

Curriculum Map for Art


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


- Drawing skills underpin all of our artistic learning, and pupils explore and develop their drawing skills as part of their research and understanding of the artists and knowledge for each unit of work.
- Each academic year, students will study the works of three famous artists in the areas of Drawing, Painting and Printing and one of
- 3D Design – Sculpture or Textiles and Collage.
- At the beginning of each unit of work, pupils will study an artist, their work, style, skills and lives, before using those techniques to explore work more widely.


Sequence of Learning

1. Research and develop ideas: Take inspiration from artists, observe and imitate their style, and then develop ideas in sketchbooks. Look at a range of artwork, artefacts, etc. by specific artists, linked to the unit. Older children should find out about great artists throughout history, researching their life and work, as well as how they inspired other artists.
2. Sketchbook experimenting: Stick mini photos of artists' work into sketchbooks, for children to observe and imitate next to it or focus on a particular aspect of the picture and draw a close up. I will be allocating specific artists to each year group.
3. Explore and develop skills and techniques: Experiment with chosen media, colour, materials, etc. and imitate the style of specific artists.
- 4/5. Master techniques and develop ideas: Apply and use technical skills to plan from observation or imagination (in sketch book) and then produce a final piece for display.
6. Evaluating: Evaluate own and others' work; annotating in sketchbook or making notes on post its. You could stick mini photographs of final piece in sketch books, to go with the evaluation and to support judgements.

Year Group	Main Focus	Prior Knowledge/Themes How does this link to other subjects and Year groups?	Vocabulary
Little Chestnuts	<p>WALT:</p> <ul style="list-style-type: none"> Explore different materials freely, deciding how to use them and what to make Join different materials using glue and masking tape Draw with increasing detail Explore and experiment with colour mixing <p>Significant Artists</p> <p>Kandinsky – concentric circles linked to colour mixing and circle shapes</p> <p>Da Vinci – Mona Lisa – faces with circles and features</p> <p>Seurat – experimentation with finger painting and cotton buds for dots</p> <p>Jackson Pollock – comparing conker trail painting to his work</p> <p>Augusta Savage – sculptor faces and 3D modelling</p> <p>Rangoli patterns for Diwali</p> <p>Invite artists to the setting to create works – Amanda?</p> <p>Real life interesting objects – point out key features and help children to add details e.g. daffodils</p>	<p>Themes</p> <p>Drawing – draw both from imagination and observation and begin to add details</p> <p>Painting - Colour Talk about differences between colours and explore colour mixing</p> <p>3D Using masking tape and glue for sticking scrap materials together Rolling, pinching, flattening malleable materials</p> <p>Prior Learning Children at pre school will have had a variety of experiences at home. Hopefully, they will have experimented with mark making with a range of materials.</p>	<p><u>Theme vocabulary</u></p> <p>Drawing: pencil, crayon, chalk, felt tip, circle, straight</p> <p>Painting: colour names, paint brush</p> <p>3D: join, cut, scissors, masking tape, glue, squash, pinch, flat, roll</p> <p>Mixed Media:</p> <p>Textiles:</p> <p>Printing:</p> <p>Artists knowledge: Like, dislike, artist, piece of art</p>
Year R	ELG:	<u>Themes</u>	<u>Theme vocabulary</u>

