



Art

Fulfen Primary School adopts best practice from a range of research, resources, and educational thinking to improve outcomes for all our children. During their time at Fulfen, pupils are encouraged, and equipped with the confidence, to invent and create their own works of art. Opportunities to engage with art can have a magical impact on a child's development and we believe that art also provides an alternative opportunity to reward the unique skills of children who learn differently.

Our art Curriculum has seven Knowledge Categories embedded within it. Children revisit these during their time at Fulfen to ensure their learning is meaningful. Our art Knowledge Categories are:























Art education should engage, inspire, and challenge pupils of all abilities. From Early Years to Key Stage 2, Fulfen aims to provide a safe and nurturing environment where pupils are encouraged to take creative risks and to learn and develop their own ideas.







Our imaginative and creative artists will acquire the skills to have:







- have a love of the arts
- have confidence to experiment, invent and create using a wide range of materials
- have an opportunity to experience “real life art” at art galleries and exhibitions or in their community.
- are engaged, inspired and challenged by other artists and each other
- develop a wide vocabulary to understand and talk about and think critically about art
- Reflect on how Art and Design shapes our history and contributes to our culture, creativity, and wealth of the nation

Art enhances learning that takes place in our themed topics, there are many ways children can learn about the world, its history, geography and culture by researching the renowned artists of our past and the exciting artists that have an impact on our world today. During their work, pupils will explore and develop good sketchbook practise by presenting a page in their books in an exciting and creative way.

CURRICULUM MAP

	Autumn	Spring	Summer
EYFS	  		
	<ul style="list-style-type: none"> • Use and explore a variety of materials, tools and techniques. • Experiment with colour, design, texture, form and function. • Share creations and explain the process they have used. 		
Year 1 Theme & Develop Record Refine Present	<p style="text-align: center;"><u>Plants</u></p> <ul style="list-style-type: none"> • Record, refine and present studies of plant life. • Plants are the subject matter for students to explore the formal elements of line and shape to create patterns. • Aim to produce work made outside. • Focus on artists Andy Goldsworthy & Anna Atkins <div style="text-align: center;">  </div> <p style="text-align: center;">DRAWING, PHOTOGRAPHING</p>	<p style="text-align: center;"><u>Changes in Industry & Technology</u> <u>Everyday materials</u></p> <ul style="list-style-type: none"> • Explore how artists over time have used to create both 2D and 3D artworks. • Introduce the practise of looking at artists of present day and historically. • Look at artists who use recycled materials to produce reinvented works. Use food and natural dyes to paint with. <div style="text-align: center;">    </div> <p style="text-align: center;">EXPLORING, DESIGNING, SCULPTING</p>	<p style="text-align: center;"><u>Animals including humans</u> <u>Refine and develop marking skills</u></p> <ul style="list-style-type: none"> • “Turn your paper into Fur” • Present masks as outcomes. • Multi-cultural treatments of masks in carnivals or stage productions. <div style="text-align: center;">   </div> <p style="text-align: center;">DRAWING, PAINTING, MAKING</p>
Year 2 Theme & Develop Record Refine Present	<p style="text-align: center;"><u>The Plague& The Gunpowder Plot</u> <u>Use of Everyday Materials</u></p> <ul style="list-style-type: none"> • Develop knowledge of the visual elements through research in to Ole Kirk Christiansen. • Record and refine through drawing. • Present outcomes using colour and tone. <div style="text-align: center;">    </div> <p style="text-align: center;">DRAWING, PAINTING, RESEARCHING</p>	<p style="text-align: center;"><u>Explorers (Christopher Columbus, Mary Seacole, Neil Armstrong) Animals including humans</u> <u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • Explore the history of the recording of the phases of the moon. • Look at language of tone and visual elements. • Explore materials to achieve tone • Focus on “Lost Words”, an observational tool. • Exploring drawing styles and drawing for illustration. • Create 3-dimensional nests <div style="text-align: center;">     </div>	<p style="text-align: center;"><u>Great Fire of London & Famous Writers (Samuel Peeps, Samuel Johnson , William Shakespeare)</u></p> <ul style="list-style-type: none"> • Explore printing techniques. • Print with a minimal palette. • Illustrate Tudor houses. <div style="text-align: center;">     </div>

