



Art Curriculum Progression Document

Art Intent

Art is valued as an important part of our broad and balanced curriculum. Our topics throughout KS1 and KS2 will cover local and global artists, who are both male and female, giving the children a rich and diverse view of art. EYFS will cover Expressive Arts and Design throughout all areas helping to develop imagination, creativity and the ability to use media and materials. Practical lessons will be accessible to all therefore helping to develop engaged, resilient and unique individuals. As our children progress through school, they will learn transferable skills to use in their other subject areas. Our children will learn how to express their feelings and improve their overall well-being focusing on their Personal, Social and Emotional development. Looking at different cultures and places helps to create links closely with other subjects such as Geography and History. By experiencing different skills and vocabulary used by artists, our children will learn about, line, tone, texture, colour, pattern, shape and 3D form. Lessons will inspire our learners to work collaboratively, be critical thinkers and understand that everyone can be artistic; therefore, helping our children to progress into confident and competent learners for the future.

	Nursery	Reception
PD	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, coordination and agility.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
EAD	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>



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	Year 1			Year 2		
Content	Landscapes (painting)	Drawing: experimenting with media (drawing)	Animal sculptures (clay)	Multimedia superheroes (collage and using media)	Weaving	Fire of London (using painting inks and ink)
Enquiry question	What materials would be suitable to use?	What can I use to make a picture?	What is sculpture?	Where do artists get their ideas?	Look closely at your clothes. How were they made?	How can I be a great artist?
Drawing, colour and painting	<p>Learn how to express themselves through drawing.</p> <p>Learn a range of tones using a pencil, hatching, stippling, blending and scribbling.</p> <p>Know how to mix colours and name the primary and secondary colours.</p> <p>Use the pictures of Vivian Pitchforth or Vincent Van Goth to paint a picture of what they can see.</p> <p>Curriculum links:</p> <p>Music: understand how to express themselves through drawing, while listening to music.</p>	<p>Continue to learn different tones and explain why they have chosen to use them.</p> <p>Identify the shapes they are drawing and why they have chosen them?</p> <p>Use pastels to shade in the areas between the shapes used.</p> <p>Learn the four rules of shading. (Shade in one direction, creating smooth, neat, even tones, leaving no gaps and ensuring straight lines).</p> <p>Understand how to put the shapes together – even if they overlap and have an understanding of how to overlap the shapes.</p> <p>Start to learn about space when drawing.</p>	<p>Identify details on the snail pictures and use this on their own design.</p> <p>Remind the children how to use different tones in their drawings.</p> <p>Continue to learn about shading.</p> <p>Understand how to use an etching tool.</p> <p>Explore carving as a form of 3D art.</p> <p>Start to learn how to join two parts successfully (clay)</p> <p>Make models for purposes, using observation and imagination.</p> <p>Learn how to combine pinch, slabbing and coiling to create their own sculpture sometimes with help.</p> <p>Curriculum links:</p>	<p>Use Roy Lichtenstein's art as inspiration to draw some speech bubbles in their artwork.</p> <p>Use observation and imagination to create our own superhero design.</p> <p>Understand the basic safety of the different materials used.</p> <p>Continue to learn the four rules of shading: (Shade in one direction, creating smooth, neat, even tones, leaving no gaps and ensuring straight lines).</p> <p>Know how to blend paint – for our superhero mosaic</p> <p>Use comic strips to tear and place in the different areas on the paper – begin to learn how to use collage.</p> <p>Pastels, paints, crayons, ink.</p>	<p>Design their own weaving pattern in their sketchbooks</p> <p>Begin to show pattern and texture in their drawings.</p> <p>Think about the colours they will use.</p> <p>Start to be able to show patterns by weaving with the paper.</p> <p>Begin to learn how to use viewfinders to develop close up observational skills.</p> <p>Can they learn how to use a computer program to design a pattern?</p> <p>Curriculum links:</p> <p>IT: learning how to use a computer program.</p>	<p>Continue to learn how to use hatching, stippling, blending and scribbling</p> <p>Draw from observation, and imagination to design their own house in London</p> <p>Use foam painting to create their picture.</p> <p>Begin to mix colour, shades and tones.</p> <p>Look at the colour wheel and colour spectrums.</p> <p>Create their own colours by mixing.</p> <p>Learn how to use ink.</p> <p>Learn the brush strokes (cross hatching, hatching, dry brush, flat wash, stippling and scumbling).</p> <p>Learn to predict what colours they will make.</p>



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		<p>Curriculum links:</p> <p>Maths: describing and using shapes</p>	<p>Science: learning about snails through observation and investigation.</p>	<p>Communication and language: Learn to work with a partner sharing their ideas. Continue to learn about space while drawing.</p> <p>Curriculum links: Music: Listen to superhero music while drawing and creating their artwork.</p>		<p>Curriculum links:</p> <p>History: looking at historical pictures and learning about the fire of London.</p>
Materials and craft	<p>Using different materials:</p> <p>Which material will you choose and why? Which material do you prefer? why?</p>	<p>Experiment with a range of media.</p> <p>Which media will you use in your creation? (pastels, crayons or paint).</p>	<p>Use the etching tool correctly to create their snail.</p> <p>Understand why the design period is so important.</p>	<p>What could you use to make your superhero?</p> <p>(pastels, paint or crayons).</p>	<p>Learn how to weave with paper.</p> <p>Use scissors correctly and safely when creating their weaving.</p>	<p>Know how to use foam to create their picture safely.</p> <p>Learn how to use a roller to create ink prints.</p> <p>Explore Tudor houses.</p>
Formal elements	<p>Colour – know that there are three primary colours, red, yellow and blue.</p> <p>Know which colours can be mixed to make, purple, orange and green.</p>	<p>Line – use lines to create drawings.</p> <p>Know that lines can be used in different ways.</p> <p>Use wavy, horizontal, vertical and cross hatch to describe lines.</p>	<p>Shape – know that abstract art uses a lot of shapes.</p> <p>Know how to create an abstract piece using different colours and shapes in interesting ways.</p>	<p>Pattern – Know that pattern is created by repeating lines, shapes, tones or colours.</p> <p>Know that pattern can exist in nature and can be made by artists to design all sorts of art.</p>	<p>Texture – know how to take a rubbing.</p> <p>Identify different textures and record them using a rubbing technique.</p> <p>Know that the tool I use will change how my rubbing will look.</p>	<p>Tone – know that tone means the lightness or darkness of something.</p> <p>Experiment with pencils to create different tones.</p> <p>Use different tones to make a drawing look three dimensional.</p>
Artists	<p>Vincent Van Goth or Vivian Pitchforth (Wakefield born) How do they mix their colours?</p> <p>Can you compare your work to Van Goth's or</p>	<p>Wassily Kandinsky: Which shapes does he use and why?</p> <p>What do you think his art is telling us?</p> <p>English: What is the mood of his or her work?</p>	<p>Pablo Picasso: animal sculptures.</p> <p>How has the artist created this? How do we know?</p> <p>What are his art sculptures made from?</p>	<p>Roy Lichtenstein: What has the artist made?</p> <p>How does it make you feel?</p> <p>English: What is the mood of his or her work?</p>	<p>Michael Crompton:</p> <p>Look at his designs to inspire what colours to use.</p> <p>English: What is the mood of his or her work?</p>	<p>Explore pictures of Tudor houses.</p> <p>Look at pieces of art of the fire of London – artist anonymous.</p>



