary: choose, purpose, create, example, manipulate, join, purpose, scissors, precisely, safely, observation, plan, clay, relief

Sculpture & Collage
- To understand how to manipulate and join clay to produce a relief effect
- To know how to use lino-cutting tools safely to create a relief

Vocabulary: natural, materials, sculpture, combined, produce, visual effect, manipulate, join, scissors, precisely, safely, clay, relief

Stone Age Cave Paintings
- *From observation, plan Stone Age style cave art*
- *Use clay to build a relief sculpture*
- *Using Plaster of Paris, cast from the relief*

Architecture & Printing
- Can use layers of paper to create the illusion of distance / perspective
- Can draw 3D shapes
- Can draw silhouettes
- Can use shading to enhance a 3D effect

Architecture & Printing
- To understand how perspective affect the size of objects in a landscape to show distance
- To understand how to use layers to build up a landscape

Vocabulary: range, materials, explore, printing, press, printing block, combine, final piece, apply, cross-hatching, stippling, line-work, patterns, layers, illusion, distance, perspective, 3D shape, silhouette, shading, enhance, 3D effect

Egyptian Landscapes
- *Produce an Egyptian Landscape using painting and collage*
- Paint layers of paper and tear into a landscape
- Practice how to use shading to make a pyramid 3D
- Collage with 3D pyramids and silhouettes of animals

Critique
- Can talk about their work (and peers) and explain how it makes them feel
- Can identify specific ways to improve their work e.g. "You need to use less water in your wash"
- Make choices about which media is the best to use to create an effect (watercolour or pastel)
- Can use technical language in their critique
- Can describe a piece of art work: What can you see? How does it make you feel? What media/materials were used to create it?

Vocabulary: explain, improve, technical language, critique, describe, choices, media, effect, watercolour, pastel

(e.g. making the background first)
- To understand the basic principles of 3D drawings using shading

Vocabulary: paint, produces, effect, line, pattern, printing block, architecture, perspective, size, object, landscape, distance, layers, 3D, shading

Critique
- To understand how different techniques can create feelings
- Know some technical language: line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross-hatching, primary colours, secondary colours, pastels, watercolour wash, collage, layers, perspective, 3D, shading

Vocabulary: feelings, colours, line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross-hatching, primary colours, secondary colours, printing block, techniques, pastels, watercolour wash, collage, layers, perspective, 3D, shading

Y4	**Painting & Drawing** - Can create accurate detail by using precise marks with a pencil, paintbrush and pen	**Painting Drawing** - Understand the difference between primary and secondary colours and know how to mix secondary colours

- Begin to use a paintbrush to create a watercolour wash
- Confidently mix secondary colours independently as well as manipulating tone (light and dark)
- Can use water to change the tone of watercolours
- Can use line to enhance details on a watercolour
- Think carefully about the composition of paintings (how the objects in the picture are laid out)

Vocabulary: hold, control, pencil, paintbrush, mix, textures, colour wheel, lines, shading, accurate, detail, precise, marks, manipulate, tone, lighter, darker, watercolours, pastels, composition, lay out

Kieran Williamson
- *Produce a watercolour landscape of Norfolk inspired by Kieran Williamson*
- *Explore how to use watercolours*
- *Use line over watercolours to enhance details*
- *Use perspective to show distance in a landscape*

Sculpture & Collage
- Can use careful observation of shape to plan a sculpture

- Know how to mix orange, purple, green and brown (from yellow, red and blue) paint using primary colours
- To know how to make a watercolour wash
- To know how to make a colour lighter or darker (tone) in painting
- To understand how perspective affects size and colour e.g. lighter tones look further away
- To understand how to arrange objects in a drawing or painting to create a good composition

Vocabulary: primary colour, secondary colour, cross-hatching, line, straight, curved, lighter, darker, tone, mix, stippling, line-work, shading, watercolour, wash, pastels, perspective, size, arrange, composition

- Can accurately cut and position materials to create a cardboard relief

Vocabulary: choose, purpose, create, example, manipulate, join, purpose, scissors, precisely, safely, observation, plan, clay, relief, shape, position, cardboard

Picasso
- *Explore the cubist portraits of Picasso*
- *Experiment with shapes for different facial features*
- *Use cardboard cut out shapes which have been coloured with pastel or paint to construct a Picasso relief sculpture / collage*

Sculpture & Collage
- To understand how to arrange cardboard shapes to produce a relief portrait
- To know how to scissors safely and accurately to create shapes and patterns
- To understand how to compose a Cubist inspired portrait (experimenting with different arrangements of facial features)

Vocabulary: natural, materials, sculpture, combined, produce, visual effect, manipulate, join, scissors, precisely, safely, clay, relief, arrange, cardboard, compose, inspired, arrangement

Architecture & Printing

- Can use models of mosaics to design a pattern
- Can combine coloured squares to create a pattern
Can adapt and refine their work

Vocabulary: range, materials, explore, printing, press, printing block, combine, final piece, apply, cross-hatching, stippling, line-work, patterns, layers, illusion, distance, perspective, 3D shape, silhouette, shading, enhance, 3D effect, models, mosaics, design, adapt, refine

Roman Mosaics
- *Design a mosaic tile on squared paper thinking about colour combinations and pattern*
- Cut and arrange coloured paper
- Edit and refine their work (sticking new paper over mistakes)

Critique
- Can talk about their work (and peers) and explain how it makes them feel
- Can identify specific ways to improve their work e.g. "You need to use less water in your wash"
- Make choices about composition and know how it affects a piece of art
- Can use technical language in their critique
- Can describe a piece of art work: What can you see? How does it make you feel? What media/materials were used to create it?

Vocabulary: explain, improve, technical language, critique, describe, choices, media, effect, watercolour, pastel, composition

Architecture & Printing
- To understand how colour and pattern can be used in a mosaic.
- To understand how to modify and improve a design

Vocabulary: paint, produces, effect, line, pattern, printing block, architecure, perspective, size, object, landscape, distance, layers, 3D, shading, colour, pattern, mosaic, modify, improve

Critique
- To understand how different techniques can create feelings
- Know some technical language: line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross-hatching, primary colours, secondary colours, pastels, watercolour wash, collage, layers, perspective, 3D shading, composition, mosaic, design

Vocabulary: feelings, colours, line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross-hatching, primary colours,

		secondary colours, printing block, techniques, pastels, watercolour wash, collage, layers, perspective, 3D, shading, composition, mosaic, design
Y5	**Painting & Drawing** ● Can create accurate detail by using precise marks with a pencil, paintbrush and pen ● Can draw facial features using line to show the contours of the face e.g. not drawing both sides of the nose ● Can combine words, drawings and shapes in a composition **Vocabulary:** hold, control, pencil, paintbrush, mix, textures, colour wheel, lines, shading, accurate, detail, precise, marks, manipulate, tone, lighter, darker, watercolours, pastels, composition, lay out, facial features, contours, combine *Pop Art (Andy Warhol, Roy Lichtenstein)* ● *Explore the work of different pop artists* ● *First, trace faces then move on to observational drawings* ● *Produce a collage of tracing paper, coloured paper, words and drawings inspired by Pop Art* ● *Explore how to compose these elements*	**Painting Drawing** ● To understand how to arrange objects in a drawing or painting to create a good composition ● To know the proportions of a human face ● To understand how a rubber/eraser can be used as a refining tool **Vocabulary:** primary colour, secondary colour, cross-hatching, line, straight, curved, lighter, darker, tone, mix, stippling, line-work, shading, watercolour, wash, pastels, perspective, size, arrange, composition, proportions, rubber/eraser, refining

Sculpture & Collage
- Can use careful observation contours and shape to plan a sculpture
- Can accurately cut, fold and assemble materials to create a 3D sculpture

Vocabulary: choose, purpose, create, example, manipulate, join, purpose, scissors, precisely, safely, observation, plan, clay, relief, shape, position, cardboard, contours, cut, fold, assemble

Greek Theatre masks
- *Explore Greek theatre masks through sketching (what lines / patterns techniques could be used to show facial expression?)*
- *Experiment with cutting, rolling and folding card to make 3D mask features*
- *Plan a 3D Greek theatre mask*
- *Make a 3D Greek theatre mask using folded and rolled paper shapes*

* Add lines and patterns to elements of the mak for detail

Sculpture & Collage
- To understand how to cut, fold and construct paper to create a sculpture
- To know how to scissors safely and accurately to create a relief portrait
- To understand how to how composition affects outcome (how can you arrange words, drawings and shapes effectively in a Pop Art style?)

Vocabulary: natural, materials, sculpture, combined, produce, visual effect, manipulate, join, scissors, precisely, safely, clay, relief, arrange, cardboard, compose, inspired, arrangement, cut, fold, construct, relief, portrait, composition, outcome

Architecture & Printing
- Can identify the vanishing point in a picture
- Can use guidelines to draw a 3D shape with a vanishing point
- Can use shading to show 3D forms

Vocabulary: range, materials, explore, printing, press, printing block, combine, final piece, apply, cross-hatching, stippling, line-work, patterns, layers, illusion, distance, perspective, 3D shape, silhouette, shading, enhance, 3D effect, models, mosaics, design, adapt, refine, identify, vanishing point, guidelines

Renaissance Artists (perspective)
- *Explore Renaissance art which shows perspective*
- Sketch real life geometric shapes (e.g. blocks of unfix) in 3D using a vanishing point
- Draw vanishing point lines over the top of cityscapes
- Use models to create their own perspective architectural drawing using a vanishing point

Critique
- Can talk about their work (and peers) and explain how it makes them feel
- Can identify specific ways to improve their work e.g. "You need to use your guidelines more carefully"
- Make choices about composition and know how it affects a piece of art

Architecture & Printing
- To understand how vanishing points and guidelines are used to create perspective
- To know how light affects the look of a 3D object (e.g. a cube lit from the top would have three differently shaded sides)

Vocabulary: paint, produces, effect, line, pattern, printing block, architecure, perspective, size, object, landscape, distance, layers, 3D, shading, colour, pattern, mosaic, modify, improve, vanishing point, guidelines

Critique
- To understand how different techniques can create feelings and visual effects

- Can use technical language in their critique
- Can describe a piece of art work: What can you see? How does it make you feel? What media/materials were used to create it? How does the artist show distance?

Vocabulary: explain, improve, technical language, critique, describe, choices, media, effect, watercolour, pastel, composition, distance

- Know some technical language: line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross-hatching, primary colours, secondary colours, pastels, watercolour wash, collage, layers, perspective, 3D shading, composition, mosaic, design, vanishing point, guidelines

Vocabulary: feelings, colours, line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross-hatching, primary colours, secondary colours, printing block, techniques, pastels, watercolour wash, collage, layers, perspective, 3D, shading, composition, mosaic, design, visual effects, vanishing point, guidelines

| Y6 | **Painting & Drawing**
- Can create accurate detail by using precise marks with a pencil, paintbrush and pen
- Can colour mix all secondary and tertiary colours accurately including skin tones
- Can draw facial features using line to show the contours of the face e.g. not drawing both sides of the nose
- Can choose colours to create feelings

Vocabulary: hold, control, pencil, paintbrush, mix, textures, colour wheel, lines, shading, accurate, detail, precise, marks, manipulate, tone, lighter, darker, watercolours, pastels, composition, lay out, facial features, contours, combine, skin tones

Corey Barksdale
- *Explore the work of the African American street artist*
- *Sketch faces using the correct proportions and contours*
- *Add colour to develop the contours and 3D effect*
- *Explore how colour affects feelings*

 | **Painting & Drawing**
- To understand how to create a good composition
- To know the proportions of a human face
- To understand how a rubber can be used as a refining tool
- To understand how to mix all colours including skin tones
- To understand how colour affects feeling

Vocabulary: primary colour, secondary colour, cross-hatching, line, straight, curved, lighter, darker, tone, mix, stippling, line-work, shading, watercolour, wash, pastels, perspective, size, arrange, composition, proportions, rubber/eraser, refining, skin tones |

Sculpture & Collage
- Can use careful observation of contours, shape and historical details to plan a sculpture
- Can accurately select, combine and prepare (paint or collage) 3D materials to create a sculpture

Vocabulary: choose, purpose, create, example, manipulate, join, purpose, scissors, precisely, safely, observation, plan, clay, relief, shape, position, cardboard, contours, cut, fold, assemble, historical, select, combine, prepare

Mayan masks
- *Explore Mayan masks through sketching artefacts*
- *Design a Mayan mask using models*
- *Use milk bottles, collage (tissue) and painting to create a 3D Mayan mask*

Sculpture & Collage
- To understand how to select, combine and prepare materials to create a sculpture
- To understand how to select the right equipment and materials to make a sculpture
- To understand how to how composition affects outcome (how can you arrange elements in a sculpture to be historically accurate?)

Vocabulary: natural, materials, scultpure, combined, produce, visual effect, manipulate, join, scissors, precisely, safely, clay, relief, arrange, cardboard, compose, inspired, arrangement, cut, fold, construct, relief, portrait, composition, outcome, select, combine, prepare, historically

Architecture & Printing
- To understand how vanishing points and guidelines are used to create perspective
- To know how light affect the look of a 3D object (e.g. a cube lit from the top would have three differently shaded sides)

Vocabulary: paint, produces, effect, line, pattern, printing block, architecure, perspective, size, object, landscape, distance, layers, 3D, shading, colour, pattern, mosaic, modify, improve, vanishing point, guidelines

Architecture & Printing
- Can use many different types of line to create patterns
- Can build a print block using a range of specifically chosen materials

- Can choose colour combinations for contrast

Vocabulary: range, materials, explore, printing, press, printing block, combine, final piece, apply, cross-hatching, stippling, line-work, patterns, layers, illusion, distance, perspective, 3D shape, silhouette, shading, enhance, 3D effect, models, mosaics, design, adapt, refine, identify, vanishing point, guidelines, colour combinations, contrast

African Tribal Art
- *Explore patterns in African tribal art*
- *How can the children use line in many different ways to design a pattern?*
- *Explore how colour choices affect the pattern*
- *Make a print block using the tribal pattern*
- *Print in different colours for effect*

Critique
- Can talk about their work (and peers) and explain how it

Critique
- To understand how different techniques can create feelings and visual effects
- Know some technical language: line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross-hatching, primary colours, secondary colours, pastels, watercolour wash, collage, layers, perspective, 3D shading, composition, mosaic, design, vanishing point, guidelines, vibrancy, print-block,

Vocabulary: feelings, colours, line, straight, curved, pattern, shape, colour, tone, shading, stippling, cross-hatching, primary colours, secondary colours, printing block, techniques, pastels, watercolour wash, collage, layers, perspective, 3D, shading, composition, mosaic, design, visual effects, vanishing point, guidelines

makes them feel
- Can identify specific ways to improve their work e.g. "Your colours need to be more contrasting"
- Make choices about composition and know how it affects a piece of art
- Can use technical language in their critique
- Can describe a piece of artwork in detail: What can you see? How does it make you feel? What media/materials were used to create it? How does the artist show distance? How do colours create feeling?

Vocabulary: explain, improve, technical language, critique, describe, choices, media, effect, watercolour, pastel, composition, distance, contrasting