	<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 processes they have used <p>WALT:</p> <ul style="list-style-type: none"> • Explore drawing, painting and 3D creations to express their ideas and feelings • Mix colours to match to colours they see and want to use • Create collaboratively and talk about ideas and resources <p><u>Significant Artists</u></p> <p>Kandinsky – several circles linked to colour mixing and shapes</p> <p>Giannis Dendrinis – train art sculptures made from industrial parts</p> <p>Van Gough Sunflowers/wheat field – texture and colour</p> 	<p>Drawing Make representations that are recognisable using a variety of tools, pencils, crayons, pastels, chalks, fingers in different media.</p> <p>Painting - Colour Naming and mixing colours experimentation with adding different colours. Control of paint brush</p> <p>Mixed Media Explore textures of materials and paint and making different textures by adding media to paint</p> <p>3D Noticing patterns and shapes in Art Cutting and sticking shapes required Use of adhesive tape, stick glue and PVA glue to join materials</p> <p><u>Prior Learning</u> All artwork will build upon the experimentation in Little Chestnuts. Repetition of Kandinsky a featured artist</p>	<p>Painting: colour names, mix, light dark</p> <p>Drawing: pencil, crayon, chalk, felt tip, circle, straight, hard, soft,</p> <p>3D: fix, join, cut, sellotape, glue stick, PVA glue</p> <p>Mixed Media: Rough, bumpy, smooth, fluffy, swirl</p> <p>Textiles:</p> <p>Printing:</p> <p>Artists knowledge: Like, dislike, artist, piece of art</p>
Year 1	<p><u>Artists knowledge and Sketch booking</u></p> <ul style="list-style-type: none"> • start to record simple media explorations in a sketch book 	<p><u>Themes</u></p> <p><u>Drawing</u></p>	<p><u>Theme vocabulary</u></p> <p>Drawing:</p>

	<p><u>Exploring and developing ideas</u></p> <ul style="list-style-type: none"> ask and answer questions about the artists and art presented to me. <p><u>Evaluating and developing work</u></p> <ul style="list-style-type: none"> say how I feel about my work and others. <p><u>Drawing – throughout all units and self portrait</u></p> <ul style="list-style-type: none"> begin to control the types of marks made with the range of media. produce an expanding range of patterns and textures. <p><u>Painting - Significant Artist L.S. Lowry</u></p>  <ul style="list-style-type: none"> explore with a variety of media; different brush sizes and tools. explore lightening and darkening paint without the use of black or white. start to mix a range of secondary colours, moving towards predicting resulting colours <p><u>Mixed Media – Significant artist – Henri Rousseau</u></p>	<p>Yr1 → Yr2 Edward Wilson → Yr3 → Yr4 → Yr5 Architecture/Stephen Wilson → Yr6 Portraits</p> <p><u>Painting</u> Yr1 Lowry → Yr2 S.H.Raza → Yr 3 Paul Klee → Yr 4 Roses and Castles Julie Tonkin → Yr5 Romero Britto → Yr6 Banksy/Jackson Pollock</p> <p><u>Mixed Media</u> Yr1 Henri Rousseau → Yr6 Mark Herald/Jackson Pollock</p> <p><u>3D</u> Yr1 Barbara Hepworth → Yr3 Gormley/Picasso Human Figure → Yr4 Sohpie Ryder → Yr6 Canopic Jars/Clay</p> <p>In addition, Year 1 children to have the opportunity to use photography. This will link with Isambard Kingdom Brunel and his famous portraits.</p>	<p>Painting, Drawing, Feelings, Yourself, Me, You, Pencil/s, Crayon/s, Thick/ness, Thin, Line, Grade</p> <p><u>Painting:</u> Painting, Primary, Secondary, Themselves, Thick, Thin, Brush/es, See, Colour</p> <p><u>Mixed Media:</u> Cut, Tear, Paper, Card, Collage, Gather, Sort, Materials</p> <p><u>3D:</u> Cut, Roll, Coil, Texture, Tools, Shape/s</p> <p><u>Textiles:</u> Sort, Thread, Fabric, Colour, Texture, Weave</p> <p><u>Printing:</u> Print, Press, Roll/rolling, Rub/rubbing, Stamp/stamping</p> <p><u>Artists knowledge:</u> Opinion, Artist, Ask, Questions, Piece of art, Describe</p>

	 <ul style="list-style-type: none"> • cut and tear paper and card for their collages • gather and sort the materials I will need for a collage • use my paint techniques to create my own collage paper. <p>3D – Significant Artist – Barbara Hepworth</p> <ul style="list-style-type: none"> • Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. • shape and model materials for a purpose. • join materials <p>https://barbarahepworth.org.uk/sculptures/ https://thelowry.com/about-us/ls-lowry/ https://www.haring.com/</p>		
Year 2	<p>Artists knowledge and Sketch booking</p> <ul style="list-style-type: none"> • use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. <p>Exploring and developing ideas</p>	<p>Themes</p> <p><u>Drawing</u> Yr1 → Yr2 Edward Wilson → Yr3 → Yr4 → Yr5 Architecture/Stephen Wilson → Yr6 Portraits</p> <p><u>Painting</u></p>	<p>Theme vocabulary</p> <p>Drawing: Painting, Drawing, Feelings, Yourself, Me, You, Pencil/s, Crayon/s, Thick/ness, Thin, Line, Grade/s, Charcoal, Pastel, View, Tone/s</p>

- say how other artist/craft maker/designer have used colour, pattern and shape

Evaluating and developing work

- When looking at creative work express clear preferences and identify what I might change in my current work/ future work.

Drawing – self portrait & significant artists Beatrix Potter & Edward Wilson

- control the types of marks made with the range of media.
- continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.
- continue to investigate textures and produce an expanding range of patterns.

Painting – significant artist S.H.Raza



- begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture to paint.
- begin to mix colour shades and tones - make tints by adding white, make tones by adding black

- use a brush to produce marks appropriate to work. E.g. small brush for small marks.

<https://www.artsy.net/artist/s-h-raza>

Printing – significant artist William Morris

- create a design and then make a block from my design.
- choose colour to suit my design.
- use equipment and media correctly and be able to produce a clean printed image.

Yr1 Lowry → Yr2 S.H.Raza → Yr 3 Paul Klee → Yr 4 Roses and Castles Julie Tonkin → Yr5 Romero Britto → Yr6 Banksy/Jackson Pollock

Printing

Yr2 Beatrix Potter → Yr4 Pop Art Andy Warhol

Years 2 and 5 ARE LINKED BY THE Environmental Art Movement, with BEATRIX POTTER'S strong referencing in both her artwork and writing, the importance of Nature and animals

Colour and mood were important to S.H. RAZA, so further links can be made with other artists, including KLEE, who was also linked to the EXPRESSIONIST movement (see Year 6 as well)

Cross Curricular Links: Great Fire of London (History), with the colour RED and Edward Wilson (History and Geography) Landscapes

Painting:

Painting, Mix, Match, Predict outcomes, Secondary, Tint, Tones , Colour wheel

Mixed Media:

Create, Individual/group collage, Different materials, Repeated pattern

3D:

Make, Clay, Join, Line, Shape

Textiles:

Join, Fabric, Glue, Sew, Together, Create, Patchwork

Printing:

Repeat/ing, Pattern, Print, Sponge, Vegetables, Fruit, Paper, Textile, Design, Printing block

Artists knowledge/sketchbooks

Artist, Colour, Pattern, Shape, Create, Natural objects, Man-made objects, Demonstrate, Ideas, Set out, Annotation, Notes, Changed ideas

Year 3	<p><u>Artists knowledge and Sketch booking</u></p> <ul style="list-style-type: none"> use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. <p><u>Exploring and developing ideas</u></p> <ul style="list-style-type: none"> compare the work of different artists explore work from other periods of time <p><u>Evaluating and developing work</u></p> <ul style="list-style-type: none"> reflect upon what I like and dislike about my work in order to improve it. identify what I might change in my current work/ future work. 	<p><u>Themes</u></p> <p><u>Drawing</u> Yr1 → Yr2 Edward Wilson → Yr3 → Yr4 → Yr5 Architecture/Stephen Wilson → Yr6 Portraits</p> <p><u>Painting</u> Yr1 Lowry → Yr2 S.H.Raza → Yr 3 Paul Klee → Yr 4 Roses and Castles Julie Tonkin → Yr5 Romero Britto → Yr6 Banksy/Jackson Pollock</p> <p><u>Textiles</u></p>	<p><u>Theme vocabulary</u></p> <p>Drawing: Expression, Facial, Shade, Tone/s, Texture/s, Sketch/es, Explanation</p> <p>Painting: Background, Wash, Range, Brushes, Different effects, Predict, Accuracy, Colours, Mix, Primary, Secondary</p> <p>Mixed Media: Cut, Accurate/ly, Overlap, Material, Experiment, Colours, Mosaic, Montage</p>

Drawing – throughout all units & self portrait

- demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.
- begin to show an awareness of objects having a third dimension and perspective.
- create textures and patterns with a wide range of drawing implements.

Painting – significant artist Paul Klee



- demonstrate increasing control the types of marks made
- experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
- use light and dark within painting and begin to explore complimentary colours.

<https://www.tate.org.uk/art/artists/paul-klee-1417>

Textiles – Weaving Significant artists Archie Brennan & Anni Albers



- weave, both 3D and flat i.e. with paper and with thread on a loom
- apply decoration using beads, buttons, feathers etc.
- show experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.

Yr3 Weaving Archie Brennan/Anni

Albers → Yr5 Batik Mary Edna Fraser

3D

Yr1 Barbara Hepworth → **Yr3**

Gormley/Picasso Human Figure → Yr4 Sohpie

Ryder → Yr6 Canopic Jars/Clay

The sculptural forms of PICASSO and GORMLEY can be contrasted with those of RYDER (Year 5) and those of GOLDSWORTHY.

Cross Curricular Links: Rocks in Science and Man Made structures (Henges) in History

Gormley's work is very situational, with his sculptural placements almost reminiscent of Pre-Historical standing stone circles, barrows, etc and sense of awe that is generated by seeing these within the landscapes.

3D:

Add to, Create, Texture, Shape, Life size, Material/s

Textiles:


Create, Loom, Stitch, Join, Fabric, Form, Padding, Sew/ing, Detail, Texture

Printing:

Printing block, Colour print, Mono print, Multi layered mono printing

Artists knowledge/sketchbooks

Identify, Techniques, Artists, Compare, Different cultures, Recognise, Historical periods, Understand viewpoints, Feeling, Express, Describe, Likes, Dislikes, Make notes, Techniques used, Suggest improvements

	<p><u>3D Significant Artist – Antony Gormley</u></p>  <ul style="list-style-type: none"> • join two parts successfully. • construct a simple base for extending and modelling other shapes. • produce more intricate surface patterns/textures and use them when appropriate. <p>https://www.antonygormley.com/</p>		
Year 4	<p><u>Artists knowledge and Sketch booking</u></p> <ul style="list-style-type: none"> • use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. <p><u>Exploring and developing ideas</u></p> <ul style="list-style-type: none"> • experiment with different styles which artists have used • explain art from other periods of history <p><u>Evaluating and developing work</u></p> <ul style="list-style-type: none"> • discuss and review my own and others work, expressing thoughts and feelings explaining my views. • adapt my work according to my views and describe how I might develop it further. <p><u>Drawing – throughout all units & self portrait</u></p>	<p><u>Themes</u></p> <p><u>Drawing</u> Yr1 → Yr2 Edward Wilson → Yr3 → Yr4 → Yr5 Architecture/Stephen Wilson → Yr6 Portraits</p> <p><u>Painting</u> Yr1 Lowry → Yr2 S.H.Raza → Yr 3 Paul Klee → Yr 4 Roses and Castles Julie Tonkin → Yr5 Romero Britto → Yr6 Banksy/Jackson Pollock</p> <p><u>Printing</u> Yr2 Beatrix Potter → Yr4 Pop Art Andy Warhol</p> <p><u>3D</u> Yr1 Barbara Hepworth → Yr3 Gormley/Picasso Human Figure → Yr4 Sohpie Ryder → Yr6 Canopic Jars/Clay</p>	<p><u>Theme vocabulary</u></p> <p>Drawing: Facial expression, Body language, Sketch/es, Marks, Lines, Texture, Tone, Shape, Colour, Represent, Figures, Forms, Movement, Reflection, Materials</p> <p>Painting: Facial expression, Body language, Create, Colours, Mood, Shading, Feeling</p> <p>Mixed Media: Ceramic mosaic, Combine, Visual, Tactile</p> <p>3D: Sculpt, Clay, Mouldable, Material, Experiment, Combine materials, Processes, Design, 3d form</p>

- develop techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.
- draw for a sustained period of time at an appropriate level.
- Have opportunities to develop further drawings featuring the third dimension and perspective.

Painting – significant artist Julie Tonkin



- begin to choose appropriate media to work with.
 - use light and dark within painting and show understanding of complimentary colours.
 - start to look at working in the style of a selected artist (not copying).

Printing – Significant Artist – Andy Warhol



- print using at least 2 colours
- create an accurate print design
- print onto different materials

3D – significant artist - SOPHIE RYDER-HARE AND MINOTAUR



- secure work to continue at a later date.
- make a slip to join to pieces of clay.
- decorate, coil, and produce marquettes (SCALED MODELS) confidently when necessarily.

Cross Curricular Links: The Minotaur (Greek Legends), forming a link in terms of art and sculpture.

The Water Cycle in Geography, with a focus on the urban landscapes of WILTSHIRE (Cities with Rivers)

Textiles:


Texture, Sewing, Skills, Project

Printing:

Print, Different, Materials, Colours, Accurate, Design

Artists knowledge/sketchbooks

Experiment, Styles, Artists, Explain, Features, Historical period, Specific techniques, Experiment, Different texture, Express feelings, Likes, Dislikes, Produce montage, Adapt, Improve, Original, Purpose

	<ul style="list-style-type: none"> use recycled, natural and man-made materials to create sculptures. use carving as a form of 3D art. <p>https://www.sophieryder.com/</p>		
Year 5	<p><u>Artists knowledge and Sketch booking</u></p> <ul style="list-style-type: none"> use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. recognise the art of key artists and begin to place them in key movements or historical events. <p><u>Exploring and developing ideas</u></p> <ul style="list-style-type: none"> experiment with different styles which artists have used explore work from other cultures <p><u>Evaluating and developing work</u></p> <ul style="list-style-type: none"> I regularly analyse and reflect on my progress taking account of what I hoped to achieve. <p><u>Drawing – self portrait & NEO-CLASSICAL-REGENCY TRADITION OF ARCHITECTURE Significant artists – Stephen Wiltshire</u></p>  <ul style="list-style-type: none"> work in a sustained and independent way to create a detailed drawing. develop simple perspective in using a single focal point and horizon. <ul style="list-style-type: none"> begin to develop an awareness of composition, scale and proportion in my drawing. 	<p><u>Themes</u></p> <p><u>Drawing</u> Yr1 → Yr2 Edward Wilson → Yr3 → Yr4 → Yr5 Architecture/Stephen Wilson → Yr6 Portraits</p> <p><u>Painting</u> Yr1 Lowry → Yr2 S.H.Raza → Yr 3 Paul Klee → Yr 4 Roses and Castles Julie Tonkin → Yr5 Romero Britto → Yr6 Banksy/Jackson Pollock</p> <p><u>Textiles</u> Yr3 Weaving Archie Brennan/Anni Albers → Yr5 Batik Mary Edna Fraser</p> <p>FRIDA KAHLO builds upon the FOLK ART movement covered in Year 4 as part of ROSES and CASTLES</p> <p>ROMERO BRITTO was influenced by the work of PICASSO, so reference work in Year 3 and PICASSO</p> <p>Link with Year 1 and initial study of leaf forms by ROUSSEAU</p> <p>Cross Curricular Links: South American Rainforest (Geography) https://www.britannica.com/topic/Andy-Goldsworthy</p>	<p><u>Theme vocabulary</u></p> <p>Drawing: Shade , Create, Mood, Feeling, Line, Marks, Texture, Tone, Shape, Figures, Forms, Movement, Express emotion, Reflections, Materials, perspective</p> <p>Painting: Shading, Create, Mood, Feeling, Express emotion, Organise, Line, Tone, Shape, Represent, Figures, Forms, Movement</p> <p>Mixed Media: Ceramic mosaic, Combine, Visual, Tactile, Qualities, Express mood/emotion, photography, computing.</p> <p>3D: Experiment, Combine, Materials, Processes, Design, 3d form, Sculpt, Clay, Mouldable materials</p> <p>Textiles: Sewing, Project, Running stitch, Cross stitch, Backstitch, Applique, Embroidery, wax, batik, silk, ink</p> <p>Printing:</p>

- use drawing techniques to work from a variety of sources including observation, photographs and digital images.
- use close observation skills using a variety of view finders.