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	<p>Vivian's what is similar, different?</p> <p>English: What is the mood of his or her work? How has the artist created this piece of work? How do we know?</p>	<p>How has the artist created this piece of work? How do we know?</p>	<p>What does his art mean?</p> <p>English: What is the mood of his or her work? How has the artist created this piece of work? How do we know?</p>	<p>How has the artist created this piece of work? How do we know?</p>	<p>How has the artist created this piece of work? How do we know?</p>	<p>English: What is the mood of his or her work? How has the artist created this piece of work? How do we know?</p>
Evaluation	<p>Self-evaluation:</p> <p>Verbally be able to answer the questions below:</p> <ul style="list-style-type: none"> Do you like your design? What went well when you were designing? Would you change anything? If so how would you change it? <p>Questions to ask when looking at another person's artwork:</p> <ul style="list-style-type: none"> What do I see? What do I like/dislike? 			<p>Self-evaluation:</p> <p>Verbally answer the questions below:</p> <ul style="list-style-type: none"> Describe what you have made. Explain what you like about your work? How could you improve your work? Is your work similar or different to the artist used? <p>Questions to ask when looking at another person's artwork:</p> <ul style="list-style-type: none"> What do I see? What do I like/dislike? 		
Terms/ Vocabulary	<p>Painting: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour, wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>Drawing: portrait, landscape, light, dark, tone, shadow, line pattern, texture, form, shape, tone and outline.</p>	<p>Sculpture: sculpture, statue, model, work, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, abstract, geometric and pinch, slabbing and coiling</p>	<p>Painting: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour, wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>Textile: fabric, weaving, woven, placemat, loom, alternate, over, under, decoration and decorative.</p>	<p>Textile and painting with ink vocabulary. Foam, ink, water, rollers, craft trays, primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour, wash, sweep, dab, bold brushstroke, acrylic paint.</p>



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	Year 3			Year 4		
Content	Sewing a design (sewing and tie-dye)	Using mosaic to make a Roman vase (collage)	Making a shadow puppet show (drawing)	Water colours, ocean waves (painting)	Playdough Victorian patterns (printing)	Soap sculptures (sculpture)
Enquiry question	If you could meet an artist what would you ask him/her?	If you could change this artwork, what would you change? Why?	What if you could set up your own art gallery?	Who is the greatest artist and why?	How has Art changed over time?	How do I create 3D art?
Drawing colour and painting	<p>Use their sketching books to design their sewing.</p> <p>Show an awareness of space while drawing.</p> <p>Start to suggest when to use hatching, stippling, blending and scribbling for different projects.</p> <p>Use dark and light tones to create their pictures.</p> <p>Learn how to successfully tie-dye our materials before sewing on them.</p>	<p>Explore photographs of Roman vases.</p> <p>Design your own mosaic vase in your sketchbooks.</p> <p>Continue to learn how to use collage.</p> <p>Mix colours with confidence to make the colours they desire for their vase.</p> <p>Use these colours appropriately for their own work. Can they explain why they have chosen to make a certain colour?</p> <p>Use light and dark within their paintings. Explore complimentary colours.</p> <p>Use different effects and textures to confidently create what they need.</p> <p>Begin to learn how to paint on a computer</p>	<p>Draw from observation, memory and imagination to design their own puppet.</p> <p>Use shading and tones independently.</p> <p>Be able to use scissors correctly.</p> <p>Design their own shadow puppet theatre – look at other ideas for inspiration.</p> <p>Curriculum links:</p> <p>DT: creating your own theatre (perhaps making movable parts).</p> <p>English: creating their own play, verbally, recorded or written down.</p> <p>Science: Begin to explain how shadows are formed.</p>	<p>Learn the techniques (wet on wet, wet on wet and clingfilm, wet on wet and salt, blotting, sponging, glaze, wet on dry, pastel and water colours).</p> <p>Use these techniques when designing their own ocean picture.</p> <p>Can they draw for a sustained period of time and at an appropriate level?</p> <p>Independently use shading to show light and shadow effects.</p> <p>Start to use an artist's style rather than copying their work.</p> <p>Start to develop a painting from a drawing.</p> <p>Show understanding of complementary colours.</p>	<p>Design their own pattern onto a square shape.</p> <p>Use shading and tones independently. Use the different Victorian patterns as inspiration.</p> <p>Mould the playdough into a square and look at the patterns to create your own using the tools available.</p> <p>Consider the colours you will use to make it like the Victorian patterns seen.</p> <p>Use sponging techniques when applying the paint to the playdough.</p> <p>Curriculum links:</p> <p>History: looking at how Victorians used to</p>	<p>Design your own sculpture.</p> <p>Make sure the design will be able to fit onto the rectangle piece of soap.</p> <p>Be able to look at an example of a soap sculpture to help their own ideas.</p> <p>Draw the design for your three-dimensional piece.</p> <p>To understand the different grades of a pencil and other media to create line, marks and develop tone.</p>



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		<p>programme. Can they use simple IT mark-making tools, brush and pen tools?</p> <p>Continue to use viewfinders to develop close up observational skills.</p> <p>Curriculum links:</p> <p>Maths: using mosaic.</p> <p>IT: learning how to use different tools on a computer program.</p>	<p>PSED and Communication: Perform your story for the rest of the class.</p>	<p>Mix colour, shades and tones with confidence. Remember the four rules of shading: (Shade in one direction, creating smooth, neat, even tones, leaving no gaps and ensuring straight lines).</p> <p>Create textural effects by using washes and thickened paint.</p> <p>Continue suggest when to use the brush strokes (cross hatching, hatching, dry brush, flat wash, stippling and scumbling).</p> <p>Start to predict what colours they will make.</p>	<p>dress and the patterns they wore.</p>	
Materials and craft	<p>Learn how to make a mood board.</p> <p>Start to stitch by using the running stitch and overcast.</p> <p>Look at different fabric and show an awareness of the names of the fabric.</p> <p>Extension: Look at fabrics from other countries.</p>	<p>Select colours and materials to create effects and give reasons for their choices.</p> <p>Independently cut shapes accurately for their collage.</p> <p>Overlap materials to experiment with different looks.</p> <p>Begin to use mosaic and montage.</p>	<p>Be able to visualise their drawing as a puppet.</p> <p>What materials will you use for your puppet theatre? (Card, pencils, crayons, paint, objects).</p>	<p>Use paper to rip and place on their painting to create depth.</p> <p>Use salt and clingfilm to create patterns on their paintings.</p>	<p>Screws, playdough, objects to make holes, rollers, sponges and plastic knives.</p>	<p>Use a pencil to draw your design onto the soap.</p> <p>Use different tools to create your own soap sculpture. (cocktail sticks, old teaspoons, clay modelling tools, nail files or lollipop sticks).</p> <p>Work with the material safely to create and make a recognisable object.</p> <p>Use the tools to carve, model and refine your sculpture.</p>



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Formal elements	Shape – recognise and draw simple geometric shapes found in everyday objects. Recognise and accurately draw simple shapes in objects. Identify objects made from shapes in the environment	Tone – know that ‘tone’ refers to the light and dark areas of an object or piece of art. Know how to hold my pencil properly when shading. Apply the four rules of shading. Shade in one direction, creating smooth, neat, even tones, leaving no gaps and ensuring straight lines.		Texture – Know that you can create different texture using a variety of materials.	Pattern – Know that a compass is used to make circles. Reflection and symmetry	
Artists	Look at different forms of sewing. What stitches have been used? How does this sewing make you feel? Why?	Gary Drostle – Mosaic artist Look at pictures of Roman mosaic vases. English: What is the mood of his or her work? How has the artist created this piece of work? How do we know?	Jim Henson – puppets ‘Three Little Pigs Shadow Puppet Show’ www.youtube.com/watch?v=iCmFWJjc4RA What do you like about Jim Henson’s puppets? What do you dislike? Why?	Vanessa Mae – Looking at the artists pieces of artwork. English: What is the mood of his or her work? How has the artist created this piece of work? How do we know?	Look at Victorian patterns on laptops to inspire their own patterns. Why have you chosen this pattern? How will you re-create this pattern?	Barbra Hepworth: What does she use to make her art? English: What is the mood of his or her work? How has the artist created this piece of work? How do we know?
Evaluation	Self-evaluation: Verbally or written evaluation: <ul style="list-style-type: none">• What can you tell me about your creation?• Can you think a few positives about your work?• Is there anything negative about your creation?• I would change because..... Questions to ask when looking at another person’s artwork: <ul style="list-style-type: none">• How might it inspire me?• What do I see?• What do I like/dislike?				Self-evaluation: Written evaluation: <ul style="list-style-type: none">• How do you think people will feel when they look at your artwork?• Can you explain why they would feel this way?• Would you change anything?• I would change.....because..... Questions to ask when looking at another person’s artwork: <ul style="list-style-type: none">• How might it inspire me?• What do I see?• What do I like/dislike?	



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Terms/ Vocabulary	Sewing vocabulary: sewing, overstitch/overcast, material, needle, thread and tie-dye.	Collage: texture, shape, form, pattern, mosaic, collage, Roman, vases and create.	Drawing: portrait, landscape, light, dark, tone, shadow, line pattern, texture, form, shape, tone outline, shadows, puppets, theatre, light and dark.	Painting: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	Printing: mono printing, relief printing, line, pattern, texture, colour, shape, block printing ink, inking rollers.	Sculpture: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow and light.
	Year 5			Year 6		
Content	Little inventors (drawing and inventing)	Create your own Maya piece of art (clay)	Painting famous buildings in Wakefield (painting)	Prehistoric cave pictures (texture painting)	London Underground (charcoal drawings)	Memory box (independent mixture of art techniques)
Enquiry question	What do you feel the world is missing?	What choices do artists make before they start their work?	What if you could step into a painting?	How is art used to communicate?	If this artwork were music, what would it sound like?	How do artists show personal style in their work?
Drawing, colour and painting	Be able to create a detailed drawing. Use line, tone, pattern and texture in their pictures. Begin to develop an awareness of composition, scale and proportion in their drawings. Start to independently to use hatching, stippling, blending and scribbling in their pictures. Have opportunities to draw again in third dimension and perspective.	Continue to use combine pinch, slabbing and coiling to create their own sculpture sometimes with help. Explain why they have chosen to do things a certain way. Begin to plan their own sculpture with help sometimes. Care for their equipment and know how to secure their own work. Independently use the names of the tools and equipment they are using.	Be able to design their own drawing from photographs of famous Wakefield pictures. Start to develop their own style using line, tone, pattern and texture. Mix colours, shades and tones with confidence build on their previous knowledge. Be able to independently use the different brush strokes from memory (cross hatching, hatching, dry brush, flat wash, stippling and scumbling). Revisit how to create art on a computer. Can they	Work in an independent way to develop their own style of painting. Can they evaluate their own work and explain why they have done something a certain way? Mix colours and understand what works well in their work and why? Adapt their own work according to their views and describe how they might develop that further. Curriculum links:	To develop their own style of drawing using line, tone, pattern and texture. Use their understanding of hatching and shading in their own work and explain why they used this. To develop their own style using tonal contrast and mixed media. Draw for a sustained period of time – one drawing over a period of lessons.	Solve problems as they occur. Use a similar style to their favourite artist to produce their own work independently. Plan and design their own collage. Independently create a project using the running stitch and overcast they have learnt start to learn cross stitch. Have opportunities to draw again in third dimension and perspective.



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	<p>Independently show an awareness of space while drawing.</p> <p>Curriculum links:</p> <p>Science: learning how to invent.</p>	<p>Begin to evaluate the tools and equipment they have used and write this down.</p> <p>Continue to Explore carving as a form of 3D art.</p> <p>Curriculum links:</p> <p>History: looking at Maya art.</p>	<p>create a piece of art that will be used in a presentation?</p> <p>Curriculum links:</p> <p>IT: continuing the learning of IT computing in art.</p>	<p>History: looking at prehistoric art.</p>	<p>Develop an awareness of composition, scale and proportion in their drawings.</p> <p>Independently use viewfinders to develop close up observational skills.</p> <p>Curriculum links:</p> <p>History: learning about the London Underground during World War Two.</p>	<p>Use weaving, stitching, mosaic to create their own design.</p> <p>Show an awareness of composition, scale and proportion in their drawings</p> <p>Independently show an awareness of space while drawing.</p> <p>Curriculum links:</p> <p>Maths: mosaic</p>
Materials and craft	<p>Think about the materials you may need to make your invention.</p> <p>Use some materials to make your prototype.</p>	<p>Clay and tools for using clay (wooden clay tools, ribbon and wire tools).</p>	<p>Paint, paper, paintbrushes.</p>	<p>Create textured backgrounds by using Modroc dipped in water or by gluing down couscous, bulgur wheat, lentils, coarse flour, seeds or sand, etc</p>	<p>Charcoal, pastels and pencils.</p>	<p>Different materials needed to develop their own memory box.</p>
Formal elements	<p>Design – to know everything that is made starts with an idea, a drawing, a sketch or a design.</p> <p>Develop and communicate their ideas through notes and drawings.</p>	<p>Drawing – know that using words to describe an object will help my visual literacy skills in being able to draw the object.</p> <p>Use fine control with a pencil.</p> <p>Add tonal graduation using a 2B pencil.</p>	<p>Painting – to paint accurately and evenly, painting straight edges and without leaving brush marks or gaps.</p> <p>Select drawings from my sketch book to enlarge and paint.</p>	<p>Design – understanding the connection between working artistically and wellbeing.</p> <p>Know that I must not use a rubber.</p>	<p>Understand and use the design process.</p> <p>Create a prototype which develops from ideas.</p>	<p>Reviewing, evaluating and modifying ideas as the design develops.</p> <p>Share my ideas with others verbally.</p>
Artists	<p>Dominic Wilcox:</p> <p>What is your favourite invention that Dominic Wilcox has made? Why?</p>	<p>Explore Maya art sculptures to create their own.</p> <p>What is your favourite sculpture? Why?</p>	<p>Use John Pipers building art as inspiration for their own paintings.</p> <p>English: What is the mood of his or her work?</p>	<p>Use the photos of prehistoric art to develop their own design.</p> <p>What do you like about the prehistoric art? Why?</p>	<p>Bill Brandt's photographs and Henry Moore's drawings of the London underground during the Second World War.</p>	<p>Use laptops to research artists styles to use in their own memory box.</p> <p>Why have you chosen to use this artist?</p>



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	What would you invent? Why?		How has the artist created this piece of work? How do we know?	Is there anything you do not like? Why?	English: What is the mood of his or her work? How has the artist created this piece of work? How do we know?	What part of their artwork is your favourite? Why?
Evaluation	<u>Self-evaluation:</u> <ul style="list-style-type: none"> • Explain what they have used and why? • If people, see your artwork what will they feel? Why? • How could you improve your artwork? • Did you find difficult about art this year? Why? • What did you enjoy? Why? <u>Questions to ask when looking at another person's artwork:</u> <ul style="list-style-type: none"> • How might it inspire me? • What do I see? • What do I like/dislike? • What do I think the artist's intention was? • Why did they do it like that? • How does it make me feel? • How would I do this piece of art? • If I did this how would I change it? • Why would I change it? 			<u>Self-evaluation:</u> <ul style="list-style-type: none"> • How did you design your artwork? • What is your favourite part of your artwork? • If I could make this again what would I do differently? • Write a write evaluation of what you like, dislike. Why? • During the design process keep modifying your work. <u>Questions to ask when looking at another person's artwork:</u> <ul style="list-style-type: none"> • How might it inspire me? • What do I see? • What do I like/dislike? • What do I think the artist's intention was? • Why did they do it like that? • How does it make me feel? • How would I do this piece of art? • If I did this how would I change it? • Why would I change it? 		
Terms/ Vocabulary	<u>Drawing:</u> line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, landscape.	<u>Sculpture:</u> form, structure, texture, shape, mark, soft, join, tram, cast.	<u>Painting:</u> blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.		<u>Drawing:</u> line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, landscape,	