

National Curriculum Art & Design Key Stage 1			
As part of our two yearly cycle pupils will learn and be taught to:			
<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 wider 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. 			
Key Stage 1 Cycle A		Key Stage 1 Cycle B	
The Human Form: Exploring how bodies and faces are portrayed in art: looking at the work of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure.	Art & Design Skills Replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, manipulating clay and experimenting with brush strokes. Artist: Clarice Cliff Clay & Weaving Artist: William Morris Wallpaper designs	Formal elements of art – Shape, line and colour Exploring three of the formal elements of art: shape, line and colour, children mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create art inspired by water.	Sculpture and mixed media – Theme Superheroes, Spacemen & Aliens Dark and light painting- space Creating sculpture and pop art and learning how to draw facial features to portray different emotions, all through the topic of comic superheroes inspired by the works of Roy Lichtenstein.
Art & Design Skills - Printing Learning two printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain.	Sculptures and Collages: Theme: Living things - Spiders On the theme of the natural world, children make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by artist Louise Bourgeois. Artist: Nature Sculpture Andy Goldsworthy	Observational drawings of toys. Christmas Arts and Crafts	Landscapes using different media Theme: The Seaside Learning about composition and working with different art materials to create texture. The unit is based on the theme of 'the seaside'
Landscapes using different media: Theme Castles – Learning about composition and working with different art materials to create texture. Building shapes to represent castles Artist: Matisse		Formal elements of Art: Pattern, Texture and Tone Artist: Giuseppe Arcimboldo- animal portraits. Exploring the formal elements of art: pattern, texture and tone; children create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.	

National Curriculum Art & Design Key Stage 2			
As part of our two yearly cycle pupils will learn and be taught to:			
<ul style="list-style-type: none"> develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design 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 (e.g. pencil, charcoal, paint, clay) about the greatest artists, architects and designers in history. 			
Year 3 and 4 Cycle A	Year 3 and 4 Cycle B	Year 5 and 6 Cycle A	Year 5 and 6 Cycle B
<p>Prehistoric Art: Cave paintings Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created.</p> <p>Formal elements of art: shape & tone Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation and create form and shape using wire. Artist: Van Gogh- A Starry Night</p>	<p>Art and design skills Creating an optical illusion print, replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours and learning about the role of a 'curator.'</p> <p>Picasso Faces Research into Picasso Sketching- The Iron Man</p>	<p>Clay tiles- children to create tiles of amazon animals Sketching based around class text and imagery created (tone and shading)</p> <p>Design for a purpose Victorian Room Designing to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name. Learning to draw inspiration from different sources and experimenting with a range of techniques. Stained glass window</p>	<p>Still Life Historical landscape art (battle scenes and importance of colour) Creating a variety of pieces influenced by different artists and using a range of mediums. Using charcoal, erasers and paint to depict a chosen composition of special objects before constructing a memory box to showcase their work.</p> <p>Make my voice heard Analysing world by artists Picasso and Kollwitz, and through the mediums of graffiti, drawing, painting and sculpture, creating artworks that speak to the viewer. Self-portraits- Pop art Roy Lichtenstein</p>
<p>Sculpture: Exploring and using unusual objects to create 3D works of art. Creating drums and maracas from recycled materials and looking at different techniques, such as wax resist and collages to create different effects.</p>	<p>Formal elements of Art: Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate an ancient geometric pattern. Roman Mosaics using different media</p>	<p>Add collage to a painted, drawn or printed background using a range of media Pencil and colour sketching Henri Rousseau - the Power of the Tiger</p> <p>Art and Design Follow a design brief to achieve a function - Design a hat</p> <p>Design, drawing, craft, painting and art</p>	<p>Use digital to create astrological themed art</p> <p>Collage (maps from different places around the globe to represent a journey) Beatriz Milhazes</p>

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Artist George Seurat - pointillism	<p>Art & Design skills: Craft, Animal puppets Making a variety of puppets using different materials, completing a drawing from observation, learning the difference between a tint and a shade and creating versions of a cartoon drawn by a famous illustrator.</p> <p>Artist: Charles Burton Barber- paintings of children and their pets. Children to create their own based on photographs</p>	appreciation; working as a group to design a hat, creating zentangle patterns and subsequent prints, painting in the style of impressionist painters and exploring the piece 'Nighthawks' by Edward Hopper.	
<p>Craft: Creating a mood board to work as a visual mind map and source of inspiration. Tie-dyeing, weaving and sewing to create a range of effects using fabric, culminating in a finished product to showcase these skills. Ancient Egyptian portrait- Indian Batik Artist: Gustav Glimt</p>	<p>Every picture tells a story: Analysing works of art and creating photo collages and abstract art inspired by the works explored. Greek vase silhouette on background made from a wash of colours</p>	<p>Art and Design Photography Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages. Artist study- Banksy power of being anonymous Matthew Ridgeway - Telal, Mandalart, Can 'o' Worms</p> <p>Art and Design: Every picture tells a story Analysing the intentions of artist Banksy; making ink symmetry prints inspired by psychologist Rorschach; telling a story using emojis; using drama to recreate a poignant war scene and creating art inspired by the ceramic work of Magdalene Odundo.</p>	<p>Art and Design skills Designing an invention, expanding on an observational drawing, using a poem to create a portrait, painting an enlarged section of a drawn collage and learning how to 'think' like an artist.</p> <p>Formal elements: Architecture Learning how to draw from observation, creating a print and drawing from different perspectives. Learning about the role of an architect and considering why houses look the way they do and whether there is scope to change and improve them.</p>

Italics – Target Tracker Statements

Art & Design – Making Skills (Procedural Knowledge) Drawing					
As part of our two yearly cycle pupils will learn and be taught to:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Explore mark making, Experiment with drawing lines and use 2D shapes to draw. <p><i>• draw things seen or imagined using lines</i></p> <p><i>• try out ways mark-making using different tools</i></p>	<ul style="list-style-type: none"> Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials <p><i>• try out making different tones using pencils, chalk or charcoal</i></p>	<ul style="list-style-type: none"> Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media <p><i>• use shading, using different media</i></p>	<ul style="list-style-type: none"> Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. <p><i>• draw familiar objects with correct proportions</i></p>	<ul style="list-style-type: none"> Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. <p><i>• use line, tone and shading to represent things seen, remembered or imagined in three dimensions</i></p>	<ul style="list-style-type: none"> Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. <p><i>• explain how I have used composition, scale and proportion in my work</i></p> <p><i>• use simple perspective in own work using a single focal point and horizon</i></p>

Art & Design – Making Skills (Procedural Knowledge) Painting					
As part of our two yearly cycle pupils will learn and be taught to:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Develop skill and control when painting. Paint with expression. 	<ul style="list-style-type: none"> Further improve skill and control when painting. Paint with creativity and expression. <p><i>• paint things seen, remembered or imagined</i></p>	<ul style="list-style-type: none"> Increase skill and control when painting. Apply greater expression and creativity to own paintings. 	<ul style="list-style-type: none"> Develop skill and control when painting. Paint with expression. Analyse paintings by artists. 	<ul style="list-style-type: none"> Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. <p><i>• mix colours to express mood, divide foreground from background or demonstrate tones</i></p>	<ul style="list-style-type: none"> Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. use techniques, colours, tones and effects in an appropriate way to represent things I have seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds

Art & Design – Making Skills (Procedural Knowledge) Craft, design, materials and techniques					
As part of our two yearly cycle pupils will learn and be taught to:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Learn a range of materials and techniques such as clay etching, printing and collage <i>try out different materials to design and make products</i> <i>use the names of tools, techniques and elements used in own artwork</i> <i>make structures by joining simple objects together</i> <i>cut, glue and trim material to create new pictures</i> <i>make marks in print using different objects and basic tools and use these to make repeating patterns</i> <i>sort, cut and shape fabrics and experiment with ways of joining them</i> 	<ul style="list-style-type: none"> Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay. <i>choose the right materials to use for artwork and use them well</i> <i>experiment with basic tools on rigid and flexible materials</i> <i>make collages by folding, crumpling and tearing materials</i> <i>use different techniques like carbon printing, relief, press and fabric printing and rubbings</i> <i>develop techniques to join fabrics and apply decorations such as a running or over stitch</i> 	<ul style="list-style-type: none"> Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. <i>create a collage using overlapping and layering</i> <i>create printing blocks using relief or impressed techniques</i> <i>add detail to work using different types of stitch, including cross-stitch</i> 	<ul style="list-style-type: none"> Make art from recycled materials, create sculptures, print and create using a range of materials. Know how to display and present work. <i>create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes</i> <i>plan own sculpture using drawings or other preparatory work</i> <i>experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques learnt</i> <i>use different techniques e.g. marbling, silkscreen and cold-water paste</i> <i>print on fabrics using tie-dyes or batik</i> 	<ul style="list-style-type: none"> Create mixed media art using found and reclaimed materials. Select materials for a purpose. <i>confidently and systematically investigate how to use new and unfamiliar materials and use these learnt techniques within own work</i> <i>use a variety of techniques with clay, including slabs, coils and slips</i> <i>add a collage to a background that is already painted, drawn or printed</i> <i>experiment with using layers and overlays to create new colours/textures</i> <i>return to work over longer periods of time and use a wider range of materials</i> 	<ul style="list-style-type: none"> Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. <i>produce intricate patterns in a malleable media</i> <i>use different techniques, colours and textures in own artwork and explain the choices made</i> <i>create intricate printing patterns by simplifying and modifying sketchbook designs</i> <i>follow a design brief to achieve an effect for a particular function</i>

Art & Design – Making Skills (Procedural Knowledge) Knowing and applying the formal elements					
As part of our two yearly cycle pupils will learn and be taught to:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour <ul style="list-style-type: none"> Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. Form <ul style="list-style-type: none"> Learn about form and space through making sculptures and developing language. Line <ul style="list-style-type: none"> Use, express and experiment with line for purpose use appropriate language to describe lines. Pattern <ul style="list-style-type: none"> Understand and recognise patterns in nature, Design and make patterns in a range of materials. Shape <ul style="list-style-type: none"> Identify, describe and use shape for purpose. Texture <ul style="list-style-type: none"> Use materials to create textures. Tone: <ul style="list-style-type: none"> Understand what tone is and how to apply this to own work. 	Colour <ul style="list-style-type: none"> Mix, apply and refine colour mixing for purpose using wet and dry media. Describe colour selections. Form <ul style="list-style-type: none"> Extend practical ability to create 3D sculptural forms begin to understand how to represent form when drawing. Line <ul style="list-style-type: none"> Draw lines with increased skill and confidence. Use line for expression when drawing portraits. Pattern <ul style="list-style-type: none"> Learn a range of techniques to make repeating and nonrepeating patterns Identify natural and man-made patterns. Create own patterns Shape <ul style="list-style-type: none"> Compose geometric designs by adapting the work of other artists to suit their own ideas. Texture <ul style="list-style-type: none"> Identify and describe different textures. Select and use appropriate 	Colour <ul style="list-style-type: none"> Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. <i>talk about and identify complementary colours, colour as tone, warm and cold colours</i> Form <ul style="list-style-type: none"> Further develop ability to describe 3D form in a range of materials, including drawing. <i>compare and recreate form of natural and manmade objects</i> Line <ul style="list-style-type: none"> Express and describe organic and geometric forms through different types of line. Pattern <ul style="list-style-type: none"> Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. Shape	Colour <ul style="list-style-type: none"> Analyse and describe colour and painting techniques in artists work. Manipulate colour for print. Form <ul style="list-style-type: none"> Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work. Line <ul style="list-style-type: none"> Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. Pattern <ul style="list-style-type: none"> Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. Shape <ul style="list-style-type: none"> Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work. Texture <ul style="list-style-type: none"> Use a range of materials to 	Colour <ul style="list-style-type: none"> Select and mix more complex colours to depict thoughts and feelings. Form <ul style="list-style-type: none"> Further extend ability to describe and model form in 3D using a range of materials. Line <ul style="list-style-type: none"> Extend and develop a greater understanding of applying expression when using line. Pattern <ul style="list-style-type: none"> Construct patterns through various methods to develop understanding. Shape <ul style="list-style-type: none"> Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape. Texture <ul style="list-style-type: none"> Develop understanding of texture through practical making activities. Tone: <ul style="list-style-type: none"> Develop an increasing sophistication when using tone to describe objects when drawing. 	Colour <ul style="list-style-type: none"> Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters. Form <ul style="list-style-type: none"> Express and articulate a personal message through sculpture. Analyse and study artists' use of form. Line <ul style="list-style-type: none"> Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists. Pattern <ul style="list-style-type: none"> Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. Shape <ul style="list-style-type: none"> Fluently sketch key shapes of objects when drawing. Create abstract compositions

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	materials to create textures. Tone: <ul style="list-style-type: none"> Experiment with pencils to create tone. Use tone to create form when drawing. 	<ul style="list-style-type: none"> Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. Texture <ul style="list-style-type: none"> Analyse and describe texture within artists' work. Tone: <ul style="list-style-type: none"> Develop skill and control when using tone. Know and use simple shading rules. 	express complex textures. Tone: <ul style="list-style-type: none"> Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work. 	<ul style="list-style-type: none"> Analyse artists' use of tone. 	using knowledge of other artists' work. Texture <ul style="list-style-type: none"> Understand how artists manipulate materials to create texture. Tone: <ul style="list-style-type: none"> Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.
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Art & Design – Generating ideas (conceptual knowledge) Explore ideas and record feelings and experiences

As part of our two yearly cycle pupils will learn and be taught to:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sketchbooks: <ul style="list-style-type: none"> use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. Use sketchbooks throughout the year to record rough ideas and experiments Creating original artwork: <ul style="list-style-type: none"> Explore and create ideas for purposes and intentions. 	Sketchbooks: <ul style="list-style-type: none"> use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. Creating original artwork: <ul style="list-style-type: none"> Use artist sources to develop their own original artwork. Gain inspiration for artwork from the natural world. 	Sketchbooks: <ul style="list-style-type: none"> use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. <i>use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</i> Creating original artwork: <ul style="list-style-type: none"> Create personal artwork using the artwork of others to stimulate them. <i>experiment with different</i> 	Sketchbooks: <ul style="list-style-type: none"> Use sketchbooks for planning and refining work, to record observations and idea, developing skill and technique. Creating original artwork: <ul style="list-style-type: none"> Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives. <i>use a sketchbook for collecting ideas and</i> 	Sketchbooks: <ul style="list-style-type: none"> Develop ideas through sketches, Enhance knowledge, skill and technique using experimental media in sketchbooks. Creating original artwork: <ul style="list-style-type: none"> Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. 	Sketchbooks: <ul style="list-style-type: none"> Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks Creating original artwork: <ul style="list-style-type: none"> Create imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art

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		<i>materials to create a range of effects and use these techniques a finished piece of work</i>	<i>developing a plan for a completed piece of artwork</i>	<ul style="list-style-type: none"> • <i>develop different ideas which can be used , explaining choices for the materials and techniques used</i> 	<p>through messages, graphics, text and images.</p> <ul style="list-style-type: none"> • <i>select ideas based on first hand observations, experience or imagination and develop these through open ended research</i>
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Art and Design – Artists, Craftspeople and Designers

As part of our two yearly cycle pupils will learn and be taught to:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Learn about great artists, craftspeople and designers • Learn how artists use the formal elements of art • Study the work of a range of artists 	<ul style="list-style-type: none"> • Learn about great artists, craftspeople and designers • Learn how artists use the formal elements of art • Study the work of a range of artists • <i>understand that different artistic works are made by craftspeople from different cultures and times</i> 	<ul style="list-style-type: none"> • Learn about great artists, craftspeople and designers • Learn how artists use the formal elements of art • Study the work of a range of artists • <i>talk about some of the great artists, architects and designers in history and describe their work</i> 	<ul style="list-style-type: none"> • Learn about great artists, craftspeople and designers • Learn how artists use the formal elements of art • Study the work of a range of artists • <i>describe some of the key ideas, techniques and working practices of artists, architects and designers studied</i> 	<ul style="list-style-type: none"> • Learn about great artists, craftspeople and designers • Learn how artists use the formal elements of art • Study the work of a range of artists • <i>research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</i> 	<ul style="list-style-type: none"> • Learn about great artists, craftspeople and designers • Learn how artists use the formal elements of art • Study the work of a range of artists • <i>describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</i> • <i>explain and justify my preferences towards different styles and artists</i>