<https://www.stephenwiltshire.co.uk/>

Painting – significant artist Romero Britto



- confidently control the types of marks made and experiment with different effects and textures.
- mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.
- start to develop my own style using tonal contrast and mixed media.

<https://britto.com/>

Textiles – Batik – Significant Artist Mary Edna Fraser



- use resist paste and batik.
- use more than one colour successfully in batik.
- talk about the decoration of fabrics from other countries

Print, Accurate, Design criteria, Colours, Different materials

Artists knowledge/sketchbooks

Artist, Replicate, Style, Learn, Observe/look, Galleries, Sources of information, Research, Keep notes, Develop, Compare, Discuss

Year 6	<p><u>Artists knowledge and Sketch booking</u></p> <ul style="list-style-type: none"> use sketchbooks to collect and record visual information from different sources as well as planning and collating source material. adapt my work according to my views and describe how I might develop it further. <p><u>Exploring and developing ideas</u></p> <ul style="list-style-type: none"> make a record about the styles and qualities in my work say what my work is influenced by <p><u>Evaluating and developing work</u></p> <ul style="list-style-type: none"> provide a reasoned evaluation of my own and professional work, which takes account of the starting points, intentions and context behind the work. <p><u>Drawing – self portrait & portraits of historical figures</u></p> <p><u>Significant Artist PJ Crook & Banksy</u></p> <ul style="list-style-type: none"> draw for a sustained period of time over a number of sessions working on one piece. develop my own style of drawing through: line, tone, pattern, texture. use different techniques for different purposes i.e. shading, hatching within my own work, understanding which works well in my work and why. develop my own style using tonal contrast and mixed media. <p><u>Mixed Media – Jackson Pollock & Mark Herald</u></p>	<p><u>Themes</u></p> <p><u>Drawing</u> Yr1 → Yr2 Edward Wilson → Yr3 → Yr4 → Yr5 Architecture/Stephen Wilson → Yr6 Portraits PJ Crook</p> <p><u>Painting</u> Yr1 Lowry → Yr2 S.H.Raza → Yr 3 Paul Klee → Yr 4 Roses and Castles Julie Tonkin → Yr5 Romero Britto → Yr6 Banksy/Jackson Pollock</p> <p><u>Mixed Media</u> Yr1 Henri Rousseau → Yr6 Mark Herald/Jackson Pollock</p> <p><u>3D</u> Yr1 Barbara Hepworth → Yr3 Gormley/Picasso Human Figure → Yr4 Sohpie Ryder → Yr6 Canopic Jars/Clay</p> <p>Cross Curricular Links: Anne Frank (Historical Figure), The Blitz (History) Volcanoes (Geography) and British Values</p>	<p><u>Theme vocabulary</u></p> <p>Drawing: Media, Create, Impact, Pencils, Grades, Charcoal, Pastels, Observation/al, Sketch, Sense of self, Accuracy, Imagination, Combine tools</p> <p>Painting: Own style, Wide range techniques, Choose, Specific, Paint techniques</p> <p>Mixed Media: Justify materials, Combine, Pattern, Tone, Shape</p> <p>3D: Create, Models, slab work, glaze, kiln, firing, Range of scales, Open to interpretation, Audience</p> <p>Textiles: Visual elements, Tactile elements</p> <p>Printing: Overprint, Create, Patterns, Method, Effectiveness of printing</p> <p>Artists knowledge/sketchbooks</p> <ul style="list-style-type: none"> Style, Influence/d, Artist, Understand, Abstract, Message, Convey, Technical, Architectural design, Record, Qualities, Explain, Feedback, Amendments, Improvements, Detailed notes, Annotations, Quotes, Compare methods, Combine graphics/text, Commercial



- add collage to a painted, printed or drawn background.
- use a range of media to create collages.
- use different techniques, colours and textures etc when designing and making pieces of work.
- use collage as a means of extending work from initial ideas.

3D – Canopic Jars Inspired by Egyptian Art

- model and develop work through a combination of pinch, slab, and coil.
- work around armatures or over constructed foundations.
- demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish

design, Influence, Layout, Adapt, Refine, Meaning, Purpose