



Manland Primary School-Art Curriculum Intent



Purpose of study			
Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.			
Aims			
The national curriculum for art and design aims to ensure that all pupils: ♣ produce creative work, exploring their ideas and recording their experiences ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques ♣ evaluate and analyse creative works using the language of art, craft and design ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.			
Reception	The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. Children in Reception will develop the prerequisite skills they need to access the Key Stage 1 Art Curriculum through a range of activities. These include both taught sessions and access to continuous provision.		
	Early Learning Goals that link to Art: Fine Motor Skills Hold a pencil effectively Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Being Imaginative and Expressive Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	Children will: <ul style="list-style-type: none"> • Use a range of media including types of paper, pencils, brushes, paint • Be taught different techniques including drawing, painting and collage, which they are encouraged experiment and use them independently • Explore colour-mixing • Talk about the art they want to create and what techniques they will use • Reflect on the art they create, evaluating and making changes as appropriate 	Children will know that: <ul style="list-style-type: none"> • Artists use a range of materials to create art based on observations and feelings • Different media can be used to mark-make in different ways • Colours can be mixed to make new colours • Different materials can be used to construct 3D structures Key Vocab: Make, design, colour, artist, mark, draw, paint, print, collage



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Year 1	<p>National Curriculum Content Area: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know about the work of a range of artists, craft makers and designers, and make links to their own work.</p> <p>“Yayoi Kusama” Japanese Printer and Designer</p> <p><u>Pupils will know that:</u></p> <ul style="list-style-type: none">• Yayoi Kusama is a famous Artist.• Yayoi Kusama had an impact on the world of art through her prints and large scale artwork• Yayoi Kusama was famous for using polka dots in her artwork from the 1950s until now <p><u>Pupils will learn to:</u></p> <ul style="list-style-type: none">• Describe the work of Yayoi Kusama• Talk about Yayoi Kusama’s famous artwork using art vocabulary• Explore using colour, pattern, texture, line, shape, form and space in response to examples of Yayoi Kusama’s work.• Use some of the ideas from Yayoi Kusama’s work to create their own pieces.	<p>National Curriculum Content Area: To use a range of materials creatively to design and make products. To use drawing and painting to develop and share their ideas, experiences and imagination.</p> <p>“Simple Printmaking” Printmaking, Collage, Drawing</p> <p><u>Pupils will know that:</u></p> <ul style="list-style-type: none">• You can make a “plate” from which to “print”• There is a relationship between plate and print: e.g. negative / positive.• Print can be used to create “multiples”• Line, shape, colour and texture can be used to explore pattern, sequence, symmetry and intention. <p><u>Pupils will learn to:</u></p> <ul style="list-style-type: none">• Make simple prints using hands and feet.• Explore the environment and take rubbings of textures.• Use rubbings to make an image.• Push objects into plasticine and make prints.• Cut shapes out of foam board and stick them on a block to make a plate.• Draw into the surface of foam board and print from the plate.• Use colour, shape, and line to make prints interesting.• Create a repeat print.	<p>National Curriculum Content Area: To use a range of materials creatively to design and make products. To use drawing and sculpture to develop and share their ideas, experiences and imagination.</p> <p>“Making Birds” Sculpture, Drawing, Collage</p> <p><u>Pupils will know that:</u></p> <ul style="list-style-type: none">• There is a relationship between drawing & making – we can transform 2d to 3d.• Observational drawing and experimental mark-making can be used together to make art.• People can work with similar stimulus or starting points but end up with very different individual results.• Individual results can be brought together to make a whole artwork. <p><u>Pupils will learn to:</u></p> <ul style="list-style-type: none">• Look carefully at photos and films of birds, taking in the details and overall shapes, to make drawings.• Draw from life looking closely.• Experiment with a variety of drawing materials and test ways to make marks.• Use colour in drawings and mix two or more different media together.
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	<p><u>Key Vocabulary:</u> print, large scale, polka dot,</p>	<ul style="list-style-type: none">• Create a symmetrical or sequenced print.• Use sketchbooks to collect prints and test ideas. <p><u>Key Vocabulary:</u> print, colour, shape, line, repeat, symmetrical, sequenced, relief, textured, rubbings</p>	<ul style="list-style-type: none">• Look at the work of other artists who have been inspired by birds and share responses to their work.• Fold, tear, crumple and collage paper to transform it from 2D to 3D.• Use a variety of materials to make sculptures, and take on the challenge of making sculptures balance and stand.• See how sculptures can be part of a class artwork and recognise how all sculptures are individual.• Share work with classmates and teachers, and consider what has been successful. <p><u>Key Vocabulary:</u> collage, 2D, 3D, crumple, shape, fold, sculpture</p>
Year 2	<p><u>National Curriculum Content Area:</u> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know 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.</p> <p>“Vincent Van Gogh” Dutch Painter</p> <p><u>Pupils will know that:</u></p>	<p><u>National Curriculum Content Area:</u> To use a range of materials creatively to design and make products. To use painting to develop and share their ideas, experiences and imagination.</p> <p>“Expressive Painting” Painting, Sketchbooks</p> <p><u>Pupils will know that:</u></p> <ul style="list-style-type: none">• That artists sometimes use loose, gestural brush marks to create expressive painting.• Expressive painting can be representational or more abstract.	<p><u>National Curriculum Content Area:</u> To use a range of materials creatively to design and make products. To use drawing and sculpture to develop and share their ideas, experiences and imagination.</p> <p>“Be an Architect” Architecture, Drawing, Sketchbooks, Collage, Making</p> <p><u>Pupils will know that:</u></p> <ul style="list-style-type: none">• Architects design buildings and other structures which relate to