<p>Year 3</p> <p>Theme & Develop Record Refine Present</p>	<p><u>Stone Age</u> <u>Rocks/Plants</u></p> <ul style="list-style-type: none"> Explore and develop knowledge of Stone Age art and its place in the art history time line. Experiment with and refine their use of organic drawing and painting methods. Present a collaborative piece inspired by stone age art. Research the Lascaux cave paintings and styles of this period and annotate the pages in their sketchbooks with details of dates and places and materials explored.  <p>RESEARCHING, EXPLORING, EXPERIMENTING, DRAWING, PAINTING</p>	<p><u>Healthy Eating</u></p> <ul style="list-style-type: none"> Exploring food as a resource for first hand observation. Explore materials and adapt to create different effects (e.g. drawing, painting, collaging, clay)  <p>RESEARCHING, DESIGNING, EXPLORING MIXED MEDIA</p>	<p><u>Light</u></p> <ul style="list-style-type: none"> Light is a wonderful subject to develop skills when exploring line and tone. Pupils will develop observational drawing skills. Observing from both first hand and second-hand objects and materials. We will look at the pencil drawings of many well-known artists and their contemporaries. Particularly referencing the imagery of Victorian art and the Chiaroscuro.  <p>DEVELOPING OBSERVATIONAL SKILLS</p>
<p>Year 4</p> <p>Theme & Develop Record Refine Present</p>	<p><u>Anglo Saxons</u></p> <ul style="list-style-type: none"> Anglo Saxon research provides an excellent starting point for observation, design and making. Pupils can explore information taken from archaeology on rituals and objects. Collaging and drawing second hand observations and annotating their work. <p>Techniques, media, visual language</p> <p><u>Portraits</u></p> <ul style="list-style-type: none"> Observational drawing Focus on proportions and tools to create representational portraits Study different art movements and how portraits have changed over time. 	<p><u>Local Geography study</u></p> <ul style="list-style-type: none"> Local geography may offer the opportunity to explore the local area and make direct observational drawings of local architecture. On return to the classroom pupils can explore their drawings and develop them further as prints. Pupils can look at the work of artists such as Ruth Allen and Stephen Wiltshire as inspiration for their drawings of local buildings.  <p>DRAWING AND PRINTING</p>	<p><u>Vikings</u></p> <p><u>The water cycle /Climate change</u> <u>Animals including humans</u> <u>States of matter</u></p> <ul style="list-style-type: none"> Pupils will explore Viking Art and geography. Each child will produce a clay sculpture in the style of the Lewis Chessmen. <ul style="list-style-type: none"> Pupils can present their research and knowledge of the geography of Viking art pieces and the story behind them.  <p>DRAWING, PRESENTING, SCULPTING</p>

<p>Year 5 Theme & Develop Record Refine Present</p>	<p><u>Vikings</u></p> <ul style="list-style-type: none"> Pupils will research the Vikings through the study artefacts found and second hand drawing and design. Exploring the carving styles of this period and the methods of recording events and producing artefacts and everyday objects . Pupils will produce a clay bowl exploring sculpture, design and using underglazes to create sgraffito details.  <p>PRESENTING RESEARCH, DRAWING, PAINTING</p>	<p><u>North American Study</u></p> <ul style="list-style-type: none"> Pupils can study the traditions of indigenous art of North America. Looking at the artefacts, materials and colour schemes developed.  <p>PRESENTING RESEARCH, DRAWING, PAINTING, SCULPTING</p>	<p><u>Mayan Civilization</u></p> <ul style="list-style-type: none"> Pupils can create weaves in the Mayan tradition. Exploring the use of colour, pattern, and texture. Whilst working towards a woven piece both individually and collaboratively_ Pupils will research and present the ideas taken from Mayan cultures. They will present their findings as an artist, celebrating the elements of colour and pattern.  <p>RESEARCHING, DESIGING, DEVELOPING SKILLS, WEAVING</p>
<p>Year 6 Theme & Develop Record Refine Present</p>	<p><u>Victorians</u></p> <ul style="list-style-type: none"> Skills working directly from natural forms. Pupils will draw paint and use light sensitive paper. Pupils will observe the traditional themes of the Victorian period. Storytelling and recording. They will research the work of Anna Atkins.  <p>RESEARCH, OBSERVATION, DRAWING, PHOTOGRPAHY</p>	<p><u>Own Projects</u> <u>Biomes and Climate</u> <u>Living things and habitats</u> <u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> First and second-hand observational drawing. Draw from printed images and real artefacts. Photography Look at art as communication 	<p><u>WW2</u></p> <ul style="list-style-type: none"> Pupils will study the role of the War artist and create art works I the style of these artists. Pupils will study and research the many war artists commissioned at this time and present their research in an exciting a creative way. Henry Moore, Dame Laura knight and Graham Sutherland.  <p>RESEARCHING, PRESENTING, DRAWING, PAINTING, SCULPTURE</p>

Foundation Stage Progression Map

Our Foundation stage team aims to build (in sequence) the foundational knowledge, skills and understanding children need in order to be successful and prepare children for subsequent teaching and learning.

<u>Knowledge</u>	<u>Skills</u>	<u>Vocabulary</u>
<p>Colour</p> <ul style="list-style-type: none"> • The names of primary and secondary colours • How to mix different colours • How to make different tones and shades of colours. <p>Line</p> <ul style="list-style-type: none"> • There are different types of lines e.g. straight, curved, continuous, broken, vertical, horizontal, jagged, curly, wavy, thick, thin, wavy, zig zag. • How to draw different types of lines • The difference between a continuous and a broken line • How to join lines to create shapes to make a picture. <p>Shape</p> <ul style="list-style-type: none"> • Shapes are made from lines that are joined together. • Lines and shapes create representations. <p>Form</p> <ul style="list-style-type: none"> • 2D representations are flat and 3D representations are solid. • How 3D representations can be created using e.g. malleable materials, junk modelling • How to use different materials to express my ideas. • Malleable materials can be moulded into different shapes. <p>Texture</p> <ul style="list-style-type: none"> • Materials have different textures. • Texture can enhance and add interest. • Texture can engage the senses. • Combining materials can create different textures. 	<ul style="list-style-type: none"> • Manipulate and control tools • Make decisions and choices • Observe • Imagine • Connect ideas • Explore • Experiment • Combine • Shape • Mould & Sculpt • Mix • Draw • Paint • Pull • Tear • Fold • Cut • Join • Stick • Roll • Explain • Review 	<ul style="list-style-type: none"> pencil crayon felt line colour straight circle shape names portrait cut stick punch pull brush paint mix dip collage join construct pretend imagine dark shade light hard soft tone

This lays the foundation for children to progress into Key Stage 1 and beyond. For a full breakdown of the curriculum design in the Foundation Stage, click [here](#).

Key Stages 1 & 2 Progression Map

Year	<u>Making</u> Try out and experiment with a range of materials and tools for Drawing, Painting, Printmaking, Textiles, Sculpture and including ICT and Photography.	<u>Generating Ideas</u> Explore, develop and collect ideas in a Sketch book. Recording their experience of designing and developing their ideas.	<u>Formal Elements</u> Learn and understand about the key elements of: <ul style="list-style-type: none"> • Line • Pattern • Shape • Texture • Form and Space • Colour • Practising and becoming proficient in drawing, painting, sculpture and other craft and design techniques. 	<u>Knowledge of Artists</u> Responding to arts, crafts and designs from other cultures and other periods of time. Making links to the local wider artistic community and be able to talk about the work they discover, using this knowledge to develop themes in their own work.	<u>Vocabulary</u> Initially teacher led, vocabulary will extend as experiments become more complex and pupils are expected to develop and use appropriate expressive terms to explore and discuss art processes and genres.
Year 1	<ul style="list-style-type: none"> • Explore mark-making. • Experiment with line. • Mix primary colours to create secondary colours. • Develop new skills with painting • Introduction to printmaking techniques. • Mark making with clay. • Printmaking 	<ul style="list-style-type: none"> • Teacher led idea • modelling through discussion, perhaps linked to a theme or topic they are studying. • Sketchbooks may be used voluntarily to record thoughts and ideas and experiment with materials. • To record simple media explorations in a sketch book. 	<p>Colour:</p> <ul style="list-style-type: none"> • Learn the names of the primary colours that can be mixed to make secondary colours. • Create and describe different shades of one colour using paint • Choose and justify appropriate colours to reflect a theme and purpose. <p>Form and Space:</p> <ul style="list-style-type: none"> • Learn about form and space through 3D sculptures inspired by nature and animals. • Develop language and understanding of form and space through whole class sculpture. <p>Line</p> <ul style="list-style-type: none"> • Use and express line to represent a landscape and water. • Learn the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy Experiment with line. <p>Pattern:</p> <ul style="list-style-type: none"> • Understand patterns in nature from observation • Make patterns in a range of materials to develop their understanding • Design and create own patterns <p>Shape</p> <ul style="list-style-type: none"> • Create abstract compositions using various shapes Identify, making and describing their use of shape for print. 	<ul style="list-style-type: none"> • Look at and talk about own work and that of other artists and the techniques they have used. • Explore the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Generating original ideas by looking at other artists' work. 	<ul style="list-style-type: none"> Line Shape Light and Dark Tone 2D/3D Shading Texture Pattern Form Observed Imagined Invented Designed Artists Emotions Media Drawing Painting Observing Primary Secondary Complimentary

	<u>Making</u>	<u>Generating Ideas</u>	<u>Formal Elements</u>	<u>Knowledge of Artists</u>	<u>Vocabulary</u>
Year 2	<ul style="list-style-type: none"> • Explore and develop drawing skills. • Introduce tone to create form. • Develop skills with appropriate media .eg how to blend pastels and charcoal . • Develop a wider range of colour mixing knowledge and application skills. • Improve painting skills applying control and purpose. • Use a range of material to design and make products. • Explore weaving. • Use clay to explore pattern and sculptural forms. 	<ul style="list-style-type: none"> • Teacher led idea • modelling through discussion and perhaps linked to a theme or topic being studied. • Sketchbooks may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials to plan and develop simple ideas. • Build information on colour mixing, the colour wheels and colour spectrums. • Collect textures and patterns to inform their work. 	<ul style="list-style-type: none"> • Creating portraits by controlling and defining their use of line for expression. • Drawing lines with increased skill, awareness and control. • Creating a pattern of their choosing • Identifying and relating manmade and natural repeating patterns. • Learning a range of techniques to express their knowledge of repeating and non-repeating pattern. • Composing geometric designs by adapting and synthesising the work of others Identifying and describing different textures. • Selecting and using appropriate materials to create textures. • Experimenting with pencils to create more complex tones. • learning that different ways of holding a pencil affects the tone created. • Using tone to create 3D form when drawing. 	<ul style="list-style-type: none"> • Continue to explore the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work • Encourage an expression of thoughts and feelings about a piece of art • Reflect and explain the successes and challenges they had in creating a piece of work, give a context of time place and purpose. • Explain how a piece of art makes them feel • Developing original • artwork from other • sources • Studying natural • forms in the world • around them and • relating it to their • own artwork 	Colour / Cool/ Warm/ Flat Line / Linear Shape/ Form Light and Dark Tone / Values 2D/3D Shading Texture/ Print Pattern/ Repeats Form /Sculpture Observed Imagined Invented Designed Artists Emotions Mixed Media Techniques Drawing Sketching Mixing Blending Values Hues Digital Media

	<u>Making</u>	<u>Generating Ideas</u>	<u>Formal Elements</u>	<u>Knowledge of Artists</u>	<u>Vocabulary</u>
Year 3	<ul style="list-style-type: none"> • Begin to identify and represent subject matter through drawing. • Use tonal shading to represent geometry/3D forms. • Drawing from observation. • Drawing with charcoal. • Explore paint, explore natural sources to create pigment. • Work with tints and shades, developing ability to control the tonal quality of paint. • Using a range of methods and materials to create puppets • Weaving using paper and other materials • Tie dying • Sewing 	<ul style="list-style-type: none"> • Teacher led modelling. • Expressing thoughts and observations in sketchbooks. • To record explorations and experimentations as well as try out ideas, plan colours and collect sources of materials for future works. • To record media explorations and experimentations as well as planning and collecting source materials for future work. • Identify interesting aspects of objects as a starting point for work. • To express feelings about a subject. • Make notes about techniques used by artists. • Annotate ideas for improving their work. 	<ul style="list-style-type: none"> • Experimenting with pencils to create more complex tones – learning that different ways of holding a pencil affects the tone created. • Using tone to create 3D form when drawing. • Constructing patterns through craft methods to further their knowledge and understanding. • Identifying 2D shapes within images and objects • Identifying, drawing and labelling simple shapes found in everyday objects • Creating and forming shapes from 3D materials • Identifying 2D shapes within images and objects • Identifying, drawing and labelling simple shapes found in everyday objects. • Creating and forming shapes from 3D materials • Analysing and describing the use of texture within artists' work. • Applying and blending charcoal to create more sophisticated areas of tone. • Learning and applying four simple rules of shading. • Developing skill and control when using tone. 	<ul style="list-style-type: none"> • Continue to explore the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Discuss own and others work, expressing thoughts and feelings, using knowledge and understanding of the techniques artists and makers use. • Respond to arts, crafts and designs from other cultures and other periods of time. • Expressing original thoughts and ideas about the art of others. 	Colour/ Flat/Opaque/ Transparent / Line / Linear/ Energetic/ Solid Light and Dark Tone / Values 2D/3D Sculpture/Scale Land art Shading/ Charcoal / Pastels Texture/ Print/Makers Pattern/ Repeats Textiles Form /Sculpture Observed Imagined Invented Designed Artists Emotions Mixed Media Techniques Drawing Sketching Mixing Blending/ Layering Values Hues Digital Media Mark Making Modelling Photography Genres

	<u>Making</u>	<u>Generating Ideas</u>	<u>Formal Elements</u>	<u>Knowledge of Artists</u>	<u>Vocabulary</u>
Year 4	<ul style="list-style-type: none"> • Creating geometric and mathematical drawings potentially found in product designs, using tools to apply measuring and perspective. • Still life drawings with tone. • Develop technical mastery of painting skills, use a range of mark making different strokes and shades. • Making art from recycled materials • Printing using different materials • Learning how to present and display works of art • Showing creativity in their choice of materials and composition • Creating sculptures 	<ul style="list-style-type: none"> • Using sketchbooks more independently but still teacher led for planning and refining ideas. • Recording ideas for materials and composition. • Developing skill and technique using various media in sketchbooks. • To collect and record visual information from different sources as well as planning, trying out own ideas, plan colours and collect source materials for future work. • Express likes and dislikes through annotations. • Keep notes to indicate their intentions or purpose of a piece of work 	<ul style="list-style-type: none"> • Analysing and describing the use of line within artists' work • Using knowledge of lines of symmetry to help draw accurate shapes. • Analysing and describing the use of pattern within artists' work. • Creating original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns. • Analysing and describing the use of shape within artists' work. • Expressing geometric compositions using mathematical shapes. • Using a range of materials to express more complex textures. • Analysing and describing the use of tone within artists' work Using a variety of tones to achieve different effects. • Understanding of tone to create a 3D effect. 	<ul style="list-style-type: none"> • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further. • Begin to explore the range of great artists, architects, craftsmen and designers in history. • Using literary sources to convey ideas through art. 	Colour/ Flat/Opaque/ Transparent / Flat /Harmonies Linear Construct Shape/ Form Sketch Light and Dark Tone / Values/ Painterly/ Layered/ Flowing / Stippling 2D/3D Form Sculpture/Scale Land art Abstract/ Representational Texture/ Print/Makers mono printing Block printing Pattern/ Repeats Textiles ,Photography Observed Imagined Invented/Powerful Designed Artists Exhibitions Emotions Expressionism Mixed Media Techniques Processes Collaborative Genres Movements

	<u>Making</u>	<u>Generating Ideas</u>	<u>Formal Elements</u>	<u>Knowledge of Artists</u>	<u>Vocabulary</u>
Year 5	<ul style="list-style-type: none"> • Drawing from observation • Drawing using the continuous line method • Using 2D drawings to develop ideas for 3D work • Drawing from different perspectives • Creating detailed drawings • Drawing using mathematical processes • Further improving skill and control when painting • Using recycled materials within mixed media art • Selecting materials for a given purpose. 	<ul style="list-style-type: none"> • Using sketchbooks independently and working collaboratively to explore ideas for meeting a design brief. • Developing and discuss ideas through sketches. • Enhancing knowledge of skill and technique using various media to plan a sculpture through drawing and other preparation work. • Keep notes which consider how a piece of work may be developed further. • Collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source materials for future work. • Plan parts of a sequence of a process, e.g. join parts of a sculpture. • Annotate and adapt work as and when necessary and record why. 	<ul style="list-style-type: none"> • Analysing and describing the use of tone within artists' work. • Using a variety of tones to achieve different effects • Understanding of tone to create a 3D effect. • Constructing images through various methods to further their knowledge and understanding • Composing original designs by adapting and synthesising the work of others. • Analysing and evaluating an artists' use of shape. • Developing knowledge and understanding of texture through practical making activities. • Developing an increasing sophistication in the use of tone to describe objects when drawing from observation • Analysing and evaluating an artists' use of tone. 	<ul style="list-style-type: none"> • Recognise the art of key artists and begin to place them in key movements or historical events • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further • Identify artists and makers who have worked in a similar way to their own work • Explore a range of great artists, architects, craftsmen and designers in history. • Compare the styles of different periods and approaches in art, craft and design • Using the work of artists' to explore own ideas • Expressing ideas and feelings about familiar products 	Colour/ Flat/Opaque/ Transparent / Flat /Harmonies Construct Shape/ Form Sketch Light and Dark Tone / Values 2D/3D Form Sculpture/Scale Land art Abstract/ Representational Texture/ Print/Makers mono printing Block printing Pattern/ Repeats Textiles Observed Imagined Invented/ Recycled Designed Artists Exhibitions Emotions Expressionism Mixed Media Techniques Processes Collaborative Genres Movements

	<u>Making</u>	<u>Generating Ideas</u>	<u>Formal Elements</u>	<u>Knowledge of Artists</u>	<u>Vocabulary</u>
Year 6	<ul style="list-style-type: none"> • Creating detailed portraits chiaroscuro techniques • Developing the continuous line technique • Drawing for expression • Sketching methods • Still life using charcoal • Drawing using a negative medium, • identifying areas of light and dark • Developing colour mixing and tonal • shading with colour • Painting in an impressionist style • Further improving skill and control • Creating photomontages, focusing on composition • Using polyprint tiles to create repeating printed patterns • Creating digital art using photography to create abstract and self-portrait pieces when painting • Creating tonal paintings • Expressing an idea or emotion through 3D clay sculpture • Creating 3D sculptural forms from a purpose. 	<ul style="list-style-type: none"> • Develop and discuss ideas through sketchbooks • Make personal investigations of interests and record observations in sketchbooks • Record experiments with various media and try out techniques and processes in sketchbooks before applying them. • To collect and record visual information from different sources as well as planning and collecting source material. • Annotate and adapt work as and when necessary and record why. • Plan parts of a sequence of a process. 	<ul style="list-style-type: none"> • Selecting colours to accurately reflect objects in a still life composition • Expressing feelings, emotions and events through colour mixing • Recreating colours used by impressionist painters • Conveying, expressing and articulating a message or emotion through 3D sculpture • Analysing and evaluating an artists' use of form. • Articulating their deepening knowledge of line to create portraits • Developing continuous line drawing, developing control, expression, shape, form and detail • Adapting the techniques of other artists to create abstract drawings. • Using knowledge and understanding of patterns to represent feelings and emotions • Extending and articulating their knowledge of pattern from multiple sources to create sophisticated original artwork. • Using knowledge and understanding of patterns to represent feelings and emotions. • Extending and articulating their knowledge of pattern from multiple sources to create sophisticated original artwork. 	<ul style="list-style-type: none"> • Discuss and review own and others work, expressing thoughts and feelings explaining their views • Identify artists, craftsmen and designers who have worked in a similar way to their own work • Explore a range of great artists, architects, craftsmen and designers in history. • Learning ways that artists represent their ideas through painting • Developing personal, imaginative responses to a theme. • Identify artists, craftsmen and designers who have worked in a similar way to their own work. • Explore a range of great artists, architects, craftsmen and designers in history. • Compare the styles of different periods and approaches in art, craft and design. 	<p>Linear Construct Shape/ Form Sketch Light and Dark Tone / Values 2D/3D Form Sculpture/Scale Land art Abstract/ Representational Texture/ Print/Makers mono printing Painters / Layering/ Stippling/ diffusing Block printing Pattern/ Repeats Textiles Observed/ Photographed Imagined/ Represented Invented /Recycled Designed Artists Exhibitions Emotions Expressionism Mixed Media Techniques Processes Collaborative</p>