

Subject: Art and Design (Using Kapow Primary)

| National Curriculum links | | |
|---|--|---|
| Aims The national curriculum for art and design aims to ensure that all pupils: <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | | |
| Early Years Foundation Stage (EYFS) | Key Stage One (KS1) | Key Stage Two (KS2) |
| Expressive Arts and Design <ul style="list-style-type: none"> • 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. | Pupils should be taught: <ul style="list-style-type: none"> • 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 • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> • 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] • about great artists, architects and designers in history. |

Year group: EYFS

Key events linked to subject: World Art Day (April 15th); Children's Art Week (beginning July)

| | Term 1 All About Me | Term 2 Being a Hero | Term 3 Me and My World | Term 4 Super creatures | Term 5 Once upon a time | Term 6 All at Sea |
|--|---|---|--|---|--|--|
| Topic | Frida Kahlo - Self-portraits (Link to Kapow 'Marvellous marks') | Louise Bourgeois – Exploring clay – making lights | Claes Oldenburg and Ye Hongxing – Papier mache planets sculptures using sticker collage technique of Hongxing for finishing. (Link to Kapow 'Creation Station') | Paul Klee And Haafiza Sayed – exploring printing | Julie Taymore – Exploring textiles, making own puppets using joining techniques. | Sir Frank Bowling – Mixed Media collage – class collaborative outdoor project. (Link to Kapow 'Paint My World') |
| Skills ELG: Expressive Arts and Design *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 | Expressive Arts and Design: Nursery Drawing and Painting *To learn how to wear a painting apron *To learn how to hold a paintbrush *To experiment with paint Reception *To name colours To experiment with mixing colours *To create simple | Nursery *To explore different art materials Printing *To explore printing with body parts and loose objects Reception *To explore and use a range of art tools *To explore and use different materials when crafting and creating | Nursery *To explore making shapes with playdough *To cut materials making snips with scissors Reception *To explore making recognisable shape/ objects using malleable materials for a purpose | Nursery *To explore making shapes with playdough Reception *To experiment with different mark making tools such as art pencils, pastels, chalk *To use natural objects to make a piece of art *To share creations and talk about the process | Nursery *To explore colours and colour mixing *To create designs and self-select materials to create Reception *To know which prime colours you mix together to make secondary colours *To plan what they are going to make | Nursery *To explore colours and colour mixing *To create designs and self-select materials to create Reception *To explore, use and refine a variety of artistic effects to express their ideas and feeling *To share creations, talk about process |

| | | | | | | |
|---|---|---|--|---|---|--|
| have used. *Make use of props and materials when role playing characters in narratives and stories | representations of people and objects *To draw and colour with pencils and crayons | *To draw from observation with details *To explore and use art materials for a purpose *To explore and use artistic techniques *To share their creations | | | *To manipulate materials | and evaluate their work |
| Key knowledge | Name colours Know that mixing colours creates new colours Hold artist tools correctly | Different materials can be used to create art Printing is a method that can be used to create art | Know how different shapes can be made and used to create art | Different materials can be used to create art | Know the primary and secondary colours | Know the primary and secondary colours Know that different materials create different effects |
| Key vocabulary | Pencils Crayons Artist Paintbrush Apron Colour mixing | Explore Materials Printing Tools Creation | Different Papier mache Sculpture collage | Mark making Pastels Tools Chalk Materials | Textiles Puppets Joining Primary / Secondary colours | Collage Outdoor Select Explore express |
| Assessment of progress | Ongoing throughout the year using Tapestry. End of year EYFS assessment. | | | | | |

