



St Monica's RC Primary School: Art and Design Curriculum Progression and End Points

	End of EYFS	End of KS1	End of LKS2	End of UKS2
Drawing	<ul style="list-style-type: none"> To use a range of tools competently and safely. To hold drawing tools effectively for mark making To explore different textures and make drawings of people and objects with clear features. To explore a range of movements used in drawing e.g. zig zags, swirls, waves. To create representations of both imaginary & real-life ideas, events, people & objects. To draw from first hand observation e.g. fruit, leaves, flowers. 	<p>Knowledge</p> <ul style="list-style-type: none"> Understand drawing is a physical activity (Spirals) Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects (Making Birds) Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find (Explore & Draw) Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line (Explore & Draw) <p>Implicit Knowledge/Skills</p> <ul style="list-style-type: none"> Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration (Spirals) Use colour (pastels, chalks) intuitively to develop spiral drawings. (Spirals) Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen (Making Birds) Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon (Simple Printmaking) Visit local environment, collect natural objects, explore composition and qualities of objects through 	<p>Knowledge</p> <ul style="list-style-type: none"> Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale (Gestural Drawing with Charcoal) Understand charcoal and earth pigment were our first drawing tools as humans (Gestural Drawing with Charcoal) Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings (Gestural Drawing with Charcoal) Understand that animators make drawings that move. Understand that artists and illustrators interpret narrative texts and create sequenced drawings (Storytelling Through Drawing) Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works (Exploring Pattern) Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry (Exploring Pattern) Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural (Exploring Pattern) <p>Implicit Knowledge/Skills</p> <ul style="list-style-type: none"> Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal (Gestural Drawing with Charcoal) 	<p>Knowledge</p> <ul style="list-style-type: none"> Understand that designers create fonts and work with Typography. (Typography & Maps) Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. (Typography & Maps) Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. (2D to 3D) Understand that graphic designers use typography and image to create packaging which we aspire to use. (2D to 3D) Understand that there are technical processes we can use to help us see, draw and scale up our work. (2D to 3D) <p>Implicit Knowledge/Skills</p> <ul style="list-style-type: none"> Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. (Typography & Maps) Draw over maps/existing marks to explore how you can make mark making more visually powerful. (Typography & Maps) Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can

		<p>arranging, sorting & representing. Photograph. (Explore & Draw)</p> <ul style="list-style-type: none"> • Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen (Explore & Draw) • Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape (Explore & Draw, Music & Art) • Create final collaged drawings (see column 5 "collage") which explore composition (Explore & Draw, Music & Art) • Make drawings inspired by sound (Music & Art) 	<ul style="list-style-type: none"> • Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama) (Gestural Drawing with Charcoal) • Option to explore making gestural drawings with charcoal using the whole body (link to dance) (Gestural Drawing with Charcoal) • Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject (Animated Drawings) • Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow (Storytelling Through Drawing) • Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink (Storytelling Through Drawing) • Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns (Exploring Pattern) • Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling (Storytelling Through Drawing) 	<p>become 3d through manipulation of paper. (Typography & Maps)</p> <ul style="list-style-type: none"> • Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design (see column 6 "making"). (Set Design) • Explore using negative and positive space to "see" and draw a simple element/object. (2D to 3D) • Use the grid system to scale up the image above, transferring the image onto card. (2D to 3D) • Use collage to add tonal marks to the "flat image". (2D to 3D)
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<p>Sketchbook</p>	<p>Sketchbooks are not used in EYFS. However, the core knowledge and skills surrounding the use of sketchbooks is introduced through continuous provision where children can experiment and explore a range of materials/media. They are introduced to a range of techniques and have the opportunity and freedom to explore these.</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. (Spirals) • Continue to build understanding that sketchbooks are places for personal experimentation. • Understand that the way each persons' sketchbook looks is unique to them (All Pathways for KS1) • Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook (Explore & Draw) <p><u>Implicit Knowledge/Skills</u></p> <ul style="list-style-type: none"> • Make a simple elastic band sketchbook and personalise it (Spirals, Explore and Draw) <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> • Test out printmaking ideas (Simple Printmaking) • Develop experience of primary and secondary colours (Spirals, Simple Printmaking) • Practice observational drawing (Spirals, Simple Printmaking, Making Birds) • Explore mark making (Spirals, Simple Printmaking, Making Birds) • Explore the qualities of different media (Explore & Draw, Music & Art) • Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making (Explore & Draw) • Explore colour and colour mixing (Music & Art) • Make visual notes about artists studied (Explore & Draw, Music & Art) 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Continue to build understanding that sketchbooks are places for personal experimentation • Understand that the way each persons' sketchbook looks is unique to them • Make a new sketchbook (Elastic Band of Hole Punch) OR make spaces and places inside a bought sketchbook • Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook <p><u>Implicit Knowledge/Skills</u></p> <p>Use sketchbooks to:</p> <ul style="list-style-type: none"> • Explore the qualities of charcoal. Gestural Drawing with Charcoal • Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. (Gestural Drawing with Charcoal, Working with Shape & Colour, Animated Drawings) • Develop mark making skills (Gestural Drawing with Charcoal, Working with Shape & Colour, Animated Drawings) • Brainstorm animation ideas (Working with Shape & Colour, Animated Drawings) • Practise drawing skills (Storytelling Through Drawing, Exploring Pattern) • Make visual notes to record ideas and processes discovered through looking at other artists (Storytelling Through Drawing, Exploring Pattern, Sculpture & Structure) • Test and experiment with materials (Storytelling Through Drawing, Exploring Pattern, Sculpture & Structure) • Brainstorm pattern, colour, line and shape (Exploring Pattern) • Reflect (Storytelling Through Drawing, Exploring Pattern, Sculpture & Structure) 	<p><u>Implicit Knowledge/Skills</u></p> <ul style="list-style-type: none"> • Explore mark making. (Typography & Maps, Mixed Media Landscapes, Set Design) • Brainstorm ideas generated when reading poetry or prose. (Set Design) • Make visual notes to capture, consolidate and reflect upon the artists studied. (Typography & Maps, Mixed Media Landscapes, Set Design) • Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. (Set Design) • Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. (Mixed Media Landscapes) • Practise seeing negative and positive shapes. (2D to 3D) • Using the grid method to scale up an image. (2D to 3D) • Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? (Exploring Identity) • Explore colour: make colours, collect colours, experiment with how colours work together. (Brave Colour) • Explore combinations and layering of media. (Exploring Identity) • Develop Mark Making (2D to 3D, Exploring Identity) • Make visual notes to capture, consolidate and reflect upon the artists studied. (2D to 3D Exploring Identity Brave Colour)
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Printmaking	<ul style="list-style-type: none"> To use different objects to explore printing techniques e.g. fruit and veg, sponges, autumn items. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Understand prints are made by transferring an image from one surface to another (Simple Printmaking) Understand relief prints are made when we print from raised images (plates). (Simple Printmaking) <p><u>Implicit Knowledge/Skills</u></p> <ul style="list-style-type: none"> Use hands and feet to make simple prints, using primary colours (Simple Printmaking) Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image (Simple Printmaking) Explore concepts like “repeat” “pattern” “sequencing” (Simple Printmaking) 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Understand that screen prints are made by forcing ink over a stencil (Working with Shape & Colour) Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes (Working with Shape & Colour) <p><u>Implicit Knowledge/Skills</u></p> <ul style="list-style-type: none"> Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning (Working with Shape & Colour) 	<p><u>Implicit Knowledge/Skills</u></p> <ul style="list-style-type: none"> Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. (Exploring Identity)
Painting	<ul style="list-style-type: none"> To explore and use colour mixing techniques. To use colour for purpose, including creating moods. Begin to demonstrate increased skill with a range of techniques. To demonstrate increased skill with a range of tools e.g. painting techniques with a variety of utensils (forks, brushes, sponges...). To experiment with different brush sizes and select the appropriate brush size for my artwork. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting (Expressive Painting) Understand that the properties of the paint that you use, and how you use it, will affect your mark making (Expressive Painting) Understand that primary colours can be mixed together to make secondary colours of different hues (Expressive Painting, Music & Art) Understand the concept of still life (Expressive Painting) <p><u>Implicit Knowledge/Skills</u></p> <ul style="list-style-type: none"> Paint without a fixed image of what you are painting in mind Respond to your painting, and try to “imagine” an image within. Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. 		<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this (Mixed Media Landscapes) That there is a relationship between 2D shape and pattern and 3D form and function. (2D to 3D) <p><u>Implicit Knowledge/Skills</u></p> <ul style="list-style-type: none"> Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. (Mixed Media Landscapes) Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience,

		<p>Experiment with using homemade tools (Expressive Painting)</p> <ul style="list-style-type: none"> • Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above (Expressive Painting) 		<p>culture and personality. (Exploring Identity)</p> <ul style="list-style-type: none"> • Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. (Exploring Identity)
<p>Collage</p>	<ul style="list-style-type: none"> • To make collages to express my ideas (a range of collaging materials available at all times) e.g. leaf collage. • To create a collage with a range of materials/paper 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Understand collage is the art of using elements of paper to make images (Making Birds) • Understand we can create our own papers with which to collage (Making Birds) • Understand that we can combine collage with other disciplines such as drawing, printmaking and making (Explore & Draw) <p><u>Implicit Knowledge/Skills</u></p> <ul style="list-style-type: none"> • Collage with painted papers exploring colour, shape and composition (Simple Printmaking) • Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture (Making Birds) • Use the observational drawings made (see column 1 “drawing”), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet (Explore & Draw) • Collage with drawings to create invented forms. Combine with making if appropriate (Explore & Draw, Music & Art) 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Understand that we can combine collage with other disciplines such as drawing, printmaking and making (Working with Shape & Colour) <p><u>Implicit Knowledge/Skills</u></p> <ul style="list-style-type: none"> • Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition (Working with Shape & Colour) 	

<p>Making</p>	<p>Children are introduced to making through ‘junk modelling’ and our creative area. We have a range of objects to use made from different materials e.g. cardboard boxes, milk bottles, egg boxes etc.</p> <ul style="list-style-type: none"> To develop an idea, choosing the appropriate materials needed To select materials needed for a 3D creation To experiment with different joining techniques and materials e.g. which glue works better 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Understand that sculpture is the name sometimes given for artwork which exists in three dimensions (Making Birds) Understand the meaning of “Design through Making” (Making Birds) <p><u>Implicit Knowledge/Skills</u></p> <ul style="list-style-type: none"> Use a combination of two or more materials to make sculpture (Making Birds) Use construction methods to build (Making Birds) Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy (Making Birds) Use Design through Making philosophy to playfully construct towards a loose brief (Music & Art) 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Understand that articulated drawings can be animated (Animated Drawings) To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right (Sculpture & Structure) <p><u>Implicit Knowledge/Skills</u></p> <ul style="list-style-type: none"> Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations (Animated Drawings) Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making (Sculpture & Structure) 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Understand that set designers can design/make sets for theatres or for animations. (Set Design) Understand that designers often create scaled models to test and share ideas with others. (Set Design) Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. (Brave Colour) Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. (Exploring Identity) Understand that artists and designers add colour, texture, meaning and richness to our life (Brave Colour, Exploring Identity) <p><u>Implicit Knowledge/Skills</u></p> <ul style="list-style-type: none"> Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation. (Set Design) Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. (Set Design) Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.” (Brave Colour) Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. (Brave Colour)
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<p>Purpose/ Visual Literacy/ Articulation</p>	<ul style="list-style-type: none"> To know that an artist is someone who may draw or paint but can also be a photographer, architect, musicians etc. To look at art work and describe what I see To develop an understanding of the differences and similarities in the work of artists, crafts people and designers. To use and apply painting techniques in the style of artists To observe Vincent Van Gogh's swirling strokes.to create my own swirling strokes using a variety of media. To use a variety of artistic effects to express my ideas and feelings. To expresses and communicate working stories, feelings & understandings in the form of art work & objects. To return to and build on their previous learning, refining ideas and developing their ability to represent them. To create collaboratively, sharing ideas, resources and skills. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. Understand artists take their inspiration from around them, collecting and transforming. Understand that in art we can experiment and discover things for ourselves. Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid <p><u>Implicit Knowledge/Skills</u></p> <ul style="list-style-type: none"> Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Talk about intention. Share responses to classmate's work, appreciating similarities and differences. Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. To understand that visual artists look to other art forms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. <p><u>Implicit Knowledge/Skills</u></p> <ul style="list-style-type: none"> Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...it linked to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might...I was inspired by..."). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmate's work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Look at the work of designers, artists, animators, architects. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. <p><u>Implicit Knowledge/Skills</u></p> <ul style="list-style-type: none"> Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might... I was inspired by...."). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmate's work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.
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Vocabulary

Spirals:

Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful, Hand, Wrist, Elbow, Shoulder, Graphite, Chalk, Pen Drawing Surface (Paper, Ground) Oil Pastel, Dark, Light, Blending, Mark Making, Colour, Pattern Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places", Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour Reflect, Discuss, Share, Think

Making Birds:

Lines, Shapes, Mark Making, Texture Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil Observation, Close study, Blending, Texture Explore, Discover, Transform, Fold, Tear Crumple, Collage, Sculpture, Structure, Balance, Texture, Personality, Character, Installation, Collaboration Present, Reflect, Share, Discuss

Simple Printmaking:

Print, Press, Pressure, Paint Primary colours: Red, Yellow, Blue Shape, Line, Arrangement, Rubbing, Texture, Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange, Explore, Try, Test, Reflect, Artwork, Artist: Printmaker Relief print, Plasticine, Plate, Impression, Colour Mixing, Secondary Colours: Green, Orange, Purple, Pattern, Sequence, Picture, Image Reflect, Discuss, Share, Crit

Explore & Draw:

Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition, Photograph, Focus, Light, Shade, Colour, Pattern, Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page, Sense of Touch, Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback

Storytelling Through Drawing:

Illustration, Inspiration, Interpretation, Original Source, Respond, Response, Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange, Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, Composition, Sequencing, Visual Literacy, Narrative, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Working with Shape & Colour:

"Show Me What You See", Response, Sketch, Note, Line, Shape, Capture, Share, Cut, Direct, Try, Explore, Test, Colour, Shape, Elements, Composition, Arrange, Negative, Positive, Shape, Photograph, Composition, Lighting, Focus, Present, Share, Reflect, Respond, Feedback

Making Animated Drawings:

Animate, Animation, Animator, Character, Movement, Pose, Action, Gesture, Intention, Background, Foreground, Tools, Scissors, Paper Fastener, Tape, Stick, Presentation, Performance, Share, Reflect, Respond, Feedback, Film, Focus, Lighting, Stage, Arena,

Sculpture, Structure, Inventiveness & Determination:

Personality Traits, Exploration, Inventive, Challenge, Character, Personality, Explore, Discover, Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse, Tools, Pliers, Scissors, Glue Guns, Construction Materials, Fastening Materials, Structure, Sculpture, Balance, Creative Risk, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,

Exploring Pattern:

Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves, Purpose, Decorative, Pleasing, Aesthetic, Generate, Explore, Experiment, Tessellated, Design, Colour,

Typography & Maps:

Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact, Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Land and City Scapes:

Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Set Design:

Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative, Lighting, Composition, Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences

2D Drawing to 3D Making:

2D Drawing, 3D Object, Packaging, Negative space, Grid method, Scaling up, Net, Typography, Graphic Design, Collage, Structure, Balance, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences

Exploring Identity:

Identity, Layer, Constructed, Portraiture, Layering, Digital Art, Physical, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Brave Colour:

Sketchbook, Visual notes, Colour, Installation Art, Immersive, Participate, Context, Environment, Viewer, Light, Colour, Form, Structure, Sound, Senses, Sculptural installation, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences0

		<p>Music & Art: Music, Rhythm, Gesture, Mark Making, Listen, Respond, Mark Making, Line Weight, Speed, Pressure, Media, Abstract, Informed, Line, Shape, Colour, Form, Texture, Balance, Scale, Devise, Invent, Combine, Express, Try, Explore, Design Through Making, Construct, Fasten, Present, Share, Reflect, Discuss, Respond, Listen, Feedback</p> <p>Expressive Painting: Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response, Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line, Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto Brush, Mark making Tools, Palette Knife, Home-Made Tools, Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention, Still Life, Line, Rhythm, Gesture, Mark, Composition, Positive shapes, Negative shapes, Present, Share, Reflect, Discuss, Feedback,</p>	<p>Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange, Fold, Origami, Design, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> <p>Gestural Drawings with Charcoal: Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body, Mark Making, Sweeping, Fast, Slow, Gentle, Energetic, Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint, Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative, Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting, Present, Share, Reflect, Respond, Feedback</p>	
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