

Art Progression of Knowledge, Skills and Vocabulary

Unit	Spirals		Explore & Draw		Gestural Drawing with Charcoal		Storytelling Through Drawing		Typography & Maps		2D Drawing to 3D Making	
	Year 1	Year 2	Year 1	Year 2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2
Drawing & Sketchbooks	I can draw from my fingertips, my wrist, my elbow, my shoulder, my body.	I can confidently draw from my fingertips, my wrist, my elbow, my shoulder, my body.	I have seen how some artists explore the world around them to help them find inspiration.	I can explain how some artists explore the world around them to help them find inspiration.	I have seen how artists use charcoal in their work.	I understand why artists use charcoal in their work.	I have explored the work of artists who tell stories through imagery.	I can explain the work of artists who tell stories through imagery.	I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.	I can explain that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.	I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome.	I can explain how artists use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome.
	I can make a drawing using a continuous line for a minute or two.	I can make a drawing using a continuous line for a minute or two and explain what I have drawn.	I can explore my local environment and collect things which catch my eye.	I can confidently explore my local environment and collect things which catch my eye.	I have been able to talk about the marks produced, and how I feel about their work.	I can confidently talk about the marks produced, and how I feel about their work.	I can respond to the work of illustrators and/or graphic novelists, and share my thoughts.	I can explain the work of illustrators and/or graphic novelists and share my thoughts.	I have seen how other artists work with typography and have been able to share my thoughts on their work.	I can explain how other artists work with typography and have been able to share my thoughts on their work.	I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.	I can accurately use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.
	I can draw from observation for a few minutes at a time.	I can accurately draw from observation for a few minutes at a time.	I can explore composition by arranging the things that I have collected.	I can create a composition by arranging the things that I have collected.	I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal.	I can explain the types of marks I can make with charcoal, using my hands as well as the charcoal.	I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work.	I can confidently work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work.	I have explored how I can create my own letters in a playful way using cutting and collage.	I can explain how other artists work with typography and have been able to share my thoughts on their work.	I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.	I can accurately use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.
	I can make different marks with different drawing tools.	I can confidently draw from observation for a few minutes at a time.	I can talk about what I collected, and how and why I have collected.	I can confidently talk about what I have collected.	I can work on larger sheets of paper, and I can make loose, gestural sketches using my body.	I can confidently can work on larger sheets of paper, and I can make loose, gestural sketches using my body.	I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.	I can accurately use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.	I have explored how I can create my own letters in a playful way using cutting and collage.	I can create my own letters in a playful way using cutting and collage.	I can use line, mark making, tonal values, colour, shape and composition to make my work interesting.	I can confidently use line, mark making, tonal values, colour, shape and composition to make my work interesting.
	I can use a brush to make new marks.	I can confidently make different marks with different drawing tools.	I arranged the things I collected.	I can confidently talk about what I collected, and how and why I collected.	I can work on larger sheets of paper, and I can make loose, gestural sketches using my body.	I can explain what Chiaroscuro is and how I can use it in my work.	I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.	I can accurately use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.	I have explored how I can create my own letters in a playful way using cutting and collage.	I can create my own letters in a playful way using cutting and collage.	I can use line, mark making, tonal values, colour, shape and composition to make my work interesting.	I can confidently use line, mark making, tonal values, colour, shape and composition to make my work interesting.
	I can make choices about which colours I'd like to use in my drawing.	I can use a brush accurately to make new marks.	I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.	I can work small in my sketchbook and on large sheets of paper, demonstrating how I can use line, shape and colour in my work.	I can understand what Chiaroscuro is and how I can use it in my work.	I can explain what Chiaroscuro is and how I can use it in my work.	I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.	I can accurately use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.	I have explored how I can create my own letters in a playful way using cutting and collage.	I can create my own letters in a playful way using cutting and collage.	I can use line, mark making, tonal values, colour, shape and composition to make my work interesting.	I can confidently use line, mark making, tonal values, colour, shape and composition to make my work interesting.
		I can explain my choices about which colours I'd like to use in my drawing.		I can work small in my sketchbook and on large sheets of paper, demonstrating how I can use line, shape and colour in my work.	I can use light and dark tonal values in my work, to create a sense of drama.	I can accurately use light and dark tonal values in my work, to create a sense of drama.	I can think about how I might use composition, sequencing, mark making and some text in my drawings.	I can explain how I might use composition, sequencing, mark making and some text in my drawings.	I have reflected upon why my letters have a meaning to me.	I can reflect upon why my letters have a meaning to me.	I can use negative space and the grid method to help me see and draw.	I can accurately use negative space and the grid method to help me see and draw.
									I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting.	I can accurately use my sketchbooks for referencing, collecting and testing ideas, and reflecting.	I can explore typography and design lettering which is fit for purpose.	I can demonstrate typography and design lettering which is fit for purpose.
											I can transform my drawing into a three-dimensional object.	I can accurately transform my drawing into a three-dimensional object.

Print, Colour, Collage

Unit	Simple Printmaking		Exploring the World Through Mono Print		Working with Shape and Colour		Exploring Pattern		Making Monotypes		Activism	
	Year 1	Year 2	Year 1	Year 2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2
	<p>I can make simple prints using my hands and feet.</p> <p>I can explore my environment and take rubbings of textures I find.</p> <p>I can use my rubbings to make an image.</p> <p>I can push objects I find into plasticine and make prints.</p> <p>I can create a repeat print.</p> <p>I can create a sequenced print.</p>	<p>I can make detailed prints using my hands and feet.</p> <p>I can explore my environment and take rubbings of textures I find. I can explain my choices.</p> <p>I can use my rubbings to make a clear image.</p> <p>I can push objects and carve shapes into plasticine and make prints.</p> <p>I can create a repeat print using colours and patterns.</p> <p>I can create a symmetrical or sequenced print.</p>	<p>I can make drawings using photos from films as my source material.</p> <p>I can look closely guided by my teachers voice, and work in my sketchbook or on paper to make drawings using soft pencil or handwriting pen.</p> <p>I can look closely at small objects close to me and make drawings with soft pencil or a handwriting pen.</p> <p>I can think carefully about which marks I will include in my drawing.</p> <p>I can base my drawings upon careful observational looking.</p> <p>I can explore a theme and make mono prints using my imagination to make my drawings personal.</p>	<p>I can accurately make drawings using photos from films as my source material.</p> <p>I can demonstrate, guided by my teachers voice, and work in my sketchbook or on paper to make drawings using soft pencil or handwriting pen.</p> <p>I can examine small objects close to me and make accurate drawings with soft pencil or a handwriting pen.</p> <p>I can demonstrate which marks I will include in my drawing.</p> <p>I can confidently base my drawings upon careful observational looking.</p> <p>I can demonstrate a theme and make mono prints using my imagination to make my drawings personal.</p>	<p>I can explore an artwork through looking, talking and drawing.</p> <p>I can cut shapes directly into paper, using scissors, inspired by the artwork.</p> <p>I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork.</p> <p>I can add to my collage, using line, colour and shape made by stencils.</p> <p>I can share my work with my class.</p> <p>I can look at the work of my classmates and give useful feedback through class or small group discussion.</p>	<p>I can explore an artwork through looking, talking and drawing and explain my choices.</p> <p>I can cut shapes directly into paper, using scissors, inspired by the artwork and justify my choices.</p> <p>I can collage with my cut elements, choosing a variety of colour, shape and composition to make my own creative response to the artwork.</p> <p>I can constructively add to my collage, using line, colour and shape made by stencils.</p> <p>I can share, reflect and justify my work with my class.</p> <p>I can look at the work of my classmates and give useful constructive positive feedback through class or small group discussion.</p>	<p>I can relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome.</p> <p>I have explored the work of an artist who creates artwork inspired by pattern.</p> <p>I can work in my sketchbooks to explore how I can make drawings inspired by "rules."</p> <p>I can generate lots of different types of patterns.</p> <p>I can make a tessellated design and think about colour and shape, exploring positive and negative shapes.</p> <p>I can fold paper and use pattern to make an object which other people can respond to.</p>	<p>I can show relaxation when making a sensory drawing using a pencil, making marks on the page without having a predefined outcome.</p> <p>I have explored the work of an artist who creates artwork inspired by pattern and explain their choices.</p> <p>I can accurately work in my sketchbooks to explore how I can make drawings inspired by "rules."</p> <p>I can confidently generate lots of different types of patterns.</p> <p>I can demonstrate a tessellated design and think about colour and shape, exploring positive and negative shapes.</p> <p>I can accurately fold paper and use pattern to make an object which other people can respond to.</p>	<p>I have understood what a Monotype is and can see how artists use monotypes in their work.</p> <p>I can study drawings made by other artists and identify particular marks they have used in their drawings.</p> <p>I can use my sketchbook to create a collection of marks for me to use later.</p> <p>I can listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in my head, and I can use these to create imagery which captures the mood of the piece of poetry.</p> <p>I can use my sketchbook to explore my ideas.</p> <p>I can use my mark making skills to create exciting monotypes, combining the process with painting and collage.</p>	<p>I can explain what a Monotype is and how artists use monotypes in their work.</p> <p>I can accurately study drawings made by other artists and identify particular marks they have used in their drawings.</p> <p>I can accurately use my sketchbook to create a collection of marks for me to use later.</p> <p>I can analyse a piece of poetry and think about how the piece evokes colours, lines, shapes and words in my head, and I can accurately use these to create imagery which captures the mood of the piece of poetry.</p> <p>I can confidently use my sketchbook to explore my ideas.</p> <p>I can accurately use my mark making skills to create exciting monotypes, combining the process with painting and collage.</p>	<p>I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.</p> <p>I have explored how I can find out what I care about, and find ways I might share my ideas with us.</p> <p>I can create visuals and text which communicate my message.</p> <p>I can use line, shape and colour to make my artwork.</p> <p>I can use typography to make my messages stand out.</p> <p>I can combine different techniques such as print, collage and drawing.</p>	<p>I understand how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.</p> <p>I can explain what I care about, and find ways I might share my ideas with us.</p> <p>I can confidently create visuals and text which communicate my message.</p> <p>I can accurately use line, shape and colour to make my artwork.</p> <p>I can accurately use typography to make my messages stand out.</p> <p>I can confidently combine different techniques such as print, collage and drawing.</p>

Working in Three Dimensions

Unit	Playful Making		Be An Architect		Telling Stories Through Drawing & Making		The Art of Display		Set Design		Brave Colour	
	Year 1	Year 2	Year 1	Year 2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2
	<p>To identify what sculpture can be through discussion and drawing.</p> <p>To explore the qualities of a large range of making materials through open ended prompts.</p> <p>To use materials to take creative risks, discover and invent without working towards a predefined outcome.</p> <p>To display the work made through the half term and reflect on the outcomes.</p>	<p>To explain what sculpture can be through discussion and drawing.</p> <p>To demonstrate the qualities of a large range of making materials through open ended prompts.</p> <p>To demonstrate the use of materials to take creative risks, discover and invent without working towards a predefined outcome.</p> <p>To confidently display the work made through the half term and reflect on the outcomes.</p>	<p>I have explored the work of some architects and that architecture can be large, incredible buildings, or smaller places near where I live.</p> <p>I can share how architecture makes me feel, what I like and what I think is interesting.</p> <p>I have used drawings and notes. I have explored line and shape.</p> <p>I can use my own imagination when thinking about architecture I might design.</p> <p>I can make an architectural model of a building.</p> <p>I can explore a variety of materials and explore how I can reshape the materials and fasten them together to make my model.</p>	<p>I can explain the work of some architects and that architecture can be large, incredible buildings, or smaller places near where I live.</p> <p>I can explain how architecture makes me feel, what I like and what I think is interesting.</p> <p>I have accurately used drawings and notes. I have explored line and shape.</p> <p>I can confidently use my imagination when thinking about architecture I might design.</p> <p>I can accurately make an architectural model of a building.</p> <p>I can demonstrate a variety of materials and explore how I can reshape the materials and fasten them together to make my model.</p>	<p>To understand that artists use sketchbooks to respond to other creative artforms.</p> <p>To use exaggeration as a tool to convey the intention of my drawings.</p> <p>To make a 3d sculpture in response to literature/poetry.</p> <p>To display the work made through the half term and reflect on the outcomes.</p>	<p>To explain that artists use sketchbooks to respond to other creative artforms.</p> <p>To demonstrate exaggeration as a tool to convey the intention of my drawings.</p> <p>To accurately make a 3d sculpture in response to literature/poetry.</p> <p>To confidently display the work made through the half term and reflect on the outcomes.</p>	<p>I have seen how some artists choose to display their work on "plinths"</p> <p>I can use my sketchbook to collect ideas about how other artists consider how their work is displayed.</p> <p>I can use clay to make quick three-dimensional sketches of figures sitting on "plinths".</p> <p>I can use my sketchbook to think about my interests/personality traits which I am proud of.</p> <p>I can imagine how I could create a version of myself that I would like to see on a plinth.</p> <p>I can make a sculpture from construction materials which shows a version of myself, using things like body position, clothes, props and fine details to give the sculpture character.</p>	<p>I can explain why artists choose to display their work on "plinths"</p> <p>I can accurately use my sketchbook to collect ideas about how other artists consider how their work is displayed.</p> <p>I can accurately use clay to make quick three-dimensional sketches of figures sitting on "plinths".</p> <p>I can accurately use my sketchbook to think about my interests/personality traits which I am proud of.</p> <p>I can explain how I could create a version of myself that I would like to see on a plinth.</p> <p>I can accurately make a sculpture from construction materials which shows a version of myself, using things like body position, clothes, props and fine details to give the sculpture character.</p>	<p>I have explored how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music.</p> <p>I can articulate and share my response to their work.</p> <p>I can respond to a suggested stimulus and design and build a model set which conveys my interpretation of the original stimulus.</p> <p>I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect.</p> <p>I can share my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board.</p> <p>I can appreciate the artwork made by my classmates and share my response to their work.</p>	<p>I can explain how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music.</p> <p>I can confidently articulate and share my response to their work.</p> <p>I can confidently respond to a suggested stimulus and design and build a model set which conveys my interpretation of the original stimulus.</p> <p>I can accurately use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect.</p> <p>I can explain my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board.</p> <p>I can give positive feedback to the artwork made by my classmates.</p>	<p>I have explored the work of installation artists who use colour, light and form to create immersive environments.</p> <p>I can respond to a creative challenge or stimulus, research the area, and make a creative response.</p> <p>I can create a 3d model or 2d artwork which shares my vision with others.</p> <p>I can use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect.</p> <p>I can present my ideas and vision to others, and listen to the response of my classmates, taking on board their feedback.</p> <p>I can listen to the creative ideas of others, and share my feedback about their work.</p>	<p>I can explain the work of installation artists who use colour, light and form to create immersive environments.</p> <p>I can confidently respond to a creative challenge or stimulus, research the area, and make a creative response.</p> <p>I can accurately create a 3d model or 2d artwork which shares my vision with others.</p> <p>I can accurately use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect.</p> <p>I can demonstrate my ideas and vision to others, articulate my thoughts and listen to the response of my classmates, taking on board their feedback.</p> <p>I can listen to the creative ideas of others, and respectfully share my feedback about their work.</p>

Paint, Surface, Texture

Unit	Exploring Watercolour		Expressive Painting		Cloth, Thread, Paint		Exploring Still Life		Mixed Media Land & City Scapes		Exploring Identity	
	Year 1	Year 2	Year 1	Year 2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2
	<p>I can explore watercolour and understand the different effects.</p> <p>I can work without an end goal in mind - letting the paint lead me.</p> <p>I have had the opportunity to see the work of other artists who use watercolour.</p> <p>I can name and use primary colours, and begin to understand how colours mix to make secondary colours.</p> <p>I can understand that we all see different things in the artwork we make.</p> <p>I can think about the marks I make, and develop them further.</p>	<p>I can explore watercolour and understand the different effects I can achieve.</p> <p>I can confidently work without an end goal in mind - letting the paint lead me.</p> <p>I can explain the work of other artists who use watercolour, and share my thoughts about their work.</p> <p>I can confidently name and use primary colours, and begin to understand how colours mix to make secondary colours.</p> <p>I can explain that we all see different things in the artwork we make. We all have a different response.</p> <p>I can explain the marks I make, and develop them further.</p>	<p>I can use my sketchbook to fill full of colour and brush marks, inspired by other artists.</p> <p>I can recognise primary colours and mix secondary colours.</p> <p>I can use various homemade tools to apply paint in abstract patterns.</p> <p>I can be inventive.</p> <p>I can make a loose drawing from a still life.</p> <p>I can use my gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting.</p>	<p>I can accurately use my sketchbook to fill full of colour and brush marks, inspired by other artists.</p> <p>I can demonstrate secondary colours, by experiment with hues, changing the amount of primary colours I add.</p> <p>I can confidently use various homemade tools to apply paint in abstract patterns.</p> <p>I can be inventive and explain my choices.</p> <p>I can confidently make a loose drawing from a still life.</p> <p>I can demonstrate mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting.</p>	<p>I have explored how artists combine media and use them in unusual ways to make art.</p> <p>I can share my response to their work.</p> <p>I can use my sketchbook to make visual notes capturing ideas that interest me.</p> <p>I can use my sketchbook to test ideas and explore colour.</p> <p>I can use paint to create a background on fabric by mixing colours.</p> <p>I can use thread and stitching to create textural marks over the top of my painted canvas.</p>	<p>I can explain how artists combine media and use them in unusual ways to make art.</p> <p>I can confidently share my response to their work.</p> <p>I can accurately use my sketchbook to make visual notes capturing ideas that interest me.</p> <p>I can accurately use my sketchbook to test ideas and explore colour and mark making.</p> <p>I can accurately use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.</p> <p>I can confidently use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.</p>	<p>I have explored the work of contemporary and more traditional artists who work within the still life genre.</p> <p>I can express my thoughts about other artists' work, and talk about the meanings of objects.</p> <p>I can use my sketchbook to make visual notes, record and reflect.</p> <p>I can draw from observation and think about how to make my artwork interesting.</p> <p>I can develop my observations and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.</p> <p>I can present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece.</p>	<p>I can explain the work of contemporary and more traditional artists who work within the still life genre.</p> <p>I can confidently express my thoughts about other artists' work, and talk about the meanings of objects.</p> <p>I can accurately use my sketchbook to make visual notes, record and reflect.</p> <p>I can accurately draw from observation and think about how to make my artwork interesting.</p> <p>I can demonstrate my observations and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.</p> <p>I can confidently explain how my sketchbook work helped build my knowledge and skills towards my final piece.</p>	<p>I have seen how artists respond to land and city scapes in various ways by using inventive mixed media combinations.</p> <p>I have seen how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place.</p> <p>I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on.</p> <p>I can use my sketchbook to explore and experiment.</p> <p>I have continued my exploratory work outside the sketchbooks, bringing my "sketchbook way of thinking" to larger sheets of paper.</p> <p>I can share my journey and discoveries with others and am able to reflect upon what I have learnt.</p>	<p>I can explain how artists respond to land and city scapes in various ways by using inventive mixed media combinations.</p> <p>I can explain how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place.</p> <p>I can think creatively about how I can change the pages giving myself different sizes and shapes of paper to work on.</p> <p>I can confidently use my sketchbook to explore and experiment.</p> <p>I can demonstrate exploratory work outside the sketchbooks, bringing my "sketchbook way of thinking" to larger sheets of paper.</p> <p>I can confidently share my journey and discoveries with others and am able to reflect upon what I have learnt.</p>	<p>I have seen how artists explore their identity by creating layered and constructed images.</p> <p>I can use my curiosity to think about how I might adapt techniques and processes to suit me.</p> <p>I can use my sketchbook to record, generate ideas, test, reflect and record.</p> <p>I can create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.</p> <p>I can share my work with my classmates, articulate how I feel about the journey and outcome.</p> <p>I can listen to feedback from my classmates and respond.</p>	<p>I can explain how artists explore their identity by creating layered and constructed images.</p> <p>I can confidently use my curiosity to think about how I might adapt techniques and processes to suit me.</p> <p>I can accurately use my sketchbook to record, generate ideas, test, reflect and record.</p> <p>I can accurately create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.</p> <p>I can confidently share my work with my classmates, articulate how I feel about the journey and outcome.</p> <p>I can listen carefully to feedback from my classmates and respond.</p>

Working in Three Dimensions

Unit	Making Birds		Stick Transformation Project		Making Animated Drawings		Sculpture, Structure, Inventiveness & Determination		Architecture: Dream Big or Small?		Take a Seat	
	Year 1	Year 2	Year 1	Year 2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2
	<p>I can look carefully at photos and films of birds, and then make drawings of what I have noticed.</p> <p>I can experiment with a variety of drawing materials and test ways to make marks that describe what I see.</p> <p>I can use colour in my drawings and mix two or more different media together.</p> <p>I have looked at the work of other artists who have been inspired by birds and I can share my response to their work.</p> <p>I can fold, tear, crumple and collage paper to transform it from 2d to 3d.</p> <p>I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand.</p>	<p>I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed.</p> <p>I can demonstrate a variety of ways to make marks that describe what I see.</p> <p>I can accurately use colour in my drawings and mix two or more different media together.</p> <p>I can explain the work of other artists who have been inspired by birds and I can share my response to their work.</p> <p>I can accurately fold, tear, crumple and collage paper to transform it from 2d to 3d.</p> <p>I can accurately use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand.</p>	<p>I can take a familiar object like a stick, and use my imagination to think about what it might become.</p> <p>I can use my sketchbook to generate ideas.</p> <p>I can use a variety of materials to transform my object thinking about form and colour.</p> <p>I can cut materials with simple tools and fasten materials together to construct my sculpture.</p> <p>I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked.</p> <p>I can listen to my classmates talk about their own artwork and I can share my thoughts about their work.</p>	<p>I can confidently take a familiar object like a stick, and use my imagination to think about what it might become.</p> <p>I can accurately use my sketchbook to generate ideas and to test ideas.</p> <p>I can confidently use a variety of materials to transform my object thinking about form and colour.</p> <p>I can accurately cut materials with simple tools and fasten materials together to construct my sculpture.</p> <p>I can confidently share my sketchbook and sculpture with the class and talk about how I made it and what I liked.</p> <p>I can listen carefully to my classmates talk about their own artwork and I can share my thoughts about their work.</p>	<p>I can talk about the work of other animators who make animations from their drawings.</p> <p>I can use my sketchbook to gather ideas from other artists, and start to think about a simple moving drawing I might make.</p> <p>I can use observational skills to look at source material to inspire my character and make drawings.</p> <p>I can use my imagination to think about how my character might move.</p> <p>I can create a background for my character.</p> <p>I can share my moving drawing, either through an animation or by showing classmates how it would move.</p>	<p>I can explain the work of other animators who make animations from their drawings.</p> <p>I can confidently use my sketchbook to gather ideas from other artists, and start to think about a simple moving drawing I might make.</p> <p>I can confidently use observational skills to look at source material to inspire my character and make drawings.</p> <p>I can confidently use my imagination to think about how my character might move.</p> <p>I can accurately create a background for my character.</p> <p>I can confidently share my moving drawing, either through an animation or by showing classmates how it would move.</p>	<p>I have seen how we can learn about ourselves through art.</p> <p>I can feel safe to take creative risks when I work.</p> <p>I can enjoy the feeling of experimenting with materials.</p> <p>I can feel ok when I am being challenged by materials and ideas.</p> <p>I can use a variety of drawing materials to make experimental drawings based upon observation.</p> <p>I can construct with a variety of materials to make a sculpture.</p>	<p>I can explain how we can learn about ourselves through art.</p> <p>I can take creative risks when I work.</p> <p>I can enjoy the feeling of experimenting with materials and explain my choices.</p> <p>I can confidently justify my choices of materials and ideas.</p> <p>I can accurately use a variety of drawing materials to make experimental drawings based upon observation.</p> <p>I can confidently construct with a variety of materials to make a sculpture.</p>	<p>I have explored domestic architecture which is aspirational and large, and I have explored the Tiny House movement.</p> <p>I can discuss with the class how both these ways of designing might affect our lives.</p> <p>I can use my sketchbook to collect, record and reflect my ideas and thoughts.</p> <p>I can make larger drawings working from still imagery, using various drawing techniques.</p> <p>I can explore how line, form, structure and material are all used to make architecture interesting.</p> <p>I can make an architectural model using my sketchbook to help free my imagination.</p>	<p>I can explain domestic architecture which is aspirational and large, and I have explored the Tiny House movement.</p> <p>I can confidently discuss with the class how both these ways of designing might affect our lives.</p> <p>I can accurately use my sketchbook to collect, record and reflect my ideas and thoughts.</p> <p>I can make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes.</p> <p>I can explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief.</p> <p>I can accurately make an architectural model using my sketchbook to help free my imagination.</p>	<p>I have explored the work of a craftsperson / designer and seen how they bring personality to their work.</p> <p>I have seen how chair design has changed through the ages.</p> <p>I can use my sketchbook to make visual notes to record and reflect.</p> <p>I can experiment with how I can make mini sculptures with lots of different materials, guided by a short sentence to help me.</p> <p>I can make a model of a chair which expresses an aspect of my personality.</p> <p>I can see how my sketchbook helped me work towards my final outcome, and I can see what I like and what I would like to do differently.</p>	<p>I can explain the work of a craftsperson / designer and seen how they bring personality to their work.</p> <p>I can explain how chair design has changed through the ages.</p> <p>I can confidently use my sketchbook to make visual notes to record and reflect.</p> <p>I can demonstrate how I can make mini sculptures with lots of different materials.</p> <p>I can accurately make a model of a chair which expresses an aspect of my personality.</p> <p>I can explain how my sketchbook helped me work towards my final outcome, and I can see what I like and what I would like to do differently.</p>

Collaboration & Community

Unit	Inspired by Flora & Fauna		Music & Art		Using Natural Materials to Make Images		Festival Feasts		Fashion Design		Shadow Puppets	
	Year 1	Year 2	Year 1	Year 2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2
	<p>I have enjoyed looking at art made by other artists inspired by flora and fauna.</p> <p>I can look closely at insects and plants and make drawings using pen to describe what I see.</p> <p>I can experiment using graphite and oil pastel and make my own insects.</p> <p>I can cut out shapes in different colours, and use these shapes to make an insect or bug.</p> <p>I can think about its body parts and what I would like them to look like.</p> <p>I can work with my classmates to make a shared drawing. I can share my artwork with the class.</p>	<p>I can explain how the art made by other artists inspired by flora and fauna makes me feel.</p> <p>I can look closely at insects and plants and make accurate drawings using pen to describe what I see.</p> <p>I can demonstrate using graphite and oil pastel to make my own insects.</p> <p>I can accurately cut out shapes in different colours, and use these shapes to make an insect or bug.</p> <p>I can think about its body parts and explain what I would like them to look like.</p> <p>I can confidently work with my classmates to make a shared drawing. I can share my artwork with the class.</p>	<p>I have seen how some artists are inspired by other artforms such as music.</p> <p>I can listen to sounds, and use my mark making skills to make marks in response.</p> <p>I can draw from observation whilst listening to a piece of music, and let the music inspire my drawing.</p> <p>I can use my imagination and work on a larger scale to make drawings of imaginative instruments.</p> <p>I can share my work with the class.</p> <p>I can reflect upon what I have made and share my work with the class.</p>	<p>I can explain how some artists are inspired by other artforms such as music.</p> <p>I can listen to sounds, and use my mark making skills to accurately make marks in response.</p> <p>I can accurately draw from observation whilst listening to a piece of music, and let the music inspire my drawing.</p> <p>I can use my imagination and work on a larger scale to make accurate drawings of imaginative instruments.</p> <p>I can confidently share my work with the class.</p> <p>I can explain what I have made and share my work with the class.</p>	<p>I have explored how artists make art from natural materials around them, such as pigments from plants, the ground, and sunlight.</p> <p>I have understood how materials can be transformed through my actions.</p> <p>I can reflect upon artists work, share my response and listen to the response of my classmates.</p> <p>I can use my sketchbook to collect ideas.</p> <p>I can make visual notes about how artists have made images.</p> <p>I can use my sketchbook to try out ideas and experiment.</p>	<p>I can explain how artists make art from natural materials around them, such as pigments from plants, the ground, and sunlight.</p> <p>I can demonstrate how materials can be transformed through my actions.</p> <p>I can confidently reflect upon artists work, share my response and listen to the response of my classmates.</p> <p>I can accurately use my sketchbook to collect ideas.</p> <p>I can confidently make visual notes about how artists have made images.</p> <p>I can accurately use my sketchbook to try out ideas and experiment.</p>	<p>I have explored the work of artists who are inspired by food.</p> <p>I can use my sketchbook to record and reflect how the artist's work makes me feel.</p> <p>I can use my sketchbook to draw food using a variety of media.</p> <p>I can use line, shape, and colour to capture the texture and form of the food.</p> <p>I can make a sculpture of food, understanding that by working in 3d my sculpture will be seen from different viewpoints.</p> <p>I can transform and construct with different materials to make my sculpture.</p>	<p>I can explain the work of artists who are inspired by food.</p> <p>I can confidently use my sketchbook to record and reflect how the artist's work makes me feel.</p> <p>I can confidently use my sketchbook to draw food using a variety of media.</p> <p>I can use line, shape, and colour to accurately capture the texture and form of the food.</p> <p>I can accurately make a sculpture of food, understanding that by working in 3d my sculpture will be seen from different viewpoints.</p> <p>I can confidently transform and construct with different materials to make my sculpture.</p>	<p>I have explored the work of contemporary fashion designers and I can see how their interests and experiences feed into their work.</p> <p>I can share my own response to their work, articulating what I like or don't like about their work.</p> <p>I can use my sketchbook to make visual notes to capture key ideas about how the designers work.</p> <p>I can listen to a design brief, and use my sketchbook to generate and test ideas, explore colour, line, shape and pattern.</p> <p>I can use my sketchbook work to inform how I make a 2d (or 3d) design, using paint, paper and collage.</p> <p>I can understand how 2d shapes can become 3d form.</p>	<p>I can explain the work of contemporary fashion designers and I can see how their interests and experiences feed into their work.</p> <p>I can confidently share my own response to their work, articulating what I like or don't like about their work.</p> <p>I can accurately use my sketchbook to make visual notes to capture key ideas about how the designers work.</p> <p>I can listen to a design brief, and use my sketchbook to accurately generate and test ideas, explore colour, line, shape and pattern.</p> <p>I can confidently use my sketchbook work to inform how I make a 2d (or 3d) design, using paint, paper and collage.</p> <p>I can explain how 2d shapes can become 3d form.</p>	<p>I have seen how a variety of artists and craftspeople use their interest in cutouts to generate imagery.</p> <p>I can use my curiosity to think about how I might adapt techniques and processes to suit me.</p> <p>I can use my sketchbook to record, generate ideas, test ideas and reflect.</p> <p>I can make a shadow puppet thinking about how the qualities of the materials I use affect the final outcome.</p> <p>I can manipulate the materials using tools so that the puppets I make have character and expression.</p> <p>I can make my puppets move in simple ways by articulating them.</p>	<p>I can explain how a variety of artists and craftspeople use their interest in cutouts to generate imagery.</p> <p>I can demonstrate my curiosity to think about how I might adapt techniques and processes to suit me.</p> <p>I can confidently use my sketchbook to record, generate ideas, test ideas and reflect.</p> <p>I can accurately make a shadow puppet thinking about how the qualities of the materials I use affect the final outcome.</p> <p>I can accurately manipulate the materials using tools so that the puppets I make have character and expression.</p> <p>I can confidently make my puppets move in simple ways by articulating them.</p>

Vocabulary should include key words below. Each year should build on previous years' language. Children should be able to use the language accurately and effectively to communicate their ideas, intentions, reflections and outcomes.

Drawing and Sketchbook

Garden Class		Meadow Class			
Spirals	Explore and Draw	Gestural Drawing with Charcoal	Storytelling through Drawing	Typography and Maps	2D Drawing to 3D Making
Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite, Chalk, Pen Drawing Surface (Paper, Ground) Oil Pastel, Dark, Light, Blending Mark Making, Colour, Pattern	Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition Photograph, Focus, Light, Shade, Colour, Pattern Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page Sense of Touch	Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body. Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint. Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative	Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, Composition, Sequencing, Visual Literacy, Narrative Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	2D Drawing, 3D Object Packaging, Negative space Grid method, Scaling up Net, Typography, Graphic Design, Collage Structure, Balance Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Print, Colour, Collage

Garden Class		Meadow Class			
Simple Printmaking	Exploring the World Through Mono Print	Working with Shape and Colour	Exploring Pattern	Making Monotypes	Activism
<p>Print, Press, Pressure, Paint</p> <p>Primary colours: Red, Yellow, Blue</p> <p>Shape, Line, Arrangement</p> <p>Rubbing, Texture,</p> <p>Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange</p> <p>Explore, Try, Test, Reflect</p>	<p>Close Looking, Pausing, Seeing & Understanding</p> <p>Listening, Reacting, Thinking, Considering</p> <p>Mark Making, Pressure, Line, Speed, Fast, Slow</p> <p>Experiment, Explore, Represent, Impression, Try</p> <p>Oil pastel Focus, Slow, Careful, Considered, Life size, Scale,</p> <p>Shape, Form, Light, Dark, Shadow, Ground,</p>	<p>"Show Me What You See", Response, Sketch, Note, Line, Shape, Capture, Share</p> <p>Cut, Direct, Try, Explore, Test,</p> <p>Colour, Shape, Elements, Composition, Arrange</p> <p>Negative, Positive, Shape</p> <p>Photograph, Composition, Lighting, Focus,</p> <p>Present, Share, Reflect, Respond, Feedback</p>	<p>Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves</p> <p>Purpose, Decorative, Pleasing, Aesthetic,</p> <p>Generate, Explore, Experiment,</p> <p>Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange</p> <p>Fold, Origami, Design,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Monotype, Artists Book,</p> <p>Installation Poetry, Evoke,</p> <p>Response, Translate, Mood,</p> <p>Sense, Layer, Combine, Multi Media Present,</p> <p>Share, Reflect, Respond, Articulate,</p> <p>Feedback, Crit, Similarities, Differences,</p>	<p>Activism, Voice</p> <p>Message, Community</p> <p>Poster, Zine</p> <p>Screenprinting</p> <p>Present, Share, Reflect, Respond, Articulate,</p> <p>Feedback, Crit, Similarities, Differences,</p>

Working in Three Dimensions

Garden Class		Meadow Class			
Playful Making	Be An Architect	Telling Stories Through Drawing & Making	The Art of Display	Set Design	Brave Colour
<p>Sculpture, Sculptor, Three Dimensions Respond Response</p> <p>Design Through Making, Playful Making, Explore, Construction, Materials, Invent, Imagine</p> <p>Tools, Construct, Structure, Balance</p> <p>Reflect, Share, Discuss</p>	<p>Architect, Architecture, Designer, Maker</p> <p>Model, Scale,</p> <p>Response, Imagination, experience.</p> <p>Three Dimensional, Form, Structure,</p> <p>Present, Share, Reflect, Discuss, Feedback,</p> <p>Photograph, Film, Focus, Lighting, Composition, Angle, Perspective</p>	<p>Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out</p> <p>Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture</p> <p>Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality</p> <p>Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention,</p>	<p>Plinth, Context, Display, Presentation, Intention,</p> <p>Viewpoint, Status, Meaning, Artwork, Art Object</p> <p>Figurative, Clay, 3d Sketches, Empathy, Position, Character, Collect, Re-See, Re-Imagine,</p> <p>Re-Present, Environment, Context, Gallery, Scale, Perspective, Meaning,</p> <p>Curating/Curator, Exhibition Performance, Artist / Performer, Present, Share,</p> <p>Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Set Design, Theatre, Animation, Model, Maquette,</p> <p>Design Through Making, Imaginative, Response,</p> <p>Stimulus, Interpretation, Vision, Mood, Drama,</p> <p>Narrative Lighting, Composition, Foreground,</p> <p>Background, Present, Share, Reflect, Respond, Articulate,</p> <p>Feedback, Crit, Similarities, Differences</p>	<p>Visual notes Colour</p> <p>Installation Art, Immersive,</p> <p>Participate, Context, Environment, Viewer, Light,</p> <p>Colour, Form, Structure, Sound, Senses, Sculptural installation Present,</p> <p>Share, Reflect, Respond, Articulate,</p> <p>Feedback, Crit, Similarities, Differences,</p>

Paint, Surface, Texture

Garden Class		Meadow Class			
Exploring Watercolour	Expressive Painting	Cloth, Thread, Paint	Exploring Still Life	Mixed Media Land & City Scapes	Exploring Identity
<p>Watercolour, Brush</p> <p>Wash, Wet on dry, Wet on wet</p> <p>Mark making, Primary colours, secondary colours, Colour mixing</p> <p>Fluid, Imagination, Imagine,</p> <p>Happy Accident, Explore, Discover, See, Develop</p> <p>Scale, Reflect, Share, Discuss</p>	<p><i>Gesture, Gestural, Mark making, Loose, Evocative, Emotion,</i></p> <p>Intention, Exploration, Reaction, Response</p> <p>Brush, Mark making Tools, Palette Knife, Home-Made Tools,</p> <p>Abstract, Explore, Invent, Discover, Reflect,</p> <p>Focus, Detail, Dissect, Imagine, Intention</p> <p>Still Life, Line, Rhythm, Gesture, Mark, Composition, Positive shapes, Negative shapes</p>	<p>Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread,</p> <p>Stitches, Needle, Test,</p> <p>Experiment, Try Out, Reflect, Background, Foreground,</p> <p>Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose,</p> <p>Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm,</p> <p>Dot, Dash Present, Review, Reflect, Process, Outcome</p>	<p>Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting,</p> <p>Background, Foreground, Light, Dark, Tone, Shadow,</p> <p>Colour, Hue, Tint, Elements, Pattern, Texture, Colour,</p> <p>Relationship, Mark Making, Appearance, 2D, 3D Present,</p> <p>Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p>Landscape, Cityscape,</p> <p>Working from Life, Mixed Media,</p> <p>Senses, Spirit, Energy, Capture,</p> <p>Composition, Format</p> <p>Present, Share, Reflect, Respond, Articulate,</p> <p>Feedback, Crit, Similarities, Differences,</p>	<p>Identity, Layer, Constructed,</p> <p>Portraiture Layering, Digital Art,</p> <p>Physical Present, Share,</p> <p>Reflect, Respond, Articulate,</p> <p>Feedback, Crit,</p> <p>Similarities, Differences,</p>

Working in Three Dimensions

Garden Class		Meadow Class			
Making Birds	Stick Transformation Project	Making Animated Drawings	Sculpture, Structure, Inventiveness & Determination	Architecture: Dream Big or Small?	Take a Seat
<p>Lines, Shapes, Mark Making, Texture</p> <p>Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil</p> <p>Observation, Close study,</p> <p>Blending, Texture, Explore, Discover</p> <p>Transform, Fold, Tear</p> <p>Present, Reflect, Share, Discuss</p>	<p>Design Through Making, Play, Explore, Experiment, Fasten,</p> <p>Construct, Respond, Think Form, Personality, Character,</p> <p>Material, Object, Sculpture Find, Imagine, Select, Discard,</p> <p>Edit, Transform, Create Line, Shape, Form, Angle, Scale,</p> <p>Structure, Balance, Sculpture, Colour, materials, Texture Test, Explore, Add, Present, Share, Reflect,</p> <p>Respond, Feedback Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record</p>	<p>Animate, Animation, Animator, Character, Movement, Pose,</p> <p>Action, Gesture, Intention Background, Foreground,</p> <p>Tools, Scissors, Paper Fastener, Tape, Stick,</p> <p>Presentation, Performance, Share, Reflect, Respond,</p> <p>Feedback, Film, Focus,</p> <p>Lighting, Stage, Arena,</p>	<p>Personality Traits Exploration, Inventive, Challenge,</p> <p>Character, Personality, Explore, Discover Construct,</p> <p>Experiment, Imagine, Rethink, Stand Back, Reflect,</p> <p>Understand, Analyse, Tools, Pliers, Scissors, Glue Guns, Construction Materials,</p> <p>Fastening Materials, Structure, Sculpture, Balance, Creative Risk, Present, Share, Reflect, Respond, Articulate,</p> <p>Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,</p>	<p>Domestic Architecture, Aspirational, Visionary,</p> <p>Environmental, Tiny House, Movement,</p> <p>Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location</p> <p>Design through Making, Model, Maquette,</p> <p>Present, Share, Reflect, Respond, Articulate,</p> <p>Feedback, Crit, Similarities, Differences,</p>	<p>Chair Design, Designer, Craftsperson, Maker 3D</p> <p>Doodle, Design through Making, Chair Design</p> <p>Expression, Personality, Character, Materials, Form,</p> <p>Function, Present, Share,</p> <p>Reflect, Respond, Articulate,</p> <p>Feedback, Crit, Similarities, Differences,</p>

Collaboration & Community

Garden Class		Meadow Class			
Inspired by Flora & Fauna	Music & Art	Using Natural Materials to Make Images	Festival Feasts	Fashion Design	Shadow Puppets
<p>Flora, Fauna</p> <p>Line, Shape, Colour, tones, hues, tints</p> <p>Observe, Graphite, Handwriting Pen, Oil Pastel, Graphite, Handwriting Pen</p> <p>Collage, Painted paper, cut, tear, arrange, play, composition, elements.</p> <p>Minibeast/Insect, Author, Illustrator</p> <p>Present, Reflect, Share, Discuss</p>	<p>Music, Rhythm, Gesture, Mark Making, Listen, Respond Mark</p> <p>Making, Line Weight, Speed, Pressure, Media, Abstract,</p> <p>Informed, Line, Shape, Colour, Form, Texture, Balance, Scale,</p> <p>Devise, Invent, Combine, Express, Try, Explore, Design</p> <p>Through Making, Construct, Fasten, Present, Share,</p> <p>Reflect, Discuss, Respond, Listen, Feedback,</p>	<p>Natural Pigments, Dye, Background, Fabric, Negative, Positive, Light, Dark,</p> <p>Elements, Pattern, Form</p> <p>Transformation, Time,</p> <p>Present, Share, Reflect,</p> <p>Respond, Feedback, Document</p>	<p>Viewpoint, Relationship 2D 3D, Transform, Graphics, Design</p> <p>Through Making, Construct, Contribute, Artwork, Installation,</p> <p>Surface, Fabric, Texture,</p> <p>Present, Share, Reflect, Respond, Articulate,</p> <p>Feedback, Crit, Similarities, Differences,</p> <p>Photograph, Lighting, Focus, Composition,</p>	<p>Contemporary, Historical, Fashion Design, Designers,</p> <p>Design Brief, Colour, Texture,</p> <p>Shape, Form, Texture,</p> <p>Material, Body, Wearable, Fit for Purpose, Pattern Cutting</p> <p>Present, Share, Reflect, Respond, Articulate,</p> <p>Feedback, Crit, Similarities, Differences,</p>	<p>Paper cutting, Cut Outs, Shadow puppets, Performance</p> <p>Narrative, Character</p> <p>Present, Share, Reflect,</p> <p>Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>