Subject: Art and Design

Year group: Year 1

| | | | |
|-------|-------------------------|------------------------------|---|
| | Term 1 | Term 3 | Term 5 |
| Topic | Drawing: Make your mark | Sculpture and 3D: Paper play | Painting and mixed media: Colour splash |

| | | | |
|---------------|--|--|---|
| Skills | <p>Generating ideas: Explore their own ideas using a range of media.</p> <p>Using sketchbooks: Use sketchbooks to explore ideas.</p> <p>Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture.</p> <p>Knowledge of artists: Understand how artists choose materials based on their properties in order to achieve certain effects.</p> <p>Evaluating and analysing: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p> | <p>Generating ideas: Explore their own ideas using a range of media.</p> <p>Using sketchbooks: Use sketchbooks to explore ideas.</p> <p>Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Evaluating and analysing: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p> | <p>Generating ideas: Explore their own ideas using a range of media.</p> <p>Using sketchbooks: Use sketchbooks to explore ideas.</p> <p>Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect.</p> <p>Evaluating and analysing: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p> |
| Key knowledge | <p>Shape: Know a range of 2D shapes and confidently draw these. Line: Know that drawing tools can be used in a variety of ways to create different lines. Line: Know lines can represent movement in drawings. Texture: Know that texture means 'what something feels like'. Texture: Know different marks can be used to represent the textures of objects. Texture: Know different drawing tools make different marks.</p> | <p>Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. Form: Know that three dimensional art is called sculpture. Shape: Know paper can be shaped by cutting and folding it. How to roll and fold paper. How to cut shapes from paper and card. How to cut and glue paper to make 3D structures. How to decide the best way to glue something.</p> | <p>Colour: Know that the primary colours are red, yellow and blue. Colour: Know primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. Tone: Know that there are many different shades (or 'hues') of the same colour.</p> |

| | | | |
|----------------|---|---|---|
| | <p>That a continuous line drawing is a drawing with one unbroken line. Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</p> <p>How to hold and use drawing tools in different ways to create different lines and marks.</p> <p>How to create marks by responding to different stimulus such as music.</p> <p>How to overlap shapes to create new ones.</p> <p>How to use mark making to replicate texture. H</p> <p>ow to look carefully to make an observational drawing.</p> <p>How to complete a continuous line drawing.</p> <p>Artists choose materials that suit what they want to make.</p> <p>Art is made in different ways.</p> <p>Art is made by all different kinds of people.</p> | <p>How to create a variety of shapes in paper, eg spiral, zig-zag.</p> <p>How to make larger structures using newspaper rolls.</p> <p>Some artists are influenced by things happening around them.</p> <p>Artists living in different places at different times can be inspired by similar ideas or stories.</p> <p>Artists choose materials that suit what they want to make.</p> <p>Art is made in different ways.</p> <p>Art is made by all different kinds of people.</p> | <p>Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p> <p>How to combine primary coloured materials to make secondary colours.</p> <p>How to mix secondary colours in paint.</p> <p>How to choose suitable sized paint brushes.</p> <p>How to clean a paintbrush to change colours. How to print with objects, applying a suitable layer of paint to the printing surface.</p> <p>How to overlap paint to mix new colours.</p> <p>How to use blowing to create a paint effect.</p> <p>How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</p> <p>Art is made in different ways.</p> <p>Art is made by all different kinds of people.</p> |
| Key vocabulary | <p>2D shape</p> <p>3D shape</p> <p>abstract</p> <p>chalk</p> <p>charcoal</p> <p>circle</p> <p>continuous</p> <p>cross-hatch</p> <p>diagonal</p> <p>dots</p> <p>firmly</p> <p>form</p> <p>horizontal</p> <p>lightly</p> <p>line</p> <p>mark making</p> | <p>artist</p> <p>carving</p> <p>concertina</p> <p>curve</p> <p>cylinder</p> <p>imagine</p> <p>loop</p> <p>mosaic</p> <p>overlap</p> <p>sculpture</p> <p>spiral</p> <p>three dimensional (3D)</p> <p>tube</p> <p>zig-zag</p> | <p>blend</p> <p>hue</p> <p>kaleidoscope</p> <p>pattern</p> <p>mix</p> <p>primary colour</p> <p>print</p> <p>secondary colour</p> <p>shade</p> <p>shape</p> <p>space</p> <p>texture</p> <p>thick</p> |

| | | | |
|------------------------|---|-------------------------|---|
| | narrative observe optical art pastel printing shade shadow straight texture vertical wavy | | |
| Assessment of progress | Quizlets Sketchbooks | Quizlets Sketchbooks | Quizlets Sketchbooks End of year assessment |