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- Vincent Van Gogh is a famous Artist
- Vincent Van Gogh had an impact on the world of art through his paintings of people and places
- Vincent Van Gogh was famous for painting portraits and landscapes in the 1800s

Pupils will learn to:

- Describe the work of Vincent Van Gogh
- Talk about Vincent Van Gogh's famous artwork using art vocabulary
- Explore using colour, pattern, texture, line, shape, form and space in response to examples of Vincent Van Gogh's work, such as "Starry night" and "Sunflowers"
- Use some of the ideas from Vincent Van Gogh's work to create their own pieces.

Key Vocabulary:

Painter, landscape, portrait

- Artists use impasto and sgraffito to give texture to the painting.
- Artists sometimes use colour intuitively and in an exploratory manner.
- That we can enjoy, and respond to, the way paint and colour exist on the page.

Pupils will learn to:

- See how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour.
- Start to share responses to the work of other artists.
- Use sketchbooks to fill them of colour and brush marks, inspired by other artists.
- Recognise primary colours and mix secondary colours. Experiment with hues by changing the amount of primary colours added.
- Be inventive when using various homemade tools to apply paint in abstract patterns.
- Make a loose drawing from a still life.
- See colours and shapes in still life pictures.
- Use gestural mark making with paint, and incorporate the colours and shapes in a still life to make an expressive painting.
- Share experiments and final pieces with others and share likes and what went well.

bodies and which enhance our environment.

- Architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures.
- Drawing can be used as a way to help process and understand other people's work.
- Digital tools such as drones and film can inspire people.
- Imaginations can help to make architectural models, relating to a particular need or stimulus.
- "Design Through Making" (or "Make First") can connect our imagination, hands and materials.

Pupils will learn to:

- Explore the work of architects, seeing that they design buildings, and that "architecture" can be large, incredible buildings, or smaller places near where we live.
- Share how architecture makes them feel, what they like and what they think is interesting.
- Use sketchbooks to look at architecture really carefully, using drawings and notes and exploring line and shape.
- See how architects use their imaginations to design buildings which improve lives and use



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		<ul style="list-style-type: none">• Enjoy the work of classmates and see how all the work is different. Share responses to others' work.• Take photographs of final pieces, thinking about focus and lighting. <p>Key Vocabulary: paint, expressive, colour, abstract, still life, tools, shape, experiment, colour mixing, brush work</p>	<p>imagination to think about architectural designs.</p> <ul style="list-style-type: none">• Make an architectural model of a building around a theme thinking about form, structure and balance, and the way the model looks.• Explore a variety of materials and explore reshaping materials, fastening them together to make models.• Design as they make.• Reflect upon what has been made, share with others, and be able to share thoughts about a range of models made.• Use digital media to document work, including taking photographs and short videos. <p>Key Vocabulary: architect, architecture, build, materials, reshape, fasten, imagination, reflect, digital media</p>
Year 3	<p>National Curriculum Content Area: Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas To know about great artists, architects and designers in history.</p> <p>“Claude Monet” French Painter</p> <p>Pupils will know that:</p> <ul style="list-style-type: none">• Claude Monet is a famous Artist	<p>National Curriculum Content Area: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To improve their mastery of art and design techniques, including drawing and painting.</p> <p>“Cloth, Thread, Paint” <i>Painting, Sewing, Drawing, Sketchbooks</i></p>	<p>National Curriculum Content Area: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To improve their mastery of art and design techniques, including drawing.</p> <p>“Making Animated Drawings” <i>Drawing, Animation, Sketchbooks</i></p>



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- Claude Monet had an impact on the world of art through his paintings
- Claude Monet was famous for experimenting with colours in the late 1800s
- Monet was part of the Impressionism art movement

Pupils will learn to:

- Describe the work of Claude Monet
- Talk about Claude Monet's famous artwork using art vocabulary
- Explore using colour, pattern, texture, line, shape, form and space in response to examples of Claude Monet's work.
- Use some of the ideas from Claude Monet's work to create their own pieces.

Key Vocabulary:

Watercolour, colour, experiment, impressionism

Pupils will know that:

- Artists can combine art and craft using painting and sewing together.
- When two types of media is used together such as paint and thread, their unique qualities can be used in different ways to build an image.
- The skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.
- Materials don't have to be used in traditional ways –how we use materials and techniques can be reinvented to make new art.

Pupils will learn to:

- Explore how artists combine media and use them in unusual ways to make art.
- Share responses to artists' work.
- Use sketchbooks to make visual notes capturing ideas of interest.
- Use sketchbook to test ideas and explore colour and mark making.
- Paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.
- Use thread and stitching to create textural marks over the top of painted canvas, creating interesting marks which reflect responses to landscapes.
- Share work with others and share thoughts about the process and outcome, whilst listening to feedback and taking it on board.

Pupils will know that:

- Artists can make animations by creating drawings which move in a sequence.
- Mark making skills and imagