

Art Medium Term Plan

FS1 Art Curriculum			
Term	Autumn 1	Spring 1	Summer 2
Unit	Marvellous Me Colours of the Rainbow	Mirror Mirror... Animal Kingdoms	Enchanted Gardens Let's Explore
Sequence of learning N1	<ul style="list-style-type: none"> - Enjoy drawing freely. (Literacy Aut 1) - Make marks on their picture to stand for their name. (Literacy Aut 2) - To be able to use different loose parts to create a picture. (Maths Aut 2 and Understanding of the World Aut 2) - Make marks on paper e.g., continuous circles. (Expressive Arts and Design Aut 1) - To begin to know that they can control mark making. (Expressive Arts and Design Aut 2) - To explore media with my senses e.g., with my fingers, brushes. (Understanding of the World Aut 1) - To be able to use different tools to create a simple effect. (Understanding of the World Spr 1) - To be able to explore the tinker table/loose parts area. (Maths Aut 1, Expressive Arts and Design Aut 1 and Understanding of the World Aut 1) - Use large-muscle movements to wave flags and streamers, paint and make marks. (Physical Development Aut 1) - Can mark make using gross motor movements (random directions). (Physical Development Aut 1) - To be able to control scribbles and repeat at will. (Physical Development Aut 1) - To use mark making resources with Support. (Physical Development Aut 1) - Explore different materials and tools. (Physical Development Aut 1) - Can mark make using gross motor movements (random directions). (Physical Development Spr 1) - To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. (Physical Development Spr 1) 	<ul style="list-style-type: none"> - To be able to mark make using different implements e.g. brushes, chalks, pens, felt tips. (Literacy Spr 1) - To be able to mark make and give meaning to their marks. (Literacy Spr 2) - To begin to develop a comfortable pencil grip. (Literacy Spr 2) - To be able to talk about their marks with confidence.(Knowledge Spr 2) - To be able to use different loose parts to create a picture. (Maths Aut 2) - To explore different mark making implements. (Expressive Arts and Design Spr 1) - To be able to use different tools to create an effect. (Expressive Arts and Design Spr 1) - Paint with a purpose in mind e.g. 'I'm going to paint my Mummy'. (Expressive Arts and Design Spr 2) - To know implements can create different effects in mark making. (Expressive Arts and Design Spr 1) - To realise mark making can be used with purpose. (Expressive Arts and Design Spr 2) - To understand how to hold a pencil correctly. (Expressive Arts and Design Spr 2) - Use large-muscle movements to wave flags and streamers, paint and make marks. - To be able to mark make using different implements e.g. brushes, chalks, pens, felt tips. (Physical Development Spr 1) 	<ul style="list-style-type: none"> - To be able to draw clear shapes and give meaning to my own marks. (Literacy Sum1 & Expressive Arts Sum 1) - Begin to make purposeful marks e.g., a circle to represent a head for a person. (Expressive Arts Sum 1) - Access the painting area independently. (Expressive Arts and Design Sum 1) - Follow the paint routine independently. (Expressive Arts and Design Sum 2) - To recognise when to add detail. (Expressive Arts and Design Sum 1) - To know how to create a colour change when painting. (Expressive Arts and Design Sum 2) - To know what happens when you combine two colours together. (Expressive Arts and Design Sum 1) - Begin to make purposeful marks e.g., a circle to represent a head for a person. (Physical Development Sum 1) - To be able to use scissors to make straight cuts in paper. (Physical Development Sum 1) - Can draw with increased control, accuracy and care. (Physical Development Sum 2) - To be able to use scissors to make different cuts in paper. (Physical Development Sum 2) - Can shape and mould malleable materials using hands. (Physical Development Sum 1)
Sequence of learning N2	<ul style="list-style-type: none"> - To be able to mark make and identify their marks. For example: "That says mummy." (Literacy Aut 1) - Make different marks independently e.g. lines, circles, swirls on paper, water painting outdoors. (Literacy Aut 2) - To explore media e.g. with my fingers, brushes making different shapes. (Expressive Arts and Design Aut 1) 	<ul style="list-style-type: none"> - To be able to hold a pencil in a comfortable grip. (Literacy Spr 2) - To be able to mark make using different implements e.g. brushes, chalks, pens, felt tips. (Expressive Arts and Design Spr 1) 	<ul style="list-style-type: none"> - Draw with increasing complexity and detail, such as representing a face with a circle and including details. (Expressive Arts Sum 1) - To explore colour and colour mixing independently. (Expressive Arts and Design Sum 1)

	<ul style="list-style-type: none"> - To be confident to explore the art area independently. (Expressive Arts and Design Aut 2) - To be able to decide what marks to use to represent what is being drawn. (Expressive Arts and Design Aut 2) - To explore media in a range of ways e.g. with my fingers, brushes. (Understanding the World Aut 1) - To be able to use different tools to create an effect. (Understanding of the World Spr 1) - To be able to use different loose parts to create a picture. (Expressive Arts and Design Aut 2 and Understanding of the World Aut 1) - To be able to use different loose parts to create a more complex picture. (Understanding of the World Aut 1) - To be able to make marks on paper e.g., continuous circles. (Physical Development Aut 1) - To be able to make different marks independently e.g. lines, circles, swirls on paper, water painting outdoors. (Physical Development Aut 1) - To use mark making resources with increasing independence. (Physical Development Aut 1) - Identify different tools and know how to use them. (Physical Development Aut 1) - Can draw circles using both clockwise and anticlockwise movements. (Physical Development Spr 1) - To be able to use different fine motor activities with confidence. (Physical Development Sum 2) 	<ul style="list-style-type: none"> - To be able to choose a tool to create a specific effect. (Expressive Arts and Design Spr 1) - Use drawing to represent ideas like movement or loud noises. (Expressive Arts and Design Spr 2) - Hold a pencil in a comfortable grip. (Expressive Arts and Design Spr 2) - To be able to use different tools to create an effect. (Physical Development Spr 1) 	<ul style="list-style-type: none"> - To be able to colour mix independently. (Expressive Arts and Design Sum 2) - Beginning to draw with increasing complexity and adds details to pictures. (Physical Development Sum 1) - To be able to use scissors with increasing control. (Physical Development Sum 1) - Can draw with increasing complexity and adds details to pictures. (Physical Development Sum 2) - To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. (Physical Development Sum 2) - Can shape and mould malleable materials using fingers. (Physical Development Sum 1) - Can shape and mould malleable materials using tools. (Physical Development Sum 1)
Vocab	Brush Paint Clean Palette Wash Water Stick Glue	Mix Dab Thick Thin Colour Cut	Shade Stroke Artist Illustrator Lighter Texture

FS2 Art Curriculum			
Term	Autumn 1	Spring 1	Summer 2
Unit	Marvellous Me Colours of the Rainbow	Mirror Mirror... Animal Kingdoms	Enchanted Gardens Let's Explore
Early Learning Goals assessed in June	*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.		
Sequence of learning	<ul style="list-style-type: none"> - To use scissors safely and independently. (Physical development Aut 2) - To know how to use scissors effectively. (Physical development Aut 2) - Follow the paint routine independently (Expressive Arts & Design Aut 1) - To give meaning to the marks that are made. (Expressive Arts & Design Aut 1) - Use paints to create a clear image e.g. a person. (Expressive Arts & Design Aut 2) - To explore and create different patterns (e.g. Rangoli patterns). (Expressive Arts & Design Aut 2) - To use simple tools and techniques competently and appropriately. (Expressive Arts & Design Aut 2) - To appreciate that different art types. (Expressive Arts & Design Aut 1) - To learn the names of different tools and techniques that can be used to create Art. (Expressive Arts & Design Aut 2) - To know how different colours and materials can be used to create things. (Expressive Arts & Design Aut 2) 	<ul style="list-style-type: none"> - Hold a pencil, pen, painbrush confidently to draw and write. (Physical development and Literacy Spr 1) - Use a needle and thread and can confidently follow 'pinch, push, pull' method to sew. (Physical development Spr 2) - To know how to safely use a range of equipment e.g. needles for sewing. (Physical development Spr 2) - To use a variety of media to create a range of images e.g. wax crayons, chalk. (Expressive Arts & Design Spr 1) - To mix pants to make a range of shades e.g. lighter and darker colours. (Expressive Arts & Design Spr 2) - Know how to mix colours to make green, orange, brown and purple. (Expressive Arts & Design Spr 1) -To know how to make a range of shades with paints e.g. lighter and darker colours. (Expressive Arts & Design Spr 2) 	<ul style="list-style-type: none"> - Confidently use a range of smaller tools to access a variety of activities e.g. writing, painting, malleable. (Physical development Sum 1) - To explain how to use a range of equipment effectively and safely. (Physical development Sum 1) - To know how to handle a range of equipment and tools effectively. (Physical development Sum 2) - To use what they have learnt about media and materials in an original way and be able to explain their choices. (Expressive Arts & Design Sum 1) - Selects appropriate resources and adapts work where necessary. (Expressive Arts & Design Sum 1) - To create a piece of work inspired by an artist. (Expressive Arts & Design Sum 1) - To represent my own experiences and ideas through drawing and painting. (Expressive Arts & Design Sum 2) - To assemble, build and adapt my work independently and as part of a team. (Expressive Arts & Design Sum 2) - To know the different uses and purposes of a range of media and materials. (Expressive Arts & Design Sum 1) - To explain the process of how I created a painting or model. (Expressive Arts & Design Sum 2)
Vocab	Brush Paint Clean Palette Wash Water Stick Glue	Mix Dab Thick Thin Colour Cut	Shade Stroke Artist Illustrator Lighter Texture Print

Year 1 Art Curriculum			
Term	Autumn 2	Spring 1	Summer 2
Unit	Painting and mixed media - Colour splash	Drawing - Make your mark	Sculpture and 3D - Paper play
End of Unit Outcomes	<p>Circle Tree plate</p> <ul style="list-style-type: none"> Name the primary colours. Explore coloured materials to mix secondary colours. Mix primary colours to make secondary colours. Apply paint consistently to their printing materials to achieve a print. Use a range of colours when printing. Mix five different shades of a secondary colour. Decorate their hands using a variety of patterns. Mix secondary colours with confidence to paint a plate. Describe their finished plates. 	<p>Observational drawing</p> <ul style="list-style-type: none"> Show knowledge of the language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. 	<p>Giant 3D spider</p> <ul style="list-style-type: none"> Roll paper tubes and attach them to a base securely. Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. Shape paper strips in a variety of ways to make 3D drawings. Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. Create a tree of life sculpture that includes several different techniques for shaping paper. Work successfully with others, sustaining effort over a time. Paint with good technique, ensuring good coverage.
National Curriculum	<p>Key Stage 1 - Pupils should be taught:</p> <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. 		
Overview	In this unit, the children will explore colour mixing through paint play investigating how to mix secondary colours. They will make a range of secondary colours, use a range of tools and work on different surfaces to create work in the style of an artist.	In this unit, the children will know how to create different types of lines, explore line and mark making to draw water and draw with different media. They will use a range of tools and investigate how texture can be created in drawings. They will then use their knowledge of drawing materials and mark making to draw from observation.	In this unit, the children will roll paper to make 3D structures, shape paper and card to make a 3D drawing and apply paper-shaping skills to make an imaginative sculpture. They will plan and create a 3D giant spider and then apply painting skills.
Sequence of learning	<p>Making colours - Investigate how to mix secondary colours.</p> <p>Name the primary colours: red, yellow and blue. Mix primary colours to make secondary colours. Be able to say which two primary colours are needed to mix each of the secondary colours.</p>	<p>Exploring line - Know how to create different types of lines.</p> <p>Describe the lines in the work of an artist and in own work. Understand that there are different types of lines and can experiment with different resources to create them.</p>	<p>Tube towers - Roll paper to make 3D structures.</p> <p>Roll paper to make a cylinder. Combine paper cylinders to make a sculpture. Adapt ideas.</p> <p>3D drawings - Shape paper to make 3D drawing.</p>

	<p>Painting with colour – Apply knowledge of colour mixing when painting. Use primary colours to paint. Choose a suitable brush to make marks.</p> <p>Printing with paint – Explore colour when printing. Use a variety of colours when printing. Create new colours by overlapping prints. Work carefully and accurately when making patterns.</p> <p>Exploring colour mixing – Experiment with paint mixing to make a range of secondary colours. Mix two primary colours to make shades of a secondary colour. Mix at least five different shades a chosen secondary colour. Use the five mixed colours to create patterns.</p> <p>Clarice Cliff plates – Apply painting skills when working in the style of an artist. Choose to paint with colours that look good next to each other. Describe colour plate and compare it to others.</p>	<p>Hold a pencil and chalk in different ways to experiment with the line created and work in the style of a modern artist.</p> <p>Making waves – Explore line and mark making to draw water. Use drawing materials to make different lines and marks. Know there are many different ways of drawing lines, that they feel different to make, and that they look different. Add plants and creatures to bring art to life. Evaluate own art and the work of others using language learnt.</p> <p>Experimenting with media – Draw with different media. Draw around a variety of shapes. Know that shapes can overlap. Experiment with a variety of different media. Select medium and be able to say why chosen.</p> <p>Mark making – Develop an understanding of mark making. Experiment with different marks and use marks to show texture. Understand the importance of looking carefully and closely when drawing. Use one type of drawing tool in lots of different ways.</p> <p>Drawing from observation – Apply an understanding of drawing materials and mark making to draw from observation. Look carefully at an object to identify shapes, lines and textures. Control a pen/pencil to create different types of lines. Use a range of drawing tools to create different marks. Layer different materials to experiment creating effects.</p>	<p>Fold and roll paper to create 3D shapes. Choose how to arrange the paper shapes to make a 3D drawing. Overlap paper strips on my 3D drawing.</p> <p>Tree of life – Apply paper-shaping skills to make an imaginative sculpture. Plan a sculpture by drawing ideas first. Use at least three different techniques for shaping paper. Add detail to the sculpture.</p> <p>Giant spider model part 1 – Work collaboratively to plan and create a sculpture. Work cooperatively. Create different parts of a sculpture. Secure parts of the sculpture together. Know that 3D sculpture can be created from a range of materials.</p> <p>Giant spider model part 2 – Apply painting skills when working in 3D. Use different tools to paint with. Paint onto 3D surfaces using appropriate methods.</p>
Vocab	Line Vertical Horizontal	Hue Shade Primary colour	Sculpture Artist Three dimensional (3D)

	Diagonal Wavy Straight Cross-hatch Optical art 2D shape 3D shape Abstract Narrative Printing Shade Form Continuous Mark making Observe Dots Circle Lightly Firmly Texture Shadow Charcoal Pastel Chalk	Secondary colour Pattern Mix Blend Print Shape Kaleidoscope, Texture Space Thick	Cylinder Curve Loop Tube Concertina Overlap Spiral, Zig-zag Carving Mosaic Imagine
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Year 2 Art Curriculum			
Term	Autumn 1	Spring 1	Summer 1
Unit	Drawing - Tell a story	Painting and mixed media - Life in colour	Sculpture and 3D - Clay houses
End of Unit Outcomes	<p>Concertina book.</p> <ul style="list-style-type: none"> Suggest ways to draw a word through marks. Use relevant language to describe how an object feels. Suggest ways to create different textures through drawn marks. Freely experiment with different tools, receiving encouragement when needed. Describe and then draw shapes that make up an object. Use good observational skills to add details to their drawing. Use an interesting range of marks that show an understanding of how to draw different textures. Make sketches, which may be of basic stick-like figures or may imply more shapes. Develop sketches into a character, with some support, adding details to enhance their character. Demonstrate an understanding of how drawing facial features in different ways conveys expressions. Recount a story and select key events to draw. Create scenes from their own imagination, with some support. 	<p>Great Fire of London collage</p> <ul style="list-style-type: none"> Name the primary and secondary colours. Talk about the colour changes they notice and make predictions about what will happen when two colours mix. Describe the colours and textures they see. Try different tools to recreate a texture and decide which tool works best. Show they can identify different textures in a collaged artwork. Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'. Describe ideas for developing their collages. Choose materials and tools after trying them out. 	<p>3D Clay tile</p> <ul style="list-style-type: none"> Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. Roll a smooth tile surface. Join clay shapes and make marks in the tile surface to create a pattern. Draw a house design and plan how to create the key features in clay. Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.
National Curriculum	<p>Key Stage 1 - Pupils should be taught:</p> <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 <p>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.</p>		
Overview	In this unit, the children will use storybook illustrations as a stimulus. They will develop a range of mark making techniques, explore a wider range of tools and experiment with mark making to create patterned surfaces to add texture and detail to drawings. They will also	In this unit, the children will consolidate their knowledge of colour mixing and create textures in paint using different tools. They will create their own painted paper and use it to compose a collage, choosing and arranging materials for effect.	In this unit, the children will develop their ability to work with clay, learn how to cut and shape clay, how to create simple pinch pots and join clay shapes as decoration. They will use impressing and joining techniques to decorate a clay tile.

	continue to develop their observational drawing skills.		
Sequence of learning	<p>Charcoal mark making – Develop a range of mark making techniques. Experiment with charcoal to draw different marks. Understand a word and explain how to draw it. Express the meaning of words using charcoal mark making techniques.</p> <p>Creating texture – Explore and experiment with mark-making to create textures. Describe how an object feels. Try out different drawing materials. Experiment with making different marks to make texture.</p> <p>My toy story – Develop observational drawing. Recognise and describe shapes in an object to start a drawing. Look carefully to add details. Use mark-making techniques to add texture.</p> <p>Creating characters – Understand how to apply expressions to illustrate a character. Show expression by drawing eyes, eyebrows and mouths in different ways. Make quick sketches of people. Sketch a new character, adding expressions, details and texture.</p> <p>Tell a story – Develop illustrations to tell a story. Recount a familiar story and select key events. Create and draw imaginary scenes for a storybook. Use mark making to show different textures.</p>	<p>Colour magic – Develop knowledge of colour mixing. Name the primary and secondary colours. Describe what happens when two secondary colours are mixed. Make choices about how to make colours lighter or darker.</p> <p>Texture hunt – Know how texture can be created with paint. Describe colours and textures. Choose painting tools to recreate a texture. Mix a range of secondary colours.</p> <p>Making textures – Use paint to explore texture and pattern. Explain the word 'collage'. Choose materials and tools to make textures with paint. Mix colours to match something seen.</p> <p>Collage creation – Compose a collage, choosing and arranging materials for effect. Choose collage materials based on colour and texture. Describe how choices match ideas. Try out different arrangements of materials, including overlapping.</p> <p>Developing detail – Evaluate and improve artwork. Discuss likes and dislikes of others artwork. Talk about how to improve own work. Choose which materials and tools to use.</p>	<p>Exploring clay – Use hands as a tool to shape clay. Flatten clay to make a smooth surface. Shape clay using hands. Make different marks in clay by pressing into it. Shape clay to make a model.</p> <p>Pinch pots – Shape a pinch pot and join clay shapes as decoration. Use the pinching technique to shape a pot. Use fingers and thumbs to make the sides of the pot even. Join clay to help decorate the pot.</p> <p>Applying skills in clay – Use impressing and joining techniques to decorate a clay tile. Describe ideas about the work of artist Rachel Whiteread. Roll a smooth clay tile. Create a pattern by pressing into and joining pieces onto a tile.</p> <p>Designing a tile – Use drawing to plan the features of a 3D model. Draw a house that will be made into a clay tile. Decide how to create features like a door, windows and the roof in clay. Label drawings accurately.</p> <p>House tiles – Make a 3D clay tile from a drawn design. Use own design to guide clay work. Use both pressing in and joining clay techniques on the tile. Evaluate the finished tile and say how it reflects the design.</p>
Vocab	Charcoal Mark-making Lines Thick Thin Texture Stippling	Mixing Primary colour Secondary colour Texture Collage Overlap Detail	Roll Smooth Flatten Shape Cut Pinch pot Thumb pot

	Hatching Cross hatching Scribbling, Blending Sketch Illustrator Illustrations Expression Emoji Emotion Storyboard Frame Re-tell, Concertina	Surface	Ceramic Glaze Score Slip Surface Join, Sculpture Sculptor Plaster Casting Negative space Three dimensional In relief Detail Impressing
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Year 3 Art Curriculum			
Term	Autumn 2	Spring 2	Summer 2
Unit	Painting and mixed media - Prehistoric painting	Sculpture and 3D - Abstract shape and space	Drawing - Growing artists
End of Unit Outcomes	<p>Prehistoric inspired cave wall art.</p> <ul style="list-style-type: none"> Recognise the processes involved in creating prehistoric art. Explain approximately how many years ago prehistoric art was produced. Use simple shapes to build initial sketches. Create a large scale copy of a small sketch. Use charcoal to recreate the style of cave artists. Demonstrate good understanding of colour mixing with natural pigments. Discuss the differences between prehistoric and modern paint. Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. Successfully make positive and negative handprints in a range of colours. Apply their knowledge of colour mixing to make natural colours. 	<p>Playground equipment abstract sculpture.</p> <ul style="list-style-type: none"> Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. Make a structure that holds its 3D shape. Explain in simple terms the difference between 2D and 3D art. Combine shapes together to make an interesting free-standing sculpture. Try out more than one way to create joins between shapes. Identify familiar 2D shapes in photographs. Identify shapes in the negative space between objects. Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. Plan an abstract sculpture based on play equipment. Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). Choose appropriate methods for joining elements in their sculptures. Show that they have thought about how to improve their sculptures and made choices about what to add. Work cooperatively in pairs to add detail to their artwork. 	<p>Abstract flowers drawing.</p> <ul style="list-style-type: none"> Know the difference between organic and geometric shapes. Use simple shapes to form the basis of a detailed drawing. Use shading to demonstrate a sense of light and dark in their work. Shade with a reasonable degree of accuracy and skill. Blend tones smoothly and follow the four shading rules. Collect a varied range of textures using frottage. Use tools competently, being willing to experiment. Generate ideas mostly independently and make decisions to compose an interesting frottage image. Make considered cuts and tears to create their ideas. Understand how to apply tone, with some guidance about where to use it. Draw a framed selection of an image onto a large scale with some guidance. Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.
National Curriculum	<p>Key Stage 2 - Pupils should be taught:</p> <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 		
Overview	In this unit, the children will explore prehistoric art, use scale to enlarge drawings in a different medium and explore how natural products	In this unit, the children will join 2D shapes to make 3D structures and join materials in different ways when working in 3D. They will	In this unit, the children will identify how artists use shape in their drawings and learn how to create tone by shading. They will understand

	<p>produce pigments to make different colours. They will select and apply a range of painting skills and techniques, to create artwork painting on different surfaces.</p>	<p>learn about abstract sculpture and construct their own free-standing structures inspired by playground equipment.</p>	<p>how texture can be created and used to make art and apply observational drawing skills to create detailed studies. They will also explore composition and scale to create abstract drawings.</p>
Sequence of learning	<p>Exploring prehistoric art – Apply an understanding of prehistoric man-made art. Identify features that prehistoric paintings have in common. Look for basic shapes within an animal drawing to help get the proportions of drawings accurate. Describe why prehistoric people often painted animals.</p> <p>Charcoal animals – Understand and use scale to enlarge drawings in different medium. Identify key 2D shapes in an image. Scale up a drawing by sketching the simple shapes first. Successfully apply and blend charcoal to create form, tone and shape.</p> <p>Prehistoric palette – Explore how natural products produce pigments to make different colours. Identify and collect coloured natural items to paint with. Describe which natural items make the most successful colours and give reasons. Create paints using all natural ingredients as prehistoric artists did.</p> <p>Painting on the cave wall – Select and apply a range of painting techniques. Mix paint to create a range of natural colours. Experiment with techniques to create different textures. Add fine detail using smaller brushes.</p> <p>Hands on a cave wall – Apply painting skills when creating a collaborative artwork. Work in a group to create a large piece of artwork. Create designs using both positive and negative impressions of hand.</p>	<p>Structual shapes – Join 2D shapes to make 3D structures. Define 'sculpture'. Try different ways to join card shapes. Build a 3D structure that stands up on its own.</p> <p>Constructing in 3D – Join materials in different ways when working in 3D. Try out more than one way to join 3D shapes. Work collaboratively to make larger structures. Problem solve if something doesn't work first time.</p> <p>Seeing space – Develop ideas for 3D artwork. Identify 2D shapes in photos of 3D objects. Identify shapes in the background space between objects (negative space). Use drawings to plan a sculpture.</p> <p>Abstract sculpture – Apply knowledge of sculpture when working in 3D. Follow a sketchbook plan. Make choices about how to join materials. Adapt ideas if things don't go to plan.</p> <p>Surface decoration – Evaluate and improve an artwork. Compare two sculptor's work. Identify positives and negatives about the sculpture. Choose how to add texture and colour to the surfaces of the sculpture.</p>	<p>See like an artist – Recognise how artists use shape in drawing. Recognise and draw simple shapes in objects. Identify both organic and geometric shapes. Use shapes to form the basis of own drawing.</p> <p>Shading – Understand how to create tone in drawing by shading. Know that tone refers to the light and dark areas of an object or artwork. Use the side of a pencil so that the lead is flat to the paper. Shade in one direction, with no gaps and straight edges. Blend from light to dark to dark light creating smooth tones.</p> <p>Texture pictures – Understand how texture can be created and used to make art. Create different textures on paper by using a rubbing technique. Change the tool or colour being used to change how the rubbing looks. Apply the technique of another artist. Tear and shape rubbings to create a final piece.</p> <p>Botanical drawing – Apply observational drawing skills to create detailed studies. Use simple shapes to sketch the form of an organic object. Add detail using careful observation. Add tone using shading skills.</p> <p>Abstract flowers – Explore composition and scale to create abstract drawings. Select an interesting composition. Draw in a large scale. Experiment with drawing skills and tools.</p>

	Create natural colours using paint.			
Vocab	Charcoal	Sculpture	Geometric	Texture
	Composition	Structure	Organic	Pressure
	Negative image	Three-dimensional	Shape	Tool
	Pigment	Found objects	Line	Tear
	Positive image	Sculptor	Object	Cut
	Prehistoric	Abstract	Arrangement	Botanist
	Proportion	Negative space	Light	Botanical
	Smudging	Positive space	Dark	Scientific
	Scaled up		Shading	Magnified
	Sketch		Tone	Form
	Texture		Grip	Scale
	Tone		Smooth	Composition
			Blend	Abstract
			Even	Frame
			Frottage	Gestural
			Rubbing	Expressive
			Surface	Viewfinder

Year 4 Art Curriculum			
Term	Autumn 1	Autumn 2	Spring 1
Unit	Drawing – Power prints	Painting and mixed media –Light and dark	Sculpture and 3D – Mega materials
End of Unit Outcomes	<p>Mixed media drawing.</p> <ul style="list-style-type: none"> • Create several pencil tones when shading and create a simple 3D effect. • Explore the effect of holding a pencil in different ways and applying different pressures. • Use charcoal and rubber to show areas of light and dark in their drawings. • Demonstrate an awareness of the relative size of the objects they draw. • Use scissors with care and purpose to cut out images. • Try out multiple arrangements of cut images to decide on their composition. • Use different tools to create marks and patterns when scratching into a painted surface. • Show some awareness of how to create contrast by including areas with more and less marks. • Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. 	<p>Still life painting</p> <ul style="list-style-type: none"> • Share their ideas about a painting. • Describe the difference between a tint and a shade. • Mix tints and shades by adding black or white paint. • Discuss their real-life experiences of how colours can appear different. • Use tints and shades to paint an object in 3D. • Try different arrangements of objects for a composition, explaining their decisions. • Produce a clear sketch that reflects the arrangement of their objects. • Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. • Paint with care and control to make a still life with recognisable objects. 	<p>3D sculpture using recycled items.</p> <ul style="list-style-type: none"> • Try drawing in an unfamiliar way and take risks in their work. • Use familiar shapes to create simple 3D drawings and describe the shapes they use. • Draw a simple design with consideration for how its shape could be cut from soap. • Transfer a drawn idea successfully to a soap carving. • Make informed choices about their use of tools. • Successfully bend wire to follow a simple template, adding details for stability and aesthetics. • Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. • Show they are considering alternative ways to display their sculpture when photographing it. • Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. • Describe how their work has been influenced by the work of El Anatsui.
National Curriculum	<p>Key Stage 2 – Pupils should be taught:</p> <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 		
Overview	In this unit, the children will draw using tone to create a 3D effect, explore proportion and tone and plan a composition for a mixed media drawing. They will use shading techniques to create pattern and contrast, to create mixed media drawings.	In this unit, the children will investigate different ways of applying paint, mix tints and shades of colour to give a three-dimensional effect when painting. They will consider proportion and composition when planning a still-life painting and use their knowledge of colour mixing and painting techniques to create a finished piece.	In this unit, the children will explore the way different materials can be shaped and joined. They will use more complex techniques to shape materials and explore how shapes can be formed and joined in wire. They will choose and join a variety of materials creating their own sculptures.

<p>Sequence of learning</p>	<p>3D pencil drawings – Draw using tone to create a 3D effect. Experiment with shading to create different tones. Use contrasting tones to make a drawing look three-dimensional. Explore more than one way of holding a pencil to create different effects.</p> <p>Sense of proportion – Explore proportion and tone when drawing. Explore charcoal as a drawing material. Look for light and dark areas and recreate these using tone. Show how big one object is compared to another when drawing.</p> <p>Drawing with scissors – Plan a composition for a mixed-media drawing. Use scissors with precision. Make decisions about how to place drawn elements in a composition. Create contrast by combining different shapes, sizes and textures.</p> <p>Wax resist – Use shading techniques to create pattern and contrast. Draw tone by 'hatching' parallel pencil lines. Choose an interesting part of the composition to recreate. Use a range of scratched marks to add contrast and patterns.</p>	<p>Tints and shades – Investigate different ways of applying paint. Mix tints and shades of a colour. Describe the differences between paintings using art vocabulary. Add different amounts of black paint to mix shades of a colour. Add different amounts of white paint to mix tints of a colour.</p> <p>Painting techniques – Explore how paint can create very different effects. Describe how the paint effect was created. Use a painting tool in a new way. Use tints and shades of colour to make painted object appear 3D.</p> <p>Composition – Consider proportion and composition when planning a still-life painting. Explain what composition means. Choose and arrange objects to create a still-life composition. Select important detail to include in a composition sketch.</p> <p>Still life – Apply knowledge of colour mixing and painting techniques to create a finished piece. Organise the equipment needed to paint using chosen techniques. Show light and dark by using tints and shades of colour.</p>	<p>From 2D to 3D – Develop ideas for 3D work through drawing and visualisation in 2D. Use the whole arm to draw big shapes. Use curved lines to suggest three dimensional shapes. Name key features of artwork.</p> <p>Working with wire – Explore how shapes can be formed and joined in wire. Bend wire to make shapes. Join wire by twisting and looping it. Add details using smaller pieces of wire. Work safely with the tools and equipment.</p> <p>Recycle and recreate – Choose and join a variety of materials to make sculpture. Try different ways of joining materials to make something three dimensional. Explore combinations of colour and texture. Decide how to display the sculpture.</p>
<p>Vocab</p>	<p>Contrast Observational drawing Shading, Shadow Tone Gradient Three dimensional (3D) Proportion Symmetry Pattern Composition Precision Mixed media Wax-resist</p>	<p>Portrait Landscape Shadow Tint Shade Texture Contrasting Vivid Muted Formal Patterned Abstract Detailed</p>	<p>Visualisation Ceramics Two-dimensional (2D) Three-dimensional (3D) Organic shape Sculpture Tone Form Carving Model Hollow Figurative Abstract</p>

	Highlight Collage, Combine Parallel Hatching Cross-hatching Viewfinder Collaborate Collaboratively Printmaking, Abstract Figurative Monoprint Block print	Figurative Grid Technique Mark-making Composition, Dabbing paint Stippling paint Paint wash Pointillism	Quarry Texture Surface Join Pliers, Template Secure Mesh Found objects Typography Welding Weaving
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Year 5 Art Curriculum			
Term	Autumn 1	Spring 1	Summer 1
Unit	Drawing - I need Space	Painting and mixed media- Portraits	Sculpture and 3D - Interactive Installation
End of Unit Outcomes	<p>Futuristic drawings on printed backgrounds.</p> <ul style="list-style-type: none"> Understand and explain what retrofuturism is. Participate in discussions and offer ideas. Evaluate images using simple responses, sometimes using formal elements to extend ideas. Provide plausible suggestions for how a piece was created. Comfortably use different stimuli to draw from. Use past knowledge and experience to explore a range of drawing processes. Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. Generate a clear composition idea for a final piece that shows how it will be drawn. Apply confident skills to make an effective collagraph print. Independently select tools and drawing techniques, with some guidance. Demonstrate growing independence, discussing ways to improve work. 	<p>Mixed media self-portrait.</p> <ul style="list-style-type: none"> Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. Try a variety of materials and compositions for the backgrounds of their drawings. Communicate to their partner what kind of photo portrait they want. Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. Create a successful print. Use some Art vocabulary to talk about and compare portraits. Identify key facts using a website as a reference. Explain their opinion of an artwork. Experiment with materials and techniques when adapting their photo portraits. Create a self-portrait that aims to represent something about them. Show they have considered the effect created by their choice of materials and composition in their final piece. 	<p>Art installation with a message.</p> <ul style="list-style-type: none"> Group images together, explaining their choices. Answer questions about a chosen installation thoughtfully and generate their own questions. Show that they understand what installation art means. Justify their opinions of installation artworks. Evaluate their box designs, considering how they might appear as full-sized spaces. Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. Create an installation plan, model or space. Describe their creations and the changes they made as they worked. Describe how their space conveys a particular message or theme. Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. Show they have considered options for how to display their installation best e.g. lighting effects. Present information about their installation clearly in the chosen format. Justify choices made, explaining how they improve the viewer experience or make it interactive.
National Curriculum	<p>Key Stage 2 - Pupils should be taught:</p> <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 		

Overview	In this unit, the children will develop ideas more independently, consider the purpose of drawings as they explore the purpose and effect of imagery. They will develop drawn ideas through printmaking, test and develop ideas before combining collage and printmaking to create a piece in their own style.	In this unit, the children will investigate self-portraits by a range of artists and use photographs of themselves as a starting point for developing their own unique self-portraits using mixed-media. They will experiment with materials and techniques, combining them for effect.	In this unit, the children will identify and compare features of art installations, investigate the effect of space and scale when creating 3D art and problem solve when constructing 3D artworks. They will plan an installation that communicates a message and develop their ideas into a finished piece.
Sequence of learning	<p>Space imagery - Explore the purpose and effect of imagery. Discuss the effect of an image. Discuss how popular culture can influence art and design. Explain what retrofuturism means. Evaluate different images using the formal elements.</p> <p>Drawing decisions - Understand and explore decision making in creative process, Suggest how a piece of art is created. Discuss the choices an artist has made. Make decisions about tools and materials to try in own work. Use a range of processes to create a drawing.</p> <p>Teis Albers - Develop drawn ideas through printmaking. Describe how artwork was made. Choose and combine materials based on their texture. Create an effective printing plate that considers how it is expected to print.</p> <p>A Vision of the future - Test and develop ideas using sketchbooks. Generate ideas about the future. Record ideas through sketches and visual notes. Develop ideas to form a composition for a final piece. Apply printing ink evenly to cover the plate. Apply even pressure when printing.</p> <p>Revisiting ideas - Apply an understanding of drawing processes to revisit and improve ideas. Select appropriate tools and materials.</p>	<p>Poem portrait - Explore how a drawing can be developed. Draw a portrait using the continuous line method. Vary the size, shape and position of the words for interest. Explore the way a background can change the effect of a drawing.</p> <p>Developing drawings - Combine materials for effect. Explain what photo composition is going to be used. Decide the best position for the line drawing when copying it onto the background.</p> <p>Self-portraits - Identify the features of self-portraits. Use Art vocabulary to describe similarities and differences between portraits. Justify opinions when discussing the message behind a self-portrait.</p> <p>Changing faces - Develop ideas towards an outcome by experimenting with materials and techniques. Give a definition of 'mixed media'. Try out at least three different ideas when adapting a photograph.</p> <p>Mixed-media portraits - Apply knowledge and skills to create a mixed media self-portrait. Describe the intention of the self-portrait. Explain why the choice of medium matches the idea. Use the chosen medium to create a self-portrait that represents an aspect of identity</p>	<p>What is installation art? - Identify and compare features of art installations. Give a definition for installation art. Identify similarities and differences between art installations. Analyse artworks and justify ideas.</p> <p>Space and scale - Investigate the effect of space and scale when creating 3D art. Justify opinions of installation artworks. Work safely when creating a model installation space. Create the effect of a large-scale space when photographing the box. Suggest the effect on the viewer of being in the model installation space.</p> <p>Everyday amazing - To problem-solve when constructing 3D artworks. Adapt everyday objects and make them interesting for the viewer. Make changes and try new ideas if something doesn't work first time. Move objects around within a space and find the best way to display it.</p> <p>Creative concepts - Plan an installation that communicates an idea. Choose a clear message for the installation. Identify how the installation idea might make the viewer feel. Describe how the space, materials and arrangement of the installation has been considered.</p> <p>Viewer experience - Apply their knowledge of installation art and develop ideas into a</p>

	Choose a drawing technique to produce own ideas. Evaluate work to make improvements.		finished piece. Describe how installations can be interactive. Show what has been learnt about installation art in the final idea. Explain the choices made when displaying the installation art.
Vocab	Retro-futurism Futuristic Imagery Culture Cold War Propaganda Space race Purpose Stimulus Decision Process Technique Collagraphy Collagraph Repetition Printing plate Composition Printmaking Evaluate Revisit Develop	Background Continuous line drawing Portrait Self-portrait Paint wash Collage Texture, Composition Carbon paper Transfer Printmaking Monoprint Mixed media Multi media Justify, Research Evaluate Represent Atmosphere Art medium	Display Installation art Mixed media Features Evaluate Analyse Location Scale Scaled down, Special effects Three dimensional Art medium Performance art Stencil Atmosphere, Props, Influence Experience Culture Revolution Concept Elements Interact Interactive

Year 6 Art Curriculum			
Term	Autumn 2	Spring 2	Summer 2
Unit	Drawing - Make my voice heard	Painting and mixed media - Artist Study	Sculpture and 3D - Making memories
End of Unit Outcomes	<p>Street art conveying a message.</p> <ul style="list-style-type: none"> Collect a good range of imagery, adding annotated notes and sketches. Make relevant comparisons between different styles of art. Use tools effectively to explore a range of effects. Respond to the meaning of a spirit animal through drawing. Generate symbols that reflect their likes and dislikes with little support. Create a tile that is full of pattern, symbols and colours that represents themselves. Discuss ideas to create light and dark through drawing techniques. Explain the term chiaroscuro. Apply chiaroscuro to create light and form through a tonal drawing. Understand the impact of using techniques for effect. Participate in a discussion that examines the similarities and differences between different styles of art. Form their own opinions about what art is, justifying their ideas. Identify a cause and decide what message they want to convey. Understand artist's choices to convey a message. Review sketchbook and creative work to develop a drawn image. Review and revisit ideas to develop their work. 	<p>Artist inspired art.</p> <ul style="list-style-type: none"> Understand a narrative and use descriptive language to tell a story. Suggest ideas for the meaning behind a picture. Identify different features within a painting and use the formal elements to describe it. Be creative and imaginative in finding their own meaning in a painting. Use their own art or personal experiences to justify their ideas. Read a picture well and see beyond the first glance, analysing and evaluating it successfully. Reflect on personal experiences to convey through their own piece of abstract art. Contribute to discussions to either the class, group or talk partner. Understand and choose a meaningful message to convey through imagery, creating some different composition ideas. Select an appropriate artist. Collect a range of information that is presented in an interesting and pleasing way in sketchbooks. Generate an idea for a final piece, demonstrating some inspiration from their chosen artist. Produce a final piece of work, selecting appropriate tools and materials to create an intended effect. Experiment and revisit ideas, drawing on creative experiences. Work in a sustained way to complete a piece, making evaluations at each stage. 	<p>Personal memory box.</p> <ul style="list-style-type: none"> Discuss the work of artists that appreciate different artistic styles. Create a sculpture to express themselves in a literal or symbolic way. Reflect verbally or in writing about creative decisions. Suggest ways to represent memories through imagery, shapes and colours. Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. Competently use scissors to cut shapes accurately. Talk about artists' work and explain what they might use in their own work. Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. Successfully translate plans to a 3D sculpture. Work mostly independently, experimenting and trying new things. Identify and make improvements to their work. Produce a completed sculpture demonstrating experimentation, originality and technical competence. Competently reflect on successes and personal development.
National Curriculum	<p>Key Stage 2 - Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 		

	<ul style="list-style-type: none"> • 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 		
Overview	In this unit, the children will explore how artists convey a message, understand how they use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro.' They will evaluate the context and intention of street art and apply an understanding of impact and effect to create a powerful image.	In this unit, the children will identify an artist that interests them, research their life, analyse their work and find meaning in their paintings. They will respond to abstract paintings and understand how art can tell stories or portray messages. They will then demonstrate their understanding of painting techniques in their final piece inspired by their chosen artist.	In this unit, the children will analyse how art can explore the concept of self, explore sculptural techniques and use creative experience to develop ideas and plan a sculpture. They will make hand-sculptured forms and collect items/objects, that reflect their primary school life with symbolic and personal meaning, creating their memory box.
Sequence of learning	<p>Experimental mark making - Explore expressive drawing techniques. Collect information to identify the key features of Maya art. Explore mark-making using a range of handmade tools. Make comparisons between different artworks.</p> <p>Symbolic imagery - Consider how symbolism in art can convey meaning. Draw a Maya Spirit companion and consider its meaning. Generate a range of symbols, patterns and colours that represent self. Take inspiration from an artist's style.</p> <p>Chiaroscuro - Apply understanding of the drawing technique chiaroscuro. Discuss the effect of light and dark on an object and consider how to draw it. Explain the term Chiaroscuro and understand how it can be used for effect. Create form by applying chiaroscuro to a tonal drawing.</p> <p>Street art - Evaluate the context and intention of street art. Discuss the similarities and differences between art styles. Discuss ideas about 'what art is' or 'should be' and justify choices.</p>	<p>David Hockney - Understand how to analyse a famous painting. Understand that artists tell stories or show feelings in their artwork. Interpret a picture and suggest its meaning. Look closely at a picture and notice details, describing them using the formal elements.</p> <p>Paula Rego - The Dance - Understand how to find meaning in painting. Describe a picture using the formal elements. Respond to a painting by making inferences, justifying ideas using own experiences. Develop a narrative from the elements in a painting.</p> <p>John Singer Sargent - The Front Line - Apply drama techniques to explore the meaning of a painting. Express how a piece of artwork makes you feel. Compare events in a piece of artwork to current news and the 'Fundamental British Values'. Use drama to demonstrate understanding of the meaning of a piece of artwork.</p> <p>Fiona Rae - Apply interpretation skills to analyse and respond to an abstract painting. Discuss and describe the work of another artist. Reflect on the feelings that a painting evokes. Create an abstract piece using personal experiences that reflect feelings.</p>	<p>Exploring self - Analyse how art can explore the concept of self. Identify common themes within different artworks. Consider how art can be used to express ones self. Reflect on own work and choices.</p> <p>Relief sculptures - Explore sculptural techniques. Generate a selection of memories from primary school. Represent ideas within a composition of shapes. Create a cardboard relief sculpture.</p> <p>Memory museum - Use creative experience to develop ideas and plan a sculpture. Discuss the approach of different artists and consider how this may influence own work. Use a sketchbook to test and develop ideas into a plan. Explain what is needed and how the sculpture will be made.</p> <p>Memory sculpture - Apply an understanding of materials and techniques to work in 3D. Use plans to construct 3D forms. Combine materials and techniques to fit ideas. Work independently, experimenting with tools and materials.</p>

	<p>Identify something that is felt strongly about and consider how to represent it through a drawing.</p> <p>Powerful imagery – Apply an understanding of impact and effect to create a powerful image. Analyse how an artist conveys a message. Use creative work to develop an idea, applying drawing techniques for visual impact and effect. Work independently, revisiting and reviewing work to develop it.</p>	<p>Lubaina Himid – Understand how art can tell stories or portray messages. Analyse a painting to make suggestions about its meaning. Consider how imagery can convey a message without words. Develop ideas to compose a thought-provoking piece of art.</p> <p>Research and planning – Develop starting points for creative outcomes. Select an artist of interest because of their style, ideas or use of materials. Use a sketchbook to collect information. Develop ideas to plan a final piece inspired by the chosen artist.</p> <p>Making art! – Demonstrate an understanding of painting techniques to make personal choices. Use sketchbook ideas to translate into a larger piece. Select different materials and techniques based on experiences. Continue to explore new ideas and try things out. Revisit and evaluate the piece to develop it further.</p>	<p>Complete and reflect – Problem solve, evaluate and refine artwork to achieve a chosen outcome. Identify areas of work to refine. Select appropriate tools and materials to improve work. Reflect on work and personal development as an artist.</p>
Vocab	Maya Mayan Imagery Mark making Expressive Character traits Symbol Symbolic Interpretation Aesthetic Representative Tone Chiaroscuro Technique Graffiti Guerilla Mural Street art	Artist Compositions Evaluation Medium Mixed media Technique Translate Analyse Meaning Narrative Interpret Justify Inference Respond Tableau Abstract Convey Compose	Expression Self Identity Attribute Symbolic Literal Assemblage Sculpture Manipulate Relief, Composition Juxtaposition Embedded Tradition Pitfall Representation Originality Collection

	Commissioned Tone Tonal Composition Impact Audience	Thought-provoking	
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