Art and Design – Evaluation & Reflection

As part of our two yearly cycle pupils will learn and be taught to:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Recognise and describe key features of own and other's work. Describe what they feel about own work and the art of others. <i>say what I like about other people's artwork</i> 	<ul style="list-style-type: none"> Compare other's work, identifying similarities and differences. Describe choices and preferences using the language of art. <i>try out different activities and make sensible choices about what to do next</i> <i>give reasons own opinions when looking at art/craft or design work</i> 	<ul style="list-style-type: none"> Discuss own and other's work using an increasingly sophisticated use of art language (formal elements) Reflecting on their own work in order to make improvements. <i>say what I like or dislike about my work</i> 	<ul style="list-style-type: none"> Build a more complex vocabulary when discussing own and others' art. Use own and other's opinion of work to identify areas of improvement. <i>use skills taught to adapt and improve own work</i> <i>say how to improve own work using technical terms and giving reasons</i> 	<ul style="list-style-type: none"> Develop a greater understanding of vocabulary when discussing own work and others work. Regularly analyse and reflect on their intentions and choices. <i>talk about own work and how close it came to what they wanted to do</i> 	<ul style="list-style-type: none"> Use the language of art with greater sophistication when discussing own and others art. Give reasoned evaluations of their own and others work which takes account of context and intention. <i>Improve use of techniques taught</i> <i>change and improve own final work following feedback on first thoughts and designs</i>

Art and Design - Vocabulary					
As part of our two yearly cycle pupils will learn and be taught to:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Formal Elements: Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours.	Formal Elements: Colour, line, pattern, tone, shape, form, tone, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern.	Formal Elements: Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch	Formal Elements: Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making	Formal Elements Lessons: Pupils should make appropriate use of these words when discussing works of art: colour, line, tone, form, shape, pattern, texture, observation, monument, legacy	Still Life Lessons: Pupils should make appropriate use of these words when discussing works of art: Colour, line, tone, form, shape, pattern, texture
Sculpture & Collage: Shells (exoskeletons) salt dough, plasticine, 3 dimensional, sculpture, natural materials carnivore, herbivore, omnivore, junk, creature.	Art & Design Skills: Rollercoaster, free-flowing, precise, straight, curved, edge, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, vessel, slip, clay.	Art & Design Skills: Puppet, shadow puppet, decorate, detail, observation, tint, shade, light and dark	Sculpture Lessons: Stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial	Every Picture Tells a Story: Democracy, law, rule, liberty, respect, tolerance, belief, emoji, symmetry, ceramics, ceramicist	Make My Voice Heard: Graffiti, contrasting, commissioned, Guernica, sculpture
Landscapes: Shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape.	Human Form: Detail, modelling, facial features, outline, contours, collage, beauty, skull, decorate, proportion, pose, collaborate.	Prehistoric Art: Negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative	Art and Design Skills: Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiserie, op-art.	Design For A Purpose: Visual language, communication, design, design brief, collaborate, advertising, Unique Selling Point, packaging, product, media, purpose, criteria.	Photography Lessons: Desaturate, truism, hotomontage, abstract, self-expression, crop, contrast
Art & Design: Geometry, Tudor, Great Fire of London, printmaking.	Sculpture & Mixed Media: Pastel, blend, shadow, paint wash, background, scale, explosion, action words, expression, mannequin.	Craft: Running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dying, wax resist, mood board		Art & Design Skills: Annotate, visualise, scale, collage.	Art & Design Skills Impressionism, zentangle, prototype, appreciation