Subject: Art and Design

Year group: Year 2

| | | | |
|--------|--|--|---|
| | Term 2 | Term 3 | Term 5 |
| Topic | Painting and mixed media: Life in colour | Sculpture and 3D: Clay houses | Craft and design: Map it out |
| Skills | <p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Making skills: Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim</p> | <p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p>Making skills: Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting,</p> | <p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas.</p> <p>Making skills: Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting,</p> |

| | | | |
|---------------|--|--|--|
| | <p>to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p>Evaluating and analysing: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work.</p> | <p>shaping and joining paper, card and malleable materials.</p> <p>Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary. Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Evaluating and analysing: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work.</p> | <p>shaping and joining paper, card and malleable materials.</p> <p>Knowledge of artists: Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Evaluating and analysing: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work.</p> |
| Key knowledge | <p>Colour: Different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Colour: Colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <p>Form: That 'composition' means how things are arranged on the page.</p> <p>Shape: Collage materials can be shaped to represent shapes in an image.</p> <p>Pattern: Patterns can be used to add detail to an artwork.</p> <p>Texture: Collage materials can be chosen to represent real-life textures.</p> <p>Texture: Collage materials can be overlapped and overlaid to add texture.</p> <p>Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> | <p>Form: Pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>Form: A clay surface can be decorated by pressing into it or by joining pieces on.</p> <p>Shape: Patterns can be made using shapes.</p> <p>How to smooth and flatten clay.</p> <p>How to roll clay into a cylinder or ball.</p> <p>How to make different surface marks in clay.</p> <p>How to make a clay pinch pot.</p> <p>How to mix clay slip using clay and water.</p> <p>How to join two clay pieces using slip.</p> <p>How to make a relief clay sculpture.</p> <p>How to use hands in different ways as a tool to manipulate clay.</p> <p>How to use clay tools to score clay.</p> <p>Art can be figurative or abstract.</p> | <p>Form: That 'composition' means how things are arranged on the page.</p> <p>Shape: Shapes can be organic (natural) and irregular.</p> <p>How to draw a map to illustrate a journey.</p> <p>How to separate wool fibres ready to make felt.</p> <p>How to lay wool fibres in opposite directions to make felt.</p> <p>How to roll and squeeze the felt to make the fibres stick together.</p> <p>How to add details to felt by twisting small amounts of wool.</p> <p>How to choose which parts of their drawn map to represent in their 'stained glass'.</p> <p>How to overlap cellophane/tissue to create new colours.</p> |

| | | | |
|----------------|---|---|---|
| | <p>Texture: Painting tools can create varied textures in paint. Tone: Different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>How to mix a variety of shades of a secondary colour. How to make choices about amounts of paint to use when mixing a particular colour. How to match colours seen around them. How to create texture using different painting tools. How to make textured paper to use in a collage. How to choose and shape collage materials eg cutting, tearing. How to compose a collage, arranging and overlapping pieces for contrast and effect. How to add painted detail to a collage to enhance /improve it.</p> <p>Some artists create art to make people aware of good and bad things happening in the world around them. Art can be figurative or abstract. Artists try out different combinations of collage materials to create the effect they want.</p> <p>People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to help others understand something.</p> | <p>Artists can use the same material (felt) to make 2D or 3D artworks.</p> <p>People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways.</p> | <p>How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. How to apply paint or ink using a printing roller. How to smooth a printing tile evenly to transfer an image. How to try out a variety of ideas for adapting prints into 2D or 3D artworks.</p> <p>Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks. Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.</p> <p>People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways. People make art for fun. People make art to decorate a space. People make art to help others understand something.</p> |
| Key vocabulary | collage detail mixing | casting ceramic cut | abstract composition curator |

| | | | |
|------------------------|---|---|---|
| | overlap primary colour secondary colour surface texture | detail flatten glaze impressing in relief join negative space pinch pot plaster roll score sculptor sculpture shape slip smooth surface three dimensional thumb pot | design design brief evaluate felt fibre gallery imaginary inspired landmarks mosaic overlap pattern shape stained glass texture viewfinder |
| Assessment of progress | Quizlets Sketchbooks | Quizlets Sketchbooks | Quizlets Sketchbooks End of year assessment |

Subject: Art and Design

Year group: Year 3

| | | | |
|--------|--|---|---|
| | Term 1 | Term 3 | Term 5 |
| Topic | Craft and design: Fabric of nature | Drawing: Growing artists | Sculpture and 3D: Abstract shape and space |
| Skills | <p>Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Using sketchbooks:</p> | <p>Generating ideas: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Using sketchbooks:</p> | <p>Generating ideas: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Making skills:</p> |

| | | | |
|---------------|--|---|--|
| | <p>Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p>Making skills: Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Knowledge of artists: Use subject vocabulary confidently to describe and compare creative works. Work as a professional designer does by collating ideas to generate a theme.</p> <p>Evaluating and analysing: Use 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>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.</p> <p>Making skills: Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Knowledge of artists: Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Evaluating and analysing: Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> | <p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Knowledge of artists: Consider how to display artwork, understanding how artists consider their viewers and the impact on them.</p> <p>Evaluating and analysing: Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p> |
| Key knowledge | <p>Shape: How to use basic shapes to form more complex shapes and patterns. Pattern: Patterns can be irregular and change in ways you wouldn't expect. Pattern: The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p> | <p>Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Line: Using different tools or using the same tool in different ways can create different types of lines. Pattern: Surface rubbings can be used to add or make patterns.</p> | <p>Colour: Using light and dark colours next to each other creates contrast. Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Form: Organic forms can be abstract. Shape: Negative shapes show the space around and between objects. Shape: Artists can focus on shapes when making abstract art.</p> |

| | | | |
|--|--|--|--|
| | <p>Texture: How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>Tone: Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know that a mood board is a visual collection which aims to convey a general feeling or idea.</p> <p>To know that batik is a traditional fabric decoration technique that uses hot wax.</p> <p>How to select imagery and use it as inspiration for a design project.</p> <p>How to make a mood board.</p> <p>How to recognise a theme and develop colour palettes using selected imagery and drawings.</p> <p>How to draw small sections of one image to focus on colours and texture.</p> <p>How to develop observational drawings into shapes and patterns for design.</p> <p>How to transfer a design using a tracing method.</p> <p>How to make a repeating pattern tile using cut and torn paper shapes.</p> <p>How to use glue as an alternative batik technique to create patterns on fabric.</p> <p>How to use materials, like glue, in different ways depending on the desired effect.</p> <p>How to paint on fabric.</p> <p>How to wash fabric to remove glue to finish a decorative fabric piece.</p> <p>Designers can make beautiful things to try and improve people's everyday lives.</p> <p>Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.</p> | <p>Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p> <p>Tone: That 'tone' in art means 'light and dark'.</p> <p>Tone: Shading helps make drawn objects look realistic.</p> <p>Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p>How to use shapes identified within in objects as a method to draw.</p> <p>How to create tone by shading.</p> <p>How to achieve even tones when shading.</p> <p>How to make texture rubbings.</p> <p>How to create art from textured paper.</p> <p>How to hold and use a pencil to shade.</p> <p>How to tear and shape paper.</p> <p>How to use paper shapes to create a drawing.</p> <p>How to use drawing tools to take a rubbing.</p> <p>How to make careful observations to accurately draw an object.</p> <p>How to create abstract compositions to draw more expressively.</p> <p>Artists experiment with different tools and materials to create texture.</p> <p>Artists can work in more than one medium.</p> <p>People use art to help explain or teach things.</p> <p>People make art to explore big ideas, like death or nature.</p> | <p>How to join 2D shapes to make a 3D form.</p> <p>How to join larger pieces of materials, exploring what gives 3D shapes stability.</p> <p>How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.</p> <p>How to identify and draw negative spaces.</p> <p>How to plan a sculpture by drawing.</p> <p>How to choose materials to scale up an idea.</p> <p>How to create different joins in card eg. slot, tabs, wrapping.</p> <p>How to add surface detail to a sculpture using colour or texture.</p> <p>Display sculpture.</p> <p>Artists make decisions about how their work will be displayed.</p> <p>Artists make art in more than one way.</p> <p>There are no rules about what art must be.</p> <p>Art can be purely decorative, or it can have a purpose.</p> <p>People use art to tell stories and communicate.</p> |
|--|--|--|--|

| | | | |
|----------------|---|---|--|
| | <p>Artists and designers sometimes choose techniques based on the time and money available to them. Artists use drawing to plan ideas for work in different media.</p> <p>Artists make choices about what, how and where they create art. Art can be created to make money; being an artist is a job for some people. Art, craft and design affect the lives of people who see or use something that has been created Artists evaluate what they make, and talking about art is one way to do this.</p> | | |
| Key vocabulary | <p>batik colour palette craft craftsperson design develop designer imagery industry inspiration mood board organic pattern repeat repeating rainforest symmetrical texture theme</p> | <p>abstract arrangement blend botanical botanist composition cut dark even expressive form frame frottage geometric gestural grip light line magnified organic object pressure rubbing scale scientific</p> | <p>abstract found objects negative space positive space sculptor sculpture structure three-dimensional</p> |

| | | | |
|------------------------|-------------------------|--|---|
| | | shading shape smooth surface tear texture tone tool viewfinder | |
| Assessment of progress | Quizlets Sketchbooks | Quizlets Sketchbooks | Quizlets Sketchbooks End of year assessment |

Subject: Art and Design

Year group: Year 4

| | | | |
|--------|--|---|---|
| | Term 1 | Term 3 | Term 6 |
| Topic | Craft and design: Ancient Egyptian scrolls | Drawing: Power prints | Painting and mixed media: Light and dark |
| Skills | <p>Generating ideas: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Using sketchbooks: 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.</p> <p>Making skills: Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> | <p>Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Using sketchbooks: Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p>Making skills: Demonstrate greater skill and control when drawing and painting to depict forms, such</p> | <p>Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Using sketchbooks: Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p>Making skills: Demonstrate greater skill and control when drawing and painting to depict forms, such</p> |

| | | | |
|---------------|--|---|--|
| | <p>Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Knowledge of artists: Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Evaluating and analysing: Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p> | <p>as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Knowledge of artists: Use subject vocabulary confidently to describe and compare creative works.</p> <p>Evaluating and analysing: Use more complex vocabulary when discussing their own and others' art.</p> | <p>as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Knowledge of artists: Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make.</p> <p>Evaluating and analysing: Use more complex vocabulary when discussing their own and others' art. Discuss art, considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.</p> |
| Key knowledge | <p>Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>Layering materials in opposite directions make the handmade paper stronger.</p> <p>How to use a sketchbook to research a subject using different techniques and materials to present ideas.</p> <p>How to construct a new paper material using paper, water and glue</p> <p>How to use symbols to reflect both literal and figurative ideas.</p> <p>How to produce and select an effective final design.</p> <p>How to make a scroll.</p> | <p>Shape: How to use basic shapes to form more complex shapes and patterns.</p> <p>Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p> <p>Pattern: Patterns can be irregular and change in ways you wouldn't expect.</p> <p>How to use pencils of different grades to shade and add tone.</p> <p>How to hold a pencil with varying pressure to create different marks.</p> <p>How to use observation and sketch objects quickly.</p> <p>How to draw objects in proportion to each other.</p> | <p>Colour: Adding black to a colour creates a shade.</p> <p>Colour: Adding white to a colour creates a tint.</p> <p>Form: Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Tone: Using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Tone: Tone can be used to create contrast in an artwork.</p> <p>How to mix a tint and a shade by adding black or white.</p> <p>How to use tints and shades of a colour to create a 3D effect when painting.</p> |

| | | | |
|----------------|--|--|--|
| | <p>How to make a zine. How to use a zine to present information.</p> <p>Art from the past can give us clues about what it was like to live at that time. The meanings we take from art made in the past are influenced by our own ideas. Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists can work in more than one medium.</p> <p>Art can be purely decorative or it can have a purpose. People use art to tell stories and communicate. People can make art to express their views or beliefs. People use art to help explain or teach things.</p> | <p>How to use charcoal and a rubber to draw tone.</p> <p>How to use scissors and paper as a method to 'draw'.</p> <p>How to make choices about arranging cut elements to create a composition.</p> <p>How to create a wax resist background.</p> <p>How to use different tools to scratch into a painted surface to add contrast and pattern.</p> <p>How to choose a section of a drawing to recreate as a print.</p> <p>How to create a monoprint.</p> <p>Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.</p> <p>Artists evaluate what they make, and talking about art is one way to do this.</p> | <p>How to apply paint using different techniques e.g. stippling, dabbing, washing.</p> <p>How to choose suitable painting tools.</p> <p>How to arrange objects to create a still-life composition.</p> <p>How to plan a painting by drawing first.</p> <p>How to organise painting equipment independently, making choices about tools and materials.</p> <p>Artists make choices about what, how and where they create art.</p> <p>Artworks can fit more than one genre.</p> <p>Art is influenced by the time and place it was made, and this affects how people interpret it.</p> <p>Artists may hide messages or meaning in their work.</p> |
| Key vocabulary | <p>ancient</p> <p>audience</p> <p>civilisation</p> <p>colour</p> <p>composition</p> <p>convey</p> <p>design</p> <p>Egyptian</p> <p>fold</p> <p>imagery</p> <p>inform</p> <p>layout</p> <p>material</p> <p>painting</p> <p>papyrus</p> <p>pattern</p> <p>process</p> <p>scale</p> <p>scroll</p> | <p>abstract</p> <p>block print</p> <p>collaborate</p> <p>collaboratively</p> <p>collage</p> <p>combine</p> <p>composition</p> <p>contrast</p> <p>cross-hatching</p> <p>figurative</p> <p>gradient</p> <p>hatching</p> <p>highlight</p> <p>mixed media</p> <p>monoprint</p> <p>observational drawing</p> <p>parallel</p> <p>pattern</p> <p>precision</p> | <p>abstract</p> <p>composition</p> <p>contrasting</p> <p>dabbing paint</p> <p>detailed</p> <p>figurative</p> <p>formal</p> <p>grid</p> <p>landscape</p> <p>mark-making</p> <p>muted</p> <p>paint wash</p> <p>patterned</p> <p>pointillism</p> <p>portrait</p> <p>shade</p> <p>shadow</p> <p>stippling paint</p> <p>technique</p> |

| | | | |
|------------------------|---|--|--|
| | sculpture shape technique zine | printmaking proportion shading shadow symmetry three dimensional (3D) tone viewfinder wax-resist | texture three dimensional (3D) tint vivid |
| Assessment of progress | Quizlets Sketchbooks | Quizlets Sketchbooks | Quizlets Sketchbooks End of year assessment |

Subject: Art and Design

Year group: Year 5

| | Term 2 | Term 3 | Term 5 |
|--------|--|--|--|
| Topic | Drawing: I need space | Sculpture and 3D: Interactive installation | Painting and mixed media: Portraits |
| Skills | <p>Generating ideas: Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Using sketchbooks: Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills: Work with a range of media with control in different ways to achieve different effects, including experimenting with the</p> | <p>Generating ideas: Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Using sketchbooks: Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills: Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> | <p>Generating ideas: Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Using sketchbooks: Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills: Work with a range of media with control in different ways to achieve different effects, including experimenting with the</p> |

| | | | |
|---------------|---|--|---|
| | <p>techniques used by other artists. Combine a wider range of media, e.g. photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Knowledge of artists: 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. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.</p> <p>Evaluating and analysing: 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.</p> | <p>Knowledge of artists: 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. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.</p> <p>Evaluating and analysing: Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</p> | <p>techniques used by other artists. Combine a wider range of media, e.g. photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Knowledge of artists: 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. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.</p> <p>Evaluating and analysing: 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.</p> |
| Key knowledge | <p>Shape: Shapes can be used to place the key elements in a composition.</p> <p>Line: 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.</p> <p>Texture: How to create texture on different materials.</p> <p>To know what print effects different materials make.</p> <p>How to analyse an image that considers impact, audience and purpose.</p> | <p>Form: An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>Form: The size and scale of three-dimensional artwork change the effect of the piece.</p> <p>How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</p> <p>How to try out ideas on a small scale to assess their effect.</p> <p>How to use everyday objects to form a sculpture.</p> | <p>Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>Pattern: Artists create pattern to add expressive detail to art works, for example Chilla Kumari Singh Burman using small everyday objects to add detail to sculptures.</p> <p>Tone: Tone can help show the foreground and background in an artwork.</p> <p>How to develop a drawing into a painting.</p> |

| | | | |
|----------------|---|---|---|
| | <p>How to draw the same image in different ways with different materials and techniques.</p> <p>How to make a collagraph plate.</p> <p>How to make a collagraph print.</p> <p>How to develop drawn ideas for a print.</p> <p>How to combine techniques to create a final composition.</p> <p>How to decide what materials and tools to use based on experience and knowledge.</p> <p>Artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>Artists 'borrow' ideas and imagery from other times and cultures to create new artworks.</p> <p>Artists can choose their medium to create a particular effect on the viewer.</p> <p>Artists can combine materials; for example, digital imagery, with paint or print.</p> <p>People make art to fit in with popular ideas or fashions.</p> <p>People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online.</p> | <p>How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</p> <p>How to try out ideas for making a sculpture interactive.</p> <p>How to plan an installation proposal, making choices about light, sound and display.</p> <p>Artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>How an artwork is interpreted will depend on the life experiences of the person looking at it.</p> <p>Artists create works that make us question our beliefs.</p> <p>Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</p> <p>Sometimes people disagree about whether something can be called 'art'.</p> <p>Art doesn't always last for a long time; it can be temporary.</p> <p>People make art to express emotion.</p> <p>People make art to encourage others to question their ideas or beliefs.</p> <p>People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online.</p> <p>Some artists become well-known or famous, and people tend to talk more about their work because it is familiar.</p> <p>Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p> <p>Comparing artworks can help people understand them better.</p> | <p>How to create a drawing using text as lines and tone.</p> <p>How to experiment with materials and create different backgrounds to draw onto.</p> <p>How to use a photograph as a starting point for a mixed-media artwork.</p> <p>How to take an interesting portrait photograph, exploring different angles.</p> <p>How to adapt an image to create a new one.</p> <p>How to combine materials to create an effect.</p> <p>How to choose colours to represent an idea or atmosphere.</p> <p>How to develop a final composition from sketchbook ideas.</p> <p>Artists are influenced by what is going on around them; for example, culture, politics and technology.</p> <p>Artists use self-portraits to represent important things about themselves.</p> <p>Artists can choose their medium to create a particular effect on the viewer.</p> <p>Artists can combine materials; for example, digital imagery, with paint or print.</p> <p>People make art to portray ideas about identity.</p> <p>Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p> |
| Key vocabulary | cold war | analyse | art medium |

| | | | |
|------------------------|---|---|---|
| | collagraph collagraphy composition culture decision develop evaluate futuristic imagery printing plate printmaking process propaganda purpose repetition Retrofuturism revisit space race stimulus technique | art medium atmosphere concept culture display elements evaluate experience features influence installation art interact interactive location mixed media performance art props revolution scale scaled down special effects stencil three dimensional | atmosphere background carbon paper collage composition continuous line drawing evaluate justify mixed media monoprint multi media paint wash portrait printmaking represent research self-portrait texture transfer |
| Assessment of progress | Quizlets Sketchbooks | Quizlets Sketchbooks | Quizlets Sketchbooks End of year assessment |

Subject: Art and Design

Year group: Year 6

| | | | |
|--------|-------------------------------------|------------------------------|-----------------------------------|
| | Term 1 | Term 3 | Term 5 |
| Topic | Craft and Design: Photo opportunity | Drawing: Make my voice heard | Sculpture and 3D: making memories |
| Skills | Generating ideas: | Generating ideas: | Generating ideas: |

| | | | |
|--|---|--|---|
| | <p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Using sketchbooks: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Making skills: Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Knowledge of artists: 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. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p> <p>Evaluating and analysing: Give reasoned evaluations of their own and others' work which takes account of context and intention. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try</p> | <p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Using sketchbooks: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Making skills: Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriate to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p> <p>Knowledge of artists: 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> <p>Evaluating and analysing: Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> | <p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Using sketchbooks: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Making skills: Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriate to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p> <p>Knowledge of artists: 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. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p> <p>Evaluating and analysing: Give reasoned evaluations of their own and others' work which takes account of context and intention. Explain how art can</p> |
|--|---|--|---|

| | | | |
|---------------|---|---|---|
| | alternative solutions and make improvements to their work. | | be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics. |
| Key knowledge | <p>Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Shape: How an understanding of shape and space can support creating effective composition.</p> <p>Line: How line is used beyond drawing and can be applied to other art forms.</p> <p>Pattern: 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.</p> <p>To know how different materials can be used to produce photorealistic artwork.</p> <p>To know that macro photography is showing a subject as larger than it is in real life.</p> <p>How to create a photomontage.</p> <p>How to create artwork for a design brief.</p> <p>How to use a camera or tablet for photography.</p> <p>How to identify the parts of a camera.</p> | <p>Colour: A 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Form: The surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p>Shape: How an understanding of shape and space can support creating effective composition.</p> <p>Line: How line is used beyond drawing and can be applied to other art forms.</p> <p>Tone: That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p> <p>To know gestural and expressive ways to make marks.</p> <p>To know the effects different materials make.</p> <p>To know the effects created when drawing on different surfaces.</p> <p>How to use symbolism as a way to create imagery.</p> | <p>Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Form: The surface textures created by different materials can help suggest form in two-dimensional art work.</p> <p>Shape: How an understanding of shape and space can support creating effective composition.</p> <p>Line: How line is used beyond drawing and can be applied to other art forms.</p> <p>Pattern: 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.</p> <p>How to translate a 2D image into a 3D form.</p> <p>How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</p> <p>How to manipulate cardboard to create different textures.</p> <p>How to make a cardboard relief sculpture.</p> |

| | | | |
|--|--|---|--|
| | <p>How to take a macro photo, choosing an interesting composition. How to manipulate a photograph using photo editing tools. How to use drama and props to recreate imagery. How to take a portrait photograph. How to use a grid method to copy a photograph into a drawing.</p> <p>Artists can use symbols in their artwork to convey meaning. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artists take risks to try out ideas; this can lead to new techniques being developed.</p> <p>Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. Art can be a digital art form, like photography. People use art as a means to reflect on their unique characteristics. Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. People can have varying ideas about the value of art.</p> | <p>How to combine imagery into unique compositions. How to achieve the tonal technique called chiaroscuro. How to make handmade tools to draw with. How to use charcoal to create chiaroscuro effects.</p> <p>Artists can use symbols in their artwork to convey meaning. Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. Artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it. Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.</p> <p>Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics.</p> | <p>How to make visual notes to generate ideas for a final piece. How to translate ideas into sculptural forms.</p> <p>Artists can use symbols in their artwork to convey meaning. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artists can use materials to respond to a feeling or idea in an abstract way. Artists take risks to try out ideas; this can lead to new techniques being developed. Artists can make work by collecting and combining ready-made objects to create 'assemblage'.</p> <p>Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.</p> |
|--|--|---|--|

| | | | |
|------------------------|---|--|---|
| | | <p>People can have varying ideas about the value of art.</p> <p>Art can be analysed and interpreted in lots of ways and can be different for everyone.</p> <p>Everyone has a unique way of experiencing art.</p> | |
| Key vocabulary | album arrangement cityscape composition Dada digital editing emulate focus frame grid image layout macro monochromatic monochrome photography photomontage photorealism photorealistic portrait pose prop proportion recreate replacement saturation software | aesthetic audience character traits chiaroscuro commissioned composition expressive graffiti guerilla imagery impact interpretation mark making Maya Mayan mural representative street art symbol symbolic technique tonal tone | assemblage attribute collection composition embedded expression identity juxtaposition literal manipulate originality pitfall relief representation sculpture self symbolic tradition |
| Assessment of progress | Quizlets Sketchbooks | Quizlets Sketchbooks | Quizlets Sketchbooks End of year assessment |