

## ART at ABBEY



At Abbey, we nurture a love of learning. We open windows of opportunity by creating memorable moments. Learning with meaningful relationships supports our children to become valued members of the community. We embed the core subjects within an expansive and challenging curriculum. We develop and nurture young minds, creating memorable moments and events. We promote and celebrate equality and diversity.

### Intent

Art is highly valued as part of our rich curriculum. At Abbey, we aim for all children to be engaged and inspired by a well-designed, sequential art curriculum with a wide range of enrichment opportunities. We support our children in becoming visually literate; we provide opportunities to learn about the world in which we live including different artists from different historical periods and cultures; we encourage our children to be able to respond knowledgeably to the work of other artists; and encourage the use of imagination and original thought. At Abbey, we strive to reflect the diversity of our community enabling pupils to see themselves within our art curriculum: supporting their belief that they too, can be great artists.

### Implementation

Our sequential scheme of work focuses on four key techniques: drawing, painting and mixed media, sculpture and 3D, craft and design. There is a clear progression in practical knowledge, key concepts, key artists and key vocabulary. Our learning journey includes the study of one key artist; the opportunity to make informed decisions about which materials and techniques to select; and the chance to develop their artistic voice, responding to and sharing their opinions. Our lesson journey includes SEEC, retrieval, a key art skill and opportunities for independent practice. Sketch books are used as a way of recording and fostering artistic flare within each pupil. They are used for sketches, initial designs, developing skills, recording ideas and developing opinions including research on artists and genres. Our curriculum map outlines the units covered, the cross curricular links and enrichment opportunities.

Our most talented artists are celebrated in the Abbey Art Gallery and through our KS2 Art Presidents. Formative assessment enables us to adapt our teaching. At Abbey, we are mindful of the limitations of summative assessment, especially when making evaluative judgements about artistic outcomes.

### Impact

Our children work towards high quality outcomes. They express informed opinions, make connections and have a developing knowledge of artists from different periods. Children build the skills needed to produce their own work across a range of styles and media. They develop the ability to communicate ideas, opinions, and feelings about their own work and that of others and can evaluate their work fully, identifying their likes and dislikes. Children acquire a range of different skills using different media as they progress through the school.

PROGRESSION OF PRACTICAL KNOWLEDGE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>DRAWING</b>	<p>Explore mark making using a range of drawing materials.</p> <p>Investigate marks and patterns.</p> <p>Identify similarities and differences between drawing tools.</p> <p>Investigate how to make large and small movements with control.</p> <p>Practice looking carefully.</p> <p>Combine materials.</p>	<p>Hold and use drawing tools in different ways to create different lines and marks.</p> <p>Create marks by responding to different stimulus such as music.</p> <p>Overlap shapes to create new ones.</p> <p>Use mark making to replicate texture.</p> <p>Look carefully to make an observational drawing.</p> <p>Complete a continuous line drawing.</p>		<p>Use shapes identified within an object as a method to draw.</p> <p>Create even tones when shading.</p> <p>Make texture rubbings.</p> <p>Create art from textured paper.</p> <p>Hold and use a pencil to shade.</p> <p>Tear and shape paper.</p> <p>Use paper shapes to create a drawing.</p> <p>Use drawing tools to take a rubbing.</p> <p>Make careful observations to accurately draw an object.</p> <p>Create abstract compositions to draw more expressively.</p>	<p>Use pencils of different grades to shade and tone.</p> <p>Hold a pencil with varying pressure to create different marks.</p> <p>Use observation and sketch objects quickly.</p> <p>Draw objects in proportion to each other.</p> <p>Use charcoal and a rubber to draw tone.</p> <p>Use scissors and paper as a method to 'draw'.</p> <p>Make choices about arranging cut elements to create a composition.</p> <p>Create a wax resist background.</p> <p>Use different tools to scratch into a painted surface to add contrast and Pattern.</p> <p>Choose a section of a drawing to recreate as a print.</p> <p>Create a monoprint.</p>	<p>Analyse an image that considers impact, audience and purpose.</p> <p>Draw the same image in different ways with different materials and techniques.</p> <p>Make a collagraph plate and print.</p> <p>Develop drawn ideas for a print.</p> <p>Combine techniques to create a final composition.</p> <p>Decide what materials and tools to use based on experience and knowledge.</p>	<p>Use symbolism as a way to create imagery.</p> <p>Combine imagery into unique compositions.</p> <p>Achieve the tonal technique called chiaroscuro, using charcoal.</p> <p>Make handmade tools to draw with.</p>

PROGRESSION OF PRACTICAL KNOWLEDGE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>PAINTING AND MIXED MEDIA</b>	<p>Explore paint, using hands as a tool. Describe colours and textures as they paint.</p> <p>Explore what happens when paint colours mix.</p> <p>Make natural painting tools.</p> <p>Investigate natural materials eg paint, water for painting.</p> <p>Explore paint textures, for example mixing in other materials or adding water.</p> <p>Respond to a range of stimuli when painting.</p> <p>Use paint to express ideas and feelings.</p> <p>Explore colours, patterns and compositions when combining materials in collage.</p>	<p>Combine primary colored materials to make secondary colours.</p> <p>Mix secondary colours in paint.</p> <p>Choose suitable sized paint brushes.</p> <p>Clean a paintbrush to change colours.</p> <p>Print with objects, applying a suitable layer of paint to the printing surface.</p> <p>Overlap paint to mix new colours.</p> <p>Use blowing to create a paint effect.</p> <p>Make a paint colour darker or lighter in different ways e.g. adding water, adding a lighter colour.</p>	<p>Mix a variety of shades of a secondary colour.</p> <p>Make choices about amounts of paint to use when mixing a particular colour.</p> <p>Match colours seen around them.</p> <p>Create texture using different painting tools.</p> <p>Make textured paper to use in a collage.</p> <p>Choose and shape collage materials e.g. cutting, tearing.</p> <p>Compose a collage, arranging and overlapping pieces for contrast and effect.</p> <p>Add painted detail to a collage to enhance/improve it.</p>		<p>Mix a tint and a shade by adding black or white.</p> <p>Use tints and shades of a colour to create a 3D effect when painting.</p> <p>Apply paint using different techniques e.g. stippling, dabbing, washing.</p> <p>Choose suitable painting tools.</p> <p>Arrange objects to create a still life composition.</p> <p>Plan a painting by drawing first.</p> <p>Organise painting equipment independently, making choices about tools and materials.</p>	<p>Develop a drawing into a painting.</p> <p>Create a drawing using text as lines and tone.</p> <p>Experiment with materials and create different backgrounds to draw onto.</p> <p>Use a photograph as a starting point for a mixed-media artwork.</p> <p>Take an interesting portrait photograph, exploring different angles.</p> <p>Adapt an image to create a new one.</p> <p>Combine materials to create an effect.</p> <p>Choose colours to represent an idea or atmosphere.</p> <p>Develop a final composition from sketchbook ideas.</p>	<p>Use sketchbooks to research and present information.</p> <p>Develop ideas into a plan for a final piece.</p> <p>Make a personal response to the artwork of another artist.</p> <p>Use different methods to analyse artwork such as drama, discussion and questioning.</p>

PROGRESSION OF PRACTICAL KNOWLEDGE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>SCULPTURE AND 3D</b>	<p>Explore the properties of clay.</p> <p>Use modelling tools to cut and shape soft materials e.g. playdough, clay.</p> <p>Select and arrange natural materials to make 3D artworks.</p> <p>Talk about colour, shape and texture and explain their choices.</p> <p>Plan ideas for what they would like to make.</p> <p>Problem-solve and try out solutions when using modelling materials.</p> <p>Develop 3D models by adding colour.</p>	<p>Roll and fold paper.</p> <p>Cut shapes from paper and card.</p> <p>Cut and glue paper to make 3D structures.</p> <p>Decide the best way to glue something.</p> <p>Create a variety of shapes in paper, eg spiral, zig-zag.</p> <p>Make larger structures using newspaper rolls.</p>	<p>Smooth and flatten clay.</p> <p>Roll clay into a cylinder or ball.</p> <p>Make different surface marks in clay.</p> <p>Make a clay pinch pot.</p> <p>Mix clay slip using clay and water.</p> <p>Join two clay pieces using slip.</p> <p>Make a relief clay sculpture.</p> <p>Use hands in different ways as a tool to manipulate clay.</p> <p>Use clay tools to score clay.</p>	<p>Join 2D shapes to make a 3D form.</p> <p>Join larger pieces of materials, exploring what gives 3D shapes stability.</p> <p>Shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea.</p> <p>Identify and draw negative spaces.</p> <p>Plan a sculpture by drawing.</p> <p>Choose materials to scale up an idea.</p> <p>Create different joins in card e.g. slot, tabs, wrapping.</p> <p>Add surface detail to a sculpture using colour or texture.</p> <p>Display sculpture.</p>		<p>Make an explosion drawing in the style of Cai Guo-Qiang.</p> <p>Try out ideas on a small scale to assess their effect.</p> <p>Use everyday objects to form a sculpture.</p> <p>Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</p> <p>Try out ideas for making a sculpture interactive.</p> <p>Plan an installation proposal, making choices about light, sound, and display.</p>	<p>Translate a 2D image into a 3D form.</p> <p>Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</p> <p>Manipulate cardboard to create different textures.</p> <p>Make a cardboard relief sculpture.</p> <p>Make visual notes to generate ideas for a final piece.</p> <p>Translate ideas into sculptural forms.</p>

PROGRESSION OF PRACTICAL KNOWLEDGE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>CRAFT AND DESIGN</b>		<p>Wrap objects and shapes with wool.</p> <p>Tie a knot, thread and plait.</p> <p>Make a box loom.</p> <p>Join using knots.</p> <p>Weave with paper on a paper loom.</p> <p>Weave using a combination of materials.</p>	<p>Draw a map to illustrate a journey.</p> <p>Separate wool fibres and lay in opposite directions ready to make felt.</p> <p>Roll and squeeze felt to make fibres stick together.</p> <p>Add details to felt by twisting small amounts of wool.</p> <p>Choose which parts of their drawn map to represent in their 'stained glass'.</p> <p>Overlap cellophane to create new colours.</p> <p>Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</p> <p>Apply paint or ink using a printing roller.</p> <p>Smooth a printing tile evenly to transfer an image.</p> <p>Try out a variety of ideas for adapting prints into 2D or 3D artworks.</p>	<p>Use a sketchbook to research a subject using different techniques and materials to present ideas.</p> <p>Construct a new paper material using paper, water and glue.</p> <p>Use symbols to reflect both literal and figurative ideas.</p> <p>Produce and select an effective final design.</p> <p>Make a scroll.</p> <p>Make a zine.</p> <p>Use a zine to present information.</p>	<p>Select imagery and use as inspiration for a design project.</p> <p>Know how to make a mood board.</p> <p>Draw small sections of one image to docs on colours and texture.</p> <p>Develop observational drawings into shapes and pattern for design.</p> <p>Transfer a design using a tracing method.</p> <p>Make a repeating pattern tile using cut and torn paper shapes.</p> <p>Use glue as an alternative batik technique to create patterns on fabric.</p> <p>Use materials, like glue, in different ways depending on the desired effect.</p> <p>Paint on fabric.</p> <p>Wash fabric to remove glue to finish a decorative fabric piece.</p>	<p>Make an observational drawing of a house.</p> <p>Use shapes and measuring as methods to draw accurate proportions.</p> <p>Select a small section of a drawing to use as a print design.</p> <p>Develop drawings further to use as a design for print.</p> <p>Design a building that fits a specific brief.</p> <p>Draw an idea in the style of an architect that is annotated to explain key features.</p> <p>Draw from different views, such as a front or side elevation.</p> <p>Use sketchbooks to research and present information about an artist.</p> <p>Interpret an idea in into a design for a structure.</p>	<p>Create a photomontage.</p> <p>Create artwork for a design brief.</p> <p>Use a camera or tablet for photography.</p> <p>Take a macro photo, choosing an interesting composition.</p> <p>Manipulate a photograph using photo editing tools.</p> <p>Use drama and props to recreate imagery.</p> <p>Take a portrait photograph.</p> <p>Use a grid method to copy a photograph into a drawing.</p>

PROGRESSION OF KEY CONCEPTS

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>COLOUR</b>	<p>The names of a wide range of colours.</p> <p>Colours can be mixed to make new colours.</p>	<p>That the primary colours are red, yellow and blue.</p> <p>Primary colours can be mixed to make secondary colours.</p>	<p>Different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Colours can be mixed to 'match' real life objects or to create things from your imagination.</p>	<p>Using light and dark colours next to each other creates contrast.</p>	<p>Adding black to a colour creates a shade.</p> <p>Adding white to a colour creates a tint.</p>	<p>Artists use colour to create an atmosphere or to represent feelings. in an artwork, for example by using warm or cool colours.</p>	<p>A 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>Colours can be symbolic and have meanings that vary according to your culture or background.</p>
<b>FORM</b>	<p>Modelling materials can be shaped using hands or tools.</p>	<p>Paper can change from 2D to 3D by folding, rolling, and scrunching it.</p> <p>That three-dimensional art is called sculpture.</p>	<p>That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>A clay surface can be decorated by pressing into it or by joining pieces on.</p>	<p>Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>Organic forms can be abstract.</p>	<p>Using lighter and darker tints and shades of a colour can create a 3D effect.</p>	<p>An art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>The size and scale of three-dimensional artwork changes the effect of the piece.</p>	<p>The surface textures created by different materials can help suggest form in two-dimensional art work.</p>
<b>SHAPE</b>	<p>The names of simple shapes in art.</p>	<p>A range of 2D shapes and confidently draw these.</p> <p>Paper can be shaped by cutting and folding it</p>	<p>Collage materials can be shaped to represent shapes in an image.</p> <p>Shapes can be organic (natural) and irregular. Patterns can be made using shapes.</p>	<p>Negative shapes show the space around and between objects.</p> <p>Artists can focus on shapes when making abstract art.</p>	<p>How to use basic shapes to form more complex shapes and patterns.</p>		<p>How an understanding of shape and space can support creating effective composition.</p>
<b>LINE</b>	<p>Lines can be curved or straight and described in simple terms such as: wiggly,' straight,' 'round'</p>	<p>Drawing tools can be used in a variety of ways to create different lines.</p> <p>Lines can represent movement in drawings.</p>		<p>Using different tools or using the same tool in different ways can create different types of lines.</p>	<p>Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>		<p>How line is used beyond drawing and can be applied to other art forms.</p>

<p><b>PATTERN</b></p>	<p>When they have made a pattern with objects/colours/drawn marks and be able to describe it.</p>	<p>That a pattern is a design in which shapes, colours or lines are repeated.</p>	<p>Patterns can be used to add detail to an artwork.</p>	<p>Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>Surface rubbings can be used to add or make patterns.</p>	<p>Patterns can be irregular and change in ways you wouldn't expect.</p> <p>The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p>Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p>	<p>Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>
<p><b>TEXTURE</b></p>	<p>Simple terms to describe what something feels like (e.g. bumpy).</p>	<p>That texture means 'what something feels like'.</p> <p>Different marks can be used to represent the textures of objects.</p> <p>Different drawing tools make different marks.</p>	<p>Collage materials can be chosen to represent real-life textures.</p> <p>Collage materials can be overlapped and overlaid to add texture.</p> <p>Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Painting tools can create varied textures in paint.</p>	<p>Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.</p>	<p>How to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>How to create texture on different materials.</p>	
<p><b>STONE</b></p>	<p>There are different shades of the same colour and identify colours as 'light' or 'dark'.</p>	<p>That there are many different shades (or 'hues') of the same colour.</p> <p>Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p>	<p>Different amounts of paint and water can be used to mix hues of secondary colours</p>	<p>That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic.</p> <p>Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly with no gaps.</p> <p>Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>That using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Tone can be used to create contrast in an artwork.</p>	<p>Tone can help show the foreground and background in an artwork.</p>	<p>Chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>

PROGRESSION OF THEORETICAL KNOWLEDGE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>KNOWLEDGE OF ARTISTS</b>	<p>Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p>	<p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p>Talk about art they have seen using appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>	<p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Consider how to display art work, understanding how artists consider their viewer and the impact on them.</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Consider what choices can be made in their own work to impact their viewer.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Understand how art forms such as photography and sculpture continually develops over time as artists seek to break new boundaries.</p>

PROGRESSION OF DISCIPLINARY KNOWLEDGE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>EVALUATING AND ANALYSING</b>	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to Communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

PROGRESSION OF KEY VOCABULARY

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>DRAWING</b>	Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Zig-zag	Vertical, Horizontal, Diagonal, Crosshatch, Optical art, 2D shape, 3D shapes, Narrative, Printing, Shade, Form, Dots, Lightly, Firmly, Shadow, Charcoal, Pastel,		Geometric, Organic, Object, Arrangement, Light, Dark, Tone, Grip, Blend, Even, Frottage, Pressure, Scale, Composition, Gestural, Expressive,	Contrast, Shading, Gradient, Proportion, Symmetry, Precision, Highlight, Collage, Combine, Parallel, Collaboratively, Printmaking, Block print	Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Process, Technique, Collagraphy, Repetition, Evaluate	Maya, Mayan, Symbol, Aesthetic, Representative, Chiaroscuro, Graffiti, Guerilla, Mural, Commissioned, Tonal, Impact
<b>PAINTING AND MIXED MEDIA</b>	Collage, Create, Cut, Dab, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe	Hue, Primary colour, Secondary colour, Mix, Kaleidoscope, Space,	Collage, Overlap, Detail, Surface		Landscape, Tint, Vivid, Muted, Formal, Patterned, Abstract, Dabbing paint, Paint wash, Pointillism	Continuous line drawing, Transfer, Justify, Research, Atmosphere, Art medium	Evaluation, Translate, Analyse, Meaning, Interpret, Respond, Convey, Compose,
<b>SCULPTURE AND 3D</b>	Bend, Clay, Chop, Collage, Flatten, Join, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Squash, Squelchy, Sticky, Stretch, Twist, Wet	Sculpture, Cylinder, Loop, Tube, Concertina, Overlap, Spiral, Carving, Mosaic, Imagine	Roll, Flatten, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, In relief, Detail, Impressing	Structure, Three-dimensional, Sculptor,		Installation art, Features, Special effects, Performance art, Stencil, Influence, Experience, Revolution Concept, Elements, Interact, Interactive	Self, Identity, Attribute, Symbolic, Assemblage, Manipulate, Relief, Juxtaposition, Embedded, Tradition, Pitfall, Originality, Collection
<b>CRAFT AND DESIGN</b>	Blades, Crease, Create, Design, Fix, Fold, Glue, Handle, Join, Paper clip, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag		Imaginary, Landmarks, Pattern, Felt, Fibre, Mosaic, Stained glass, Overlap, Gallery, Curator, Design brief	Egyptian, Ancient, Civilisation, Papyrus, Material, Layout, Zine, Audience, Inform	Inspiration, palette, Mood board, Theme, Designer, Develop, Batik, Repeat, Repeating, Craft, Craftsperson, Industry		

COVERAGE OF KEY ARTISTS

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Beth Cavener Julie Wilson Megan Coyle						
Drawing		Zaria Forman		Georgia O'Keeffe	Alberto Giacometti	Teis Albers	Louise Nevelson
Painting		Clarice Cliff	Romare Bearden		Clara Peeters	Chila Kumari	Derek O Boateng
Sculpture		Marco Balich	Ranti Bam	Anthony Caro		Cai Guo-Qiang	Dan Fenelon
Craft			Kim Soon-Im		William Morris		

