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| **Art and Design Curriculum Intent**  In Portobello Primary we wish to instil ambition and a ‘can do’ attitude into all our children. Our school is a place where everyone is given an education that builds on their strengths and addresses their individual needs to ensure progression. We believe that all children should be able to achieve their full potential academically, socially, emotionally and physically. Therefore, our Art curriculum is designed to engage and challenge whilst inspiring them to become young artists. It is important that whilst we equip them with the knowledge and skills, they are given the opportunity to create their own works of art. As well as learning how to shape, mould, feel, cut, tear, form, join, draw, paint, make etc, it is vital the children learn how Art and Design reflects and shapes our history and contributes to the culture of our nation. In order to contribute to the children’s cultural capital, we want to equip our children with not only the statutory requirements of the Art and Design National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life. They are taught the skills to think creatively and critically, understand the disciplines within Art and Design and how they shape their history and may contribute towards their future. This will enable children to contribute as confident citizens in our society. We also endeavour to provide enriching experiences. Art and Design promotes emotional health and well-being by reducing stress and anxiety and increasing self-esteem. It allows our children to acknowledge and explore their feelings and express themselves in a safe and secure way. Using the tools required to complete Art and Design tasks further develops fine and gross motor skills used in physical activity further developing children’s physical health.  **Art and Design Curriculum Implementation**  In Portobello Primary we facilitate the best possible outcomes for all our children. We have an inclusive approach when delivering our diverse, broad and balanced curriculum and recognise the needs and strengths of all our individual children. All children will succeed in this curriculum area because of our bespoke approach to their learning requirements. Teachers are trained to use formative assessment accurately within lessons to ensure the provision of targeted support and challenge effectively. Where appropriate, adaptations are made to the curriculum in response to individual or groups of children. In lessons children are supported in a number of appropriate ways until they no longer require the scaffolded support and are then encouraged to progress their independence, to embed skills and fully develop their own potential and to ensure independent excellence is achieved. We ensure we promote, teach and celebrate diversity and equality though the delivery of the curriculum. We recognise the importance of retrieval and the impact that this has on learning for all our children to be able to remember and do more. Therefore, we ensure that sufficient time for high quality retrieval practise is firmly embedded into the teaching sequence. To strengthen their understanding and consolidate knowledge and skills we ask that retrieval practise takes place not just during the lesson but over time. Children actively participate in high quality rehearsal, summarising, analysing or application activities.  Appropriate knowledge, skills and understanding as set out in the National Curriculum Art and Design Programmes of study is focussed upon. This ensures that knowledge and skills are built on year by year and sequenced appropriately to maximise learning and progress for all children. Art and Design is taught in blocks ensuring all children are challenged and given the opportunity to build on their prior knowledge. Our children learn the skills of drawing, painting, printing, sculpture and digital art and study key artists and their work. We teach the children how to evaluate their own completed pieces of art, in order to make suggestions for what would improve their learning to a higher standard. We recognise the importance of the impact of arts and the cultural learning and for our children to respect diversity as a means to understanding and responding to the world.  **National Curriculum for Key Stage 1**  Pupils should be taught to:   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work   **National Curriculum for Key Stage 2**  Pupils should be taught to:   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history.   **Art and Design Curriculum Impact**  By the time our children are ready to leave us in Key Stage Two, they have developed their knowledge of a range of artists and learned, improved and embedded a progressive range of artistic skills from their starting point. Our children have secured the ability to discuss artwork they see and learned to appreciate the entire journey that encompasses creating a piece of art, not just the completed product. Above all we have children who have a love of creating and a means of self-expression which enriches their lives.  **Supporting the development of Spiritual Moral Social Cultural Development**  The Art curriculum allows our children to develop spiritually and express themselves through their own creations. They learn to appreciate the achievements of others and are introduced to the artwork of famous artists where they experience awe and wonder. We teach our children that a high standard of Art is achieved through endurance. Where appropriate, the children are encouraged to think about how some artists represent moral issues through their pieces and stereotypes are challenged where necessary. We provide opportunities for children to create pieces of art together. During this time, it remains important that they respect each other’s ideas and views and use excellent co-operation and communication skills. Cultures are represented in different ways in Art and Design, and it is important our children are exposed to this and gain an understanding of the ideas behind the art in different cultures throughout history. We are passionate our children learn to appreciate, respect and celebrate diversity. In Portobello Primary we have a growth mindset approach firmly embedded in everything we do. Children understand that learning takes place over time and that they are required to make the most of all learning opportunities, mistakes are one part of this.  **Art and Design Curriculum Assessment and Monitoring**  Art and Design is monitored by the subject leaders throughout all year groups using a number of strategies including learning outcomes moderations and discussions with teaching staff and children. Subject Leaders also discuss Art and Design with the Senior Leadership Team once termly and they complete a written report to Governors in Summer Term Two. Teaching staff are encouraged to provide evidence where appropriate to support judgements of attainment and progress of children against the National Curriculum objectives. Throughout lessons children are provided with reflection time for them to self and peer assess against the learning objectives. At the end of each half term teaching staff assess the children against the essential knowledge learning objectives as set in the progression documents. They make accurate and informed assessments using the language of ‘all/most/some children’. Specific children who required further support or who excelled at their learning are identified. Comments refer to taught vocabulary and if this is embedded or requires further consolidation. Next steps in learning are identified for the next half term or the next teacher so gaps in learning are effectively and immediately taught and children make progress. |
| **Year 1** |
| **Autumn** –Drawing |
| **Words We Will Use and Understand**  Line, vertical horizontal, diagonal, wavy, cross-hatch, optical art, lines, wavy, waves |
| **What We Will Remember**  - Know how to create different types of lines  - Explore line and mark making to draw water  - Draw with different media  - Develop an understanding of mark making  - Apply an understanding of drawing materials and mark-making to draw from observation |
| **What We Can Do**  - Identify what a line is and how they differ  - Hold a pencil or piece of chalk in different ways to experiment with the lines that are created  - Use different materials  - Evaluate my learning using key vocabulary |
| **Additional Learning Opportunities**  **Key Artists –** Bridget Riley (Kapow) Keith Haring (LGBT+ artist)  Learn about the work of a range of artists, craft makers and designers, making links to their own work.  Explain what he/she likes about work of others. |
| **Spring** – Painting and mixed media |
| **Words We Will Use and Understand**  Primary, secondary colours, mix, blend, pattern, shape, texture, space, shade, hue, design, concentric circles, silhouette |
| **What We Will Remember**  - Identify primary colours  - Investigate how to make secondary colours  - Apply knowledge of colouring mixing when painting  - Explore colouring when printing  - Apply painting skills when working in the style of an artist |
| **What We Can Do**  - Mix primary colours to make secondary colours  - Choose a suitable brush for the marks I want to make  - Create new colours by overlapping prints  - Work carefully and accurately when making patterns  - Choose to paint with colours that look good next to each other |
| **Additional Learning Opportunities**  **Key Artists –** Kandinsky (colour mixing) Keith Haring (LGBT+ artist)  Learn about the work of a range of artists, craft makers and designers, making links to their own work.  Explain what he/she likes about work of others. |
| **Summer –** Sculpture and 3D |
| **Words We Will Use and Understand**  Sculpture, three-dimensional, cylinder, concertina, overlap, spiral, three-dimensional, zig-zag, carving, mosaic, zig-zag |
| **What We Will Remember**  - Roll paper to make 3D structures  - Shape paper to make a 3D drawing  - Apply paper shaping skills to make an imaginative sculpture  - Plan and create a sculpture  - Apply painting skills when working in 3D |
| **What We Can Do**  -Arrange paper shapes to make a 3D drawing  - Plan a sculpture by drawing my ideas first  - Secure parts of a sculpture together using different materials  - Use at least three different techniques for shaping paper  - Paint onto 3D surfaces using appropriate methods |
| **Additional Learning Opportunities**  **Key Artists –** Andy Goldsworthy (Sculptures and nature art) Totonho (Brazilian artist) Keith Haring (LGBT+ artist)  Learn about the work of a range of artists, craft makers and designers, making links to their own work.  Explain what he/she likes about work of others. |

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| **Year 2** |
| **Autumn** - Drawing |
| **Words We Will Use and Understand**  Mark making, techniques, texture, observations, expressions, illustrations, charcoal, material, sketch |
| **What We Will Remember**  -Develop mark making techniques  -Creature textures with mark making  - Develop observational drawing  - Understand how to apply expressions to illustrate a character  - Develop illustrations to tell a story |
| **What We Can Do**  - Experiment with charcoal to draw different marks  - Describe how an object feels  - Experiment with different drawing materials  - Experiment with making different marks to make texture  - Show expression in my drawing  - Make quick sketches of people |
| **Additional Learning Opportunities**  **Key Artists –** Lowry (‘matchstick’ drawings)Doug Hyde (contemporary artist – characters) Frida Kahlo (LGBT+ artist)  Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Give reasons for their preferences when looking at art/craft or design work. Know that different artistic works are made by craftspeople from different cultures and times. |
| **Spring –** Painting |
| **Words We Will Use and Understand** |
| **What We Will Remember**  -Name the primary and secondary colours  -Talk about the colour changes they notice and make predictions about what will happen when two colours mix  -Try different tools to recreate a texture and decide which tools work best  -Choose collage materials based on colour and texture  -Try different arrangements of materials, including overlapping shapes |
| **What We Can Do**  -Describe colours and textures they see  -Talk about ideas for an overall collage  -Give likes and dislikes about their work and others  -Describe ideas for developing their collages  -Choose materials and tools after trying them out |
| **Additional Learning Opportunities**  **Key Artists –** Andy Warhol (Print artist) Frida Kahlo (LGBT+ artist)  Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. Give reasons for their preferences when looking at artwork. Know that different artistic works are made by people from different cultures and times. |
| **Summer –** Sculpture and 3D |
| **Words We Will Use and Understand**  Roll, smooth, flatten, shape, cut, sculpture, plaster, casting, 3D, detail, impressing, features |
| **What We Will Remember**  - How to use my hands as a tool to shape clay  - How to shape a pinch pot and join clay shapes as decoration  - How to use impressing and joining techniques to decorate a clay tile  - How to draw to plan features of a 3D model  - How to make a 3D tile from a drawing design |
| **What We Can Do**  - Flatten clay to make a smooth surface  - Shape clay using my hands  - Make different marks in clay by pressing into it  - Use a pinching technique to shape a pot  - Join clay to decorate a pot  - Create pattens by pressing into and joining pieces onto a tile |
| **Additional Learning Opportunities**  **Key Artists –** Rachel Whiteread (sculptures)Frida Kahlo (LGBT+ artist)  Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Give reasons for their preferences when looking at art/craft or design work. Know that different artistic works are made by craftspeople from different cultures and times. |

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| **Year 3** |
| **Autumn –** Drawing |
| **Words We Will Use and Understand**  Arrangement, geometric, line, objects, organic, shape, blend, even, dark, grip, light, shading, smooth, tone, cut, pressure, rubbing, surface, texture, tear, tool, botanical, flower, form, magnified, petal, shape, stem, study, tone |
| **What We Will Remember**  - Recognise how artists use shape in drawing  - How to create tone in drawing by shading (tone refers to light and dark areas of an object or artwork)  - Understand how texture can be created and used to make art  - Apply observational drawing skills to create detailed studies  - Explore composition and scale to create abstract drawings |
| **What We Can Do**  - Recognise and draw simple shapes in objects (organic and geometric shapes)  - Use the side of a pencil so that the lead is flat to the paper  - Shade in one direction, with no gaps and straight edges  - Blend from light to dark to dark to light creating smooth tones  - Create different textures on paper by using a rubbing technique  - Change the tool or colour that I use to change how my rubbing looks  - Add detail using careful observation |
| **Additional Learning Opportunities**  **Key Artists –** Georgia O’Keefe (LGBT+ artist and abstract drawings) Picasso (Geometric shapes)  Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| **Spring –** Painting |
| **Words We Will Use and Understand**  Sketch, proportion, charcoal, scaled up, smudging, texture, tone, pigment, negative, positive image, Egyptian, ancient, civilisation, sculpture, composition, pattern, shape, colour, scroll, information, convey, composition, scale, imagery, design, paper, process, technique, material, style, |
| **What We Will Remember**  - Investigate style, pattern and characteristics of art  - Apply design skills inspired by the style of an ancient civilisation  - Apply an understanding of ancient techniques to construct a new material  - Apply drawing and painting skills  - Select and apply a range of painting techniques |
| **What We Can Do**  - Discuss Ancient Egyptian art to understand more about it  - Identify and use basic shapes  - Look closely and identify colours, patterns and shapes  - Mix and use colours that are appropriate to the style of the artwork  - Use materials and tools carefully to show precision in my art  - Apply and blend charcoal to create form, tone and shape  - Experiment with techniques to create different textures and add fine detail using smaller brushes |
| **Additional Learning Opportunities**  **Key Artists –** Mahmoud Mokhtar (Egyptian artist) Georgia O’Keefe (LGBT+ artist and abstract drawings)  Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| **Summer** – Sculpture and 3D |
| **Words We Will Use and Understand**  Sculpture, structure, three dimensional, abstract, sculptor, negative space, positive space |
| **What We Will Remember**  - Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together.  - Make a structure that holds its 3D shape.  - Explain in simple terms the difference between 2D and 3D art.  - Combine shapes together to make an interesting free-standing sculpture.  - Plan an abstract sculpture based on play equipment.  - Choose appropriate methods for joining elements in their sculptures. |
| **What We Can Do**  -Identify familiar 2D shapes in photographs.  -Identify shapes in the negative space between objects.  -Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling).  -Show that they have thought about how to improve their sculptures and made choices about what to add.  -Work cooperatively in pairs to add detail to their artwork |
| **Additional Learning Opportunities**  **Key Artists –** Rachel Whiteread (sculptures)Georgia O’Keefe (LGBT+ artist and abstract drawings)  Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |

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| **Year 4** |
| **Autumn –** Drawing |
| **Words We Will Use and Understand**  Contrast, gradient, observational drawing, shading, shadow, three-dimensional, tone, blend, charcoal, mark-making, proportion, contrast, cross-hatching, hatching, parallel, pattern, shading, symmetry, tone |
| **What We Will Remember**  **-** Draw using tone to create a 3D effect  **-** Explore proportion and tone when drawing  - Plan a composition for mixed media drawing  **-** Use shading techniques to create pattern and contrast  **-** Develop drawings into prints |
| **What We Can Do**  - Experiment with shading to create different tones  - Use contrasting tones to make a drawing look three-dimensional  - Explore more than one way of holding a pencil to create different effects  - Use shading techniques to create pattern and contrast  - Use scissors with precision  - Draw tone by hatching parallel pencil lines  - Use a range of scratched marks to add contrast and patterns |
| **Additional Learning Opportunities**  **Key Artists** – Kandinsky (use of colour) Antoni Gaudi (Architecture) Syrus Marcus Ware (LGBT+ artist)  Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| **Spring** - Painting |
| **Words We Will Use and Understand**  Portrait, landscape, shadow, tint, cabulary, shade, texture, contrasting, vivid, muted, formal, patterned, detailed, abstract, figurative, |
| **What We Will Remember**  - How to investigate different ways of applying paint  - How to mix tints and shades of a colour  - How to use tints and shades to give a three-dimensional effect when painting  - Explore how paint can create very different effects  - Consider proportion and composition when planning a still-life painting  (Use all taught skills and knowledge to create a finished piece) |
| **What We Can Do**  - Use art vocabulary to compare paintings  - Describe the way colours change in different lights  - Add black paint to mix shades of colour  - Add white paint to mix tints of colour  - Use a painting tool in a new way  - Use tints and shades of colour to make my painted object appear 3D |
| **Additional Learning Opportunities**  **Key Artists** – Kandinsky (use of colour) Antoni Gaudi (Architecture) Syrus Marcus Ware (LGBT+ artist)  Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| **Summer –** Sculpture and 3D |
| **Words We Will Use and Understand**  Ceramics, form, organic shape, sculpture, sketching, three-dimensional, tone, two-dimensional, visualisation, abstract, carving, detail, figurative, hollow, quarry, surface |
| **What We Will Remember**  - Develop ideas for 3D work through drawing and visualisation in 2D  - How to use complex techniques to shape materials  - Explore how shapes can be formed and joined by wire  - Consider the effect of how sculptures are displayed  - Choose and join a variety of materials to create a sculpture |
| **What We Can Do**  -Use curved lines to suggest three dimensional shapes  - Name key features of artwork  - Draw simple designs for a three-dimensional piece  - Work safely with carving tools  - Bend wire to make shapes  - Explore combinations of colour and texture |
| **Additional Learning Opportunities**  **Key Artists –** Magdalene Odundo Antoni Gaudi (Architecture) Syrus Marcus Ware (LGBT+ artist)  Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |

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| **Year 5** |
| **Autumn –** Drawing |
| **Words We Will Use and Understand**  Architecture, cold war, culture, evaluate, future, futuristic, influence, propaganda, retro-futuristic, Space Race, The Soviet Union, continuous, formal elements, line, medium, process, stimuli, technique, texture, tone |
| **What We Will Remember**  - Explore the purpose and effect of imagery  - Explore and understand decision making in creative processes  - Develop drawn ideas through printing  - Test and develop ideas using sketchbooks  - Apply an understanding of drawing processes to revise and improve ideas |
| **What We Can Do**  -Discuss the effect of an image  - Explain what retrofuturism means  - Make decisions about tools and materials to try  - Use a range of processes to create a drawing  - Choose and combine materials based on their texture  - Record ideas through sketches and visual notes  - Apply even pressure when printing |
| **Additional Learning Opportunities**  **Key Artists –** Lloyd John Dunn (Retrofuturism experimental artist) David Hockney (LGBT+ artist) William Morris (Printer)  Impressionists including Claude Monet  Leonardo Da Vinci  Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| **Spring** – Painting |
| **Words We Will Use and Understand**  Background, collage, continuous line drawing, paint wash, portrait, self-portrait, texture, composition, mixed media, monoprint, printmaking, transfer, evaluate, justify, mixed media, multi media, atmosphere, photomontage |
| **What We Will Remember**  - Explore how a drawing can be developed  - Combine materials for effect  - Identify features of self portraits  - Develop ideas by experimenting with materials and techniques  - Apply knowledge and skills to create a mixed media self-portrait |
| **What We Can Do**  - Draw a portrait using the continuous line method  - Vary the size, shape and position of words for interest  - Explore the way a background can change the effect of a drawing  - Use art vocabulary to describe similarities and differences between portraits  - Give a definition of mixed media |
| **Additional Learning Opportunities**  **Key Artists** - Lloyd John Dunn (Retrofuturism experimental artist) David Hockney (LGBT+ artist) William Morris (Printer)  Impressionists including Claude Monet  Leonardo Da Vinci  Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| **Summer –** Sculpture and 3D |
| **Words We Will Use and Understand**  Analyse, annotate, display, evaluate, features, installation art, location, mixed media, scale, special effects, three dimensional, atmosphere, installation, location, props, scale, stencil, concept, cultural revolution, experience, influence, revolution |
| **What We Will Remember**  - Identify and compare features of art installations  - Investigate the effect of space and scale when creating 3D art  - Construct 3D artworks and solve problems  - Plan an installation that communicates an idea  - Apply knowledge of installation art and develop ideas into a finished piece |
| **What We Can Do**  - Give a definition for installation art  - Identify similarities and differences between art installations  - Analyse artworks and justify my ideas  - Describe how I have considered space, materials and arrangement in my installation  - Explain the choices I have made when displaying my installation art |
| **Additional Learning Opportunities**  **Key Artists** – Yayoi Kusama (Installation art) David Hockney (LGBT+ artist)  Installation artists – Kurt Schwitters, Marcel Broodthaers  Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |

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| **Year 6** |
| **Autumn –** Drawing (Make my Voice Heard) |
| **Words We Will Use and Understand**  Accurate, composition, evaluate, form, interpret, observational drawing, shading, sketching, smudge, design, research, style, pattern, symbols, inspiration, symbolic art, impact, aesthetic, street art, chiaroscuro |
| **What We Will Remember**  - To explore expressive drawing techniques  - Consider how symbolism in art can convey meaning.  - To apply understanding of the drawing technique chiaroscuro  - To evaluate the context and intention of street art  - To apply an understanding of impact and effect to create a powerful image. |
| **What We Can Do**  - To annotate a selection of Mayan images  - To draw with a selection of tools and materials  - Experiment with a range of colours and paints.  - Explore the art technique of chiaroscuro  - Consider how to create a powerful image |
| **Additional Learning Opportunities**  **Key Artists –** Diego Rivera Dan Fenelon Picasso  Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| **Spring –** Painting and mixed media |
| **Words We Will Use and Understand**  Interpret, meaning, narrative, pattern, shape, tone, inference, justify, respond, companionship, support, tableau, abstract, analyse, interpret, medium, mixed media, narrative, reflect, shape |
| **What We Will Remember**  - Understand how to analyse a famous painting  - Understand how to find meaning in painting  - Apply drama techniques to explore the meaning of a painting  - Apply interpretation skills to analyse and respond to an abstract painting  - Understand how art can tell stories or portray messages  **(2 more lessons on Kapow)** |
| **What We Can Do**  -Interpret a picture and suggest its meaning  - Look closely at a picture and notice details, describing them using the formal elements  - Develop a narrative from the elements in a painting  - Compare events in a piece of artwork to current news  - Discuss and describe the work of another artist  - Create an abstract piece using personal experiences that reflect how I felt |
| **Additional Learning Opportunities**  **Key Artists** – Edward Weston David Hockney William Morris  Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| **Summer –** Craft and design |
| **Words We Will Use and Understand**  Photomontage, image, Dada, layout, cityscape, composition, arrangement, macro, monochrome, monochromatic, album, appealing, digital, saturation, colour, composition, emulate, editing, software, replacement focus, frame, famous, recreate, pose, prop, photorealistic, photorealism, self-portrait |
| **What We Will Remember**  **-** Apply an understanding of composition to create an effective photomontage advertising poster  **-** Apply an understanding of abstract art through photography  - Demonstrate an understanding of design choices made for effect using digital photography techniques  - Apply an understanding of photography to deign and recreate a famous painting  - Demonstrate observation and proportion to create art in a photorealistic style |
| **What We Can Do**  -Explain what a photomontage is  - Select appropriate images and experiment with composition to create an interesting layout  - Make decisions about cropping, editing and presenting photographic images in the style of Edward Weston  - Know what the terms macro and monochromatic mean  - Use photographic equipment appropriately  - Apply the grid drawing method to translate a photo into a drawn image using careful observation |
| **Additional Learning Opportunities**  **Key Artists** – Friedensreich Hundertwasser (Visual artist) Zanele Muholi (LGBT+ artist) William Morris  Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |