



## Art and Design

At Keyworth Primary School, we believe that it is every child's right to have the creative freedom to express themselves and their individuality; to be curious and inspired; to explore different ideas, themes, styles and cultures in an environment that is respectful and values inclusivity and innovation. Through our art curriculum, we aim to equip our children with the knowledge and skills needed to investigate, experiment, refine and create: each year, building upon their learning from the previous year. We encourage our children to think critically about their own practice and that of others, to reflect upon and be inspired by the work of great artists from different countries and cultures and recognise the ways in which their work has contributed to and reflects society.

## EYFS

Expressive Arts and Design Educational Programme	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.
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## Nursery

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Birth to Five Matters	<ul style="list-style-type: none"> <li>Continues to explore colour and how colours can be changed.</li> <li>Uses various construction materials, e.g., joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</li> <li>Develops an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects based on imagination, observation and experience.</li> <li>Uses tools for a purpose.</li> <li>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, scarves or ribbons.</li> <li>Creates lines and circles pivoting from the shoulder and elbow.</li> </ul>					
Overview	In this unit, whilst learning about themselves and their surroundings, the children are introduced to the names of basic colours, e.g. red, blue and yellow, identifying them within their own environment and experiment with colour mixing.	In this unit, the children will continue to develop their understanding of basic colours and textures, identifying them in natural products and foods from around the world and experiment with colour mixing.	In this unit, the children reinforce their understanding of enclosed spaces by using various construction materials, e.g. wooden blocks and balancing materials (roofs). The children draw enclosed shapes that remind them of various animals,	In this unit the children will begin to create settings using various media, developing their own ideas and deciding which materials to use to express them. The children will use the materials and objects they have chosen to	In this unit, the children will begin to name colours in more detail and colour mixing becomes more purposeful, e.g. lighter green or darker green. The children continue to draw through observation and memory, e.g. flowers,	In this unit, the children will continue with their work on colour and introducing new vocabulary to describe, e.g. fluorescent. They will begin to use various media to represent personal experiences and continue to explore

	Throughout the unit the children will be introduced to different tools such as brushes, crayons and markers, and materials to experiment with, develop their own ideas and create artworks linked to their topic, such as drawing faces and creating collages with materials of personal interest.	They will extend their use of tools, for example, rollers, loophole scissors, glue sticks and printing stamps, when creating various artworks linked to their topics.	including significant features. They continue their exploration of texture, by printing with different materials and objects such as bubble wrap.	create different textures by printing. They will also continue to experiment with colour and colour mixing, adding white and black to create various lighter and darker shades. They will begin to use a greater variety of tools, developing their fine motor skills, e.g. spring-loaded scissors.	trees or insects. Finer construction materials are introduced in order for the children to create more intricate models.	different tools with which to achieve this. Artworks becoming more detailed.
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Reception						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Birth to Five Matters	<ul style="list-style-type: none"> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</li> <li>• Develops their own ideas through experimentation with diverse materials, e.g., light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> <li>• Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g., movement, dance, drama, music and the visual arts.</li> <li>• Use simple tools to effect changes to materials.</li> <li>• Handles tools objects, construction and malleable materials with increasing control and attention. shows a preference for dominant hand.</li> <li>• Initiates new combinations of movements and gestures to express and respond to feelings, ideas and experiences.</li> <li>• Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes.</li> <li>• Uses combinations of art forms, e.g., moving and singing, making and dramatic play, drawing and talking, constructing and mapping</li> <li>• Responds imaginatively to art works and objects, e.g., this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], ‘that peg looks like a mouth’</li> </ul>					
ELG	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Make use of props and materials when role playing characters and stories</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Invent adapt and recount narratives and stories with their peers and their teacher.</li> <li>• Performs song rhymes song and poems with others</li> </ul>					
Overview	During this half term, the children will begin by revisiting previous learning about colour and colour mixing. They will experiment with printing and creating different	During this half term, the children will begin to work more in 3D form, exploring various media, such paper mâché and salt dough. Through this learning, they will	This half term, the children will begin to learn the names of the primary colours and the changes that occur when mixing them. They will create collages, building upon	During this half term, the children will draw inspiration from their topic, Story Telling to recreate landscapes and settings to develop their skills in drawing and painting.	During this half term, the children will begin to draw from first hand observation of their natural environment. The children are tasked to draw only what they	During this half term, the children will build upon their learning in the autumn term when working 3D form. They will use clay to mould and manipulate, drawing

	<p>textures. They will develop their own ideas through experimentation with different media, such as oil pastels and watercolours. They will also be introduced to new tools and techniques with which to experiment and create different effects, e.g., leaf and coin rubbings.</p>	<p>explore light and shadow, both inside and outside and make comparisons to 2D shapes and images. The children will also develop simple patterns using stamps.</p>	<p>their learning in nursery, creating different layers and textures, using various materials. The children will learn how to create simple weave patterns using paper and ribbon and use stencils for the first time to replicate different shapes.</p>	<p>They will be able to accurately mix primary colours to create other colours. They will also have the opportunity to explore digital art, using programs such as 2paint. The children will be introduced to terms such as tone and shading, whilst using pencil and charcoal.</p>	<p>see and not from memory or imagination. They will experiment with not only various media but with tools, drawing upon their surrounding environment to achieve this, e.g. using twigs to paint.</p> <p>Towards the end of this unity, the children will develop their ideas, incorporating skills developed in colour mixing and brushing techniques to create paintings of flowers found in their natural soundings that are realistic in terms or shape and colour.</p>	<p>inspiration from their current topic, Dinosaurs. They will apply knowledge and skills developed throughout the year to create collages, junk models and dioramas, linked setting founds in their current topic.</p>
EYFS to KS1 and KS2	<p>By the end of reception, the children will be able to safely use a variety of tools, materials and techniques, experimenting with colour, form, function, texture and design. They will have developed their fine motor skills so they can use a range of tools effectively. They will be able to draw with increasing complexity and detail, e.g., drawing figures or faces. They will be able to use sculpture, drawing and painting to explore, develop and represent ideas, thoughts and feelings. They will have returned to and built upon previous learning, refining their skills, ideas and shared them. In KS1 and KS2 the children will continue to develop skills in painting, drawing, 3D form, printing, collage and textiles, building upon their learning in early years. They will go on to explore a growing variety media, tools and techniques, developing their skills and applying them in different contexts. They will continue to develop their own ideas, reflecting upon an increasingly diverse selection of artists, designers, craftspeople and cultures. They will continue to reflect upon their work, share ideas and refine with growing confidence and independence.</p>					

## Year 1

### **Exploring and Developing:**

- Record and explore ideas from first hand observation, experience and imagination.
- Experiment with materials.
- Explore the differences and similarities within the work of artists in different times and cultures.
- Ask and answer questions about the starting points for their work and the processes they have used.
- Develop their ideas.

### **Evaluating and Developing:**

- Recognise and describe key features of their own and other's work.
- Say what they think and feel about their work and the art work of others.
- Identify what they might change in their current work or develop in their future work.
- Annotate work in sketchbook.

	Unit 1	Unit 2	Unit 3
<b>Focus</b>	<b>Drawing and Painting</b> - Our Grandparents	<b>3D Form</b> – London Now and Past	<b>Printing</b> – Looking After Our World (Amazon)
<b>Key Skills</b> (Revisit skills from previous learning and build upon them).	<ul style="list-style-type: none"> <li>• Draw using a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media</li> <li>• Understand what tone is and how to apply this to their work.</li> <li>• Begin to explore the use of line, shape and colour through mark making.</li> <li>• Use a variety of tools and techniques including the use of different brush sizes and types</li> <li>• Mix and match colours to artefacts and objects</li> <li>• Work on different scales</li> <li>• Mix secondary colours and shades using different types of paint</li> <li>• Create different textures e.g. use of sawdust, sand</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>• Explore sculpture with a range of malleable media, especially clay</li> <li>• Experiment with, construct and join materials</li> <li>• Explore shape and form</li> </ul>	<ul style="list-style-type: none"> <li>• Make marks in print with a variety of objects, including natural and made objects</li> <li>• Make rubbings</li> <li>• Carry out different printing techniques e.g. monoprint, block, relief and resist printing Build a repeating pattern and recognise pattern in the environment</li> </ul>
<b>Artists of Interest</b>	Marten Jansen, Picasso, Matisse,	John Brinkers, Jamil Hussein, Joshua Smith	Eileen Agar, Max Ernst (rubbings)
<b>Key Vocabulary</b>	<i>brush mark colour-mixing, colour scheme, contrast, cool, hot, primary colour, secondary colour, shade, shape, texture, Warm, Water, light, dark</i>	<i>sculpture, carving, modelling, clay</i>	<i>monoprint, lino, print, hand printing, rollers, polyboard, stencil, rubbing</i>

## Year 2

### Exploring and Developing:

- Record and explore ideas from first hand observation, experience and imagination.
- Explore the differences and similarities within the work of artists in different times and cultures.
- Ask and answer questions about the starting points for their work and the processes they have used.
- Experiment with materials.
- Develop their ideas.

### Evaluating and Developing:

- Review what they have done and say what they think and feel about their work.
- Describe choices and preferences using appropriate art language.
- Compare with other's work, identifying similarities and differences.
- Identify what they might change in their current work or develop in their future work.
- Annotate work in sketchbook.

	Unit 1	Unit 2	Unit 3
<b>Focus</b>	<b>Drawing</b> – Continents and Oceans: Pirates	<b>Collage</b> – The Great Fire of London	<b>Painting</b> – Women Who Change the World
<b>Key Skills</b> (Revisit skills from previous learning and build upon them).	<ul style="list-style-type: none"> <li>• Layer different media, e.g. pencils, crayons, pastels, felt tips, charcoal and ballpoint to create real life historical objects</li> <li>• Understand the basic use of a sketchbook and work out ideas for drawings</li> <li>• Draw for a sustained period of time from the figure and real objects, including single and grouped objects</li> <li>• Experiment with the visual elements; line, shape, pattern and colour</li> <li>• Experiment with pencils to create tone.</li> <li>• Use tone to create form when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques including fabric, crayons and wax or oil resist</li> <li>• Create textured collages from a variety of media</li> <li>• Make a simple mosaic</li> </ul>	<ul style="list-style-type: none"> <li>• Mix a range of secondary colours, shades and tones</li> <li>• Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>• Name different types of paint and their properties.</li> <li>• Work on a range of scales, e.g. large brush on large paper etc.</li> <li>• Mix and match colours</li> </ul>
<b>Artists of Interest</b>	Jane Freilicher, Giorgio Morandi, Van Gogh	Megan Coyle, Kurt Schwitters,	Amy Sherald, Chris Ofili, Matisse,
<b>Key Vocabulary</b>	<i>three-dimensional, two-dimensional, shading, shadows, scumbling, shape, sketching, solid, pencil, mark, outline, line, hatching, cross hatching, flat, form, detail, linear, side stroke</i>	<i>felting, material, layer, collage, cover</i>	<i>brush mark, Colour-mixing, Colour scheme, contrast, Cool, Hot, Primary Colour, Secondary Colour, Shade, Shape, Texture, Warm, Water, light, dark</i>

**Year 3**

**Exploring and Developing:**

- Select and record from first hand observation, experience or imagination, and explore ideas for different purposes.
- Explore the roles and work of artists working in different times and cultures and draw inspiration.
- Make a record of visual experiments
- Question and make thoughtful observations about starting points and select ideas to use in their work.

**Evaluating and Developing:**

- Compare ideas, methods and approaches in your own and others' work and say what you think and feel about them using increasingly developed art language (formal elements).
- Adapt your work according to your views and describe how you might develop it further.
- Annotate work in sketchbook

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
<b>Overview</b>	<b>3D Form: Sculpture</b> -Mountains, Volcanoes and Earthquakes	<b>Collage and Painting</b> – Ancient Egypt	<b>Printing</b> – South America
<b>Key Skills</b> (Revisit skills from previous learning and build upon them).	<ul style="list-style-type: none"> <li>• Join clay adequately and work with some independence.</li> <li>• Construct a simple clay base for extending and modelling other shapes.</li> <li>• I can use water (slip) to create joins, smooth or create texture, or to create the right consistency.</li> <li>• I can use a range of tools to manipulate and create texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a painting from a drawing.</li> <li>• Mix a variety of colours and know primary colours make secondary colours.</li> <li>• Experiment with different effects and textures, including blocking in colour, washes, thickened paint etc.</li> <li>• Work confidently on a range of scales, e.g. thin brush on a small picture.</li> <li>• Develop skills in cutting and joining.</li> <li>• Experiment with a range of media, overlapping and layering, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Print using a variety of materials, objects and techniques, including layering.</li> <li>• Talk about the process used to produce a simple print.</li> <li>• To explore pattern and shape, creating designs for printing.</li> </ul>
<b>Artists of Interest</b>	Elizabeth Jaeger, Zhang Wei, Anish Kapoor	Frances Macdonald, Gustav Klimt	Sergio, Kill Joy Mall, John Banting
<b>Key Vocabulary</b>	<i>Sculpture, clay, slip, consistency, drying, cutting carving, modelling, clay, air drying clay, salt dough, Plasticine, wax</i>	<i>layer, collage, brush mark, cold colour-mixing, colour scheme, contrast, cool, hot, primary colour, secondary colour, shade, shape, tertiary colour, texture, tint, tone, warm, water</i>	<i>monoprint, lino, print, screen, hand printing, rollers, relief, poly-board, stencil, paste resist</i>

## Year 4

### Exploring and Developing:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Explore the roles and work of artists, craftspeople and designers working in different times and cultures and draw inspiration.
- Experiment with materials and develop skills and techniques.
- Question and make thoughtful observations about starting points and select ideas to use in their work.

### Evaluating and Developing:

- Compare ideas, methods and approaches in your own and others' work and say what you think and feel about them.
- Build a more complex vocabulary.
- Adapt your work according to your views and describe how you might develop it further.
- Annotate work in sketchbook

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Overview</b>	<b>Collage</b> and Cooking and Nutrition (DT) – Food and the Environment	<b>Painting</b> – A Local Study: London at War	<b>Drawing</b> and Textiles (DT) - Rivers	<b>3D Form – Sculpture</b> - The Kingdom of Benin	<b>Printing and Collage</b> – Environmental and Social Activism
<b>Key Skills</b>  (Revisit skills from previous learning and build upon them).	<ul style="list-style-type: none"> <li>• Develop skills in cutting and joining.</li> <li>• Experiment with a range of media, overlapping and layering, etc.</li> <li>• Combine skills more readily</li> <li>• Choose collage as a means of extending work already achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and describe colour and painting techniques in artist's work.</li> <li>• Develop skill and control when painting. Paint with expression. Analyse painting by artists.</li> <li>• Make and match colours with increasing accuracy.</li> <li>• Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>• Choose paints and implements appropriately.</li> <li>• Plan and create different effects and textures with paint according to what they need for the</li> </ul>	<ul style="list-style-type: none"> <li>• Use research to inspire drawings from, as well as from memory and imagination.</li> <li>• Alter and refine drawings and describe changes using art vocabulary.</li> <li>• Explore relationships between line and tone, pattern and shape, line and texture.</li> <li>• Further develop understanding of geometry and mathematical proportion when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and describe how artists use form in their work.</li> <li>• Make informed choices about the 3D technique chosen.</li> <li>• Show an understanding of shape, space and form.</li> <li>• Plan, design, make and adapt models.</li> <li>• Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>• Use a variety of materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and describe colour and painting techniques in artist's work.</li> <li>• Make own printing block using string, texture, card, masking tape.</li> <li>• Print with two colour overlays.</li> <li>• Create repeating patterns.</li> <li>• Experiment with over printing motifs and colour.</li> <li>• Choose collage as a means of extending work already achieved.</li> <li>• Collect visual information from a variety of sources, describing with vocabulary based on the visual elements</li> </ul>

		task.			
<b>Artists of Interest</b>	Giuseppe Arcimboldo, Klaus Enrique Gerdes	Wilfred Stanley Haines, Monet	Faith Ringgold, Embroiderers and embroidery artists	Traditional Benin Mask Makers, ceramic artists	Barbara Kruger, Jesse Treece, Banksy.
<b>Key Vocabulary</b>	<i>material, layer, collage, cover, seasonality, quality, balance, fresh, processed.</i>	<i>brush mark, cold, colour-mixing, colour-scheme, contrast, cool, earth, fire, form, harmony, hot, hue, neutral, primary colour, secondary colour, shade, shape, tertiary colour, texture, tint, tone, warm, water</i>	<i>three-dimensional, two-dimensional, shading, shadows, scumbling, shape, sketching, solid, pencil, mark, outline, line, highlight, hatching, cross hatching, flat, form, detail, linear, side stroke</i>	<i>Sculpture, card, paper, wood, wire, plaster of Paris, Modroc, papier Maché, modelling, clay, air drying clay, salt dough, Plasticine, wax.</i>	<i>monoprint, lino, print, screen, hand printing, rollers, relief, poly-board, stencil, paste resist, layer, collage, cover</i>

### Year 5

#### **Exploring and Developing:**

- Select and record from first hand observation, experience or imagination, and explore ideas for different purposes.
- Explore the roles and work of artists, craftspeople and designers working in different times and cultures and draw inspiration.
- Experiment with materials and techniques.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Regularly analyse and reflect on your intentions and choices.

#### **Evaluating and Developing:**

- Compare ideas, methods and approaches in your own and others' work and say what you think and feel about them.
- Develop a greater understanding of vocabulary when discussing their own work and other's.
- Adapt your work according to your views and describe how you might develop it further.
- Annotate work in sketchbook

	Unit 1	Unit 2	Unit 3
<b>Overview</b>	<b>Drawing – The Romans</b>	<b>Printing – The Victorians</b>	<b>3D Form – North America: Mexico</b>
<b>Key Skills</b> (Revisit skills from previous learning and build upon them).	<ul style="list-style-type: none"> <li>• Use a variety of source material for your work.</li> <li>• Work in a sustained and independent way from observation, experience and imagination.</li> <li>• Use a sketchbook to develop ideas.</li> <li>• Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> <li>• Draw using perspective, mathematical processes, design, detail and line.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain different techniques (such as: the use of poly-blocks, relief, mono and resist printing).</li> <li>• Choose the printing method appropriate to task.</li> <li>• Build up layers and colours/ textures</li> <li>• Organise your work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>• Choose inks and overlay colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and develop a sculpture through drawing and other preparatory work.</li> <li>• Analyse and study artists, including folk artists use of form and draw inspiration.</li> <li>• Experiment and make decisions about colour and pattern.</li> <li>• Describe the different qualities involved in modelling, sculpture and construction.</li> <li>• Use recycled, natural and man-made materials to create sculpture.</li> </ul>



<b>Artists of Interest</b>	Roman bust and statue makers, Roman architectural design, Roman clothing and Centurion armour, Roman pottery, Kelvin Okafor, Albrecht Durer, Frances Hodgkins.	May Morris, William Morris – Arts and Crafts movement	Folk Art, Arbol de la Vida, Oaxacan folk artists
<b>Key Vocabulary</b>	<i>Three-dimensional, tone, two-dimensional, shading, shadows, scumbling, shape, sketching, solid, stippling, pencil, positive, mark, mid tone, negative, outline, line, highlights, hatching, cross hatching, flat, form, detail, contour, linear, side stroke</i>	<i>monoprint, lino, collagraph, press print, screen, etching, hand printing, rollers etching press, letter press or book binding press; relief, poly-board, stencil, paste resist</i>	<i>Sculpture, card, paper, wood, wire, plaster of Paris, Modroc, carving, modelling, clay, air drying clay, salt dough, kiln, fired, Plasticine, wax, casting, silicone, rubber, 3D printing, laser cutting,</i>

**Year 6**

**Exploring and Developing:**

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Explore the roles and work of artists, craftspeople and designers working in different times and cultures and draw inspiration.
- Experiment with materials and techniques.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Regularly analyse and reflect on your intentions and choices.

**Evaluating and Developing:**

- Compare ideas, methods and approaches in your own and others' work and say what you think and feel about them.
- Use the language of art with greater sophistication when discussing own and other's art.
- Give reasoned evaluations of your own and other's work which considers context and intention.
- Adapt your work according to your views and describe how you might develop it further.
- Annotate work in sketchbook

	<b>Autumn 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
<b>Overview</b>	<b>3D Form: Clay</b> – Ancient Greeks	<b>Printing</b> - Japan	<b>Drawing and Painting</b> – The History of Medicine
<b>Key Skills</b> (Revisit skills from previous learning and build upon them).	<ul style="list-style-type: none"> <li>• Research from a variety of sources, including historical research.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>• Make decisions about your design based on the properties of your chosen material in addition to your initial research.</li> <li>• Develop skills in using clay including using slabs, coils, pinch, joining and slips</li> <li>• Create sculpture and constructions with greater independence</li> </ul>	<ul style="list-style-type: none"> <li>• Plan your piece through drawing and other preparatory work.</li> <li>• Describe varied techniques.</li> <li>• Be familiar with layering prints.</li> <li>• Be confident with printing on paper and fabric.</li> <li>• Reflect upon own work and experiments before altering and modifying.</li> <li>• Print with three colour overlays.</li> <li>• Work into prints with a range of media, e.g. pens, colour pens and paints.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a painting from a drawing.</li> <li>• Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching.</li> <li>• Show an awareness of how paintings are created, e.g. composition.</li> <li>• Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> <li>• Be able to identify primary, secondary, complementary and contrasting colours.</li> <li>• Experiment, plan and create different effects and textures with paint according to what they need for</li> </ul>

			the task with increasing confidence and independence.
<b>Artists of Interest</b>	Ancient Greek pottery, Shio Kusaka, Greyson Perry, Clarice Cliff, Bauhaus	Hokusai, Japanese traditional wood block print artists.	Pieter Claesz, De Scott Evans, Harmen Steenwijck Abstract medical artists.
<b>Key Vocabulary</b>	<i>modelling clay, air drying clay, kiln, fired, slab, coil, score, glaze, slip, score, join, smooth slip, ephemeral</i>	<i>monoprint, lino, collagraph, press print, screen, etching, hand printing, rollers, etching press, relief, poly-board, stencil, paste resist complementary colours, contrast</i>	<i>Tone, line, texture, composition, complementary colours, contrast, shade, tint, tone, scale, proportion, effect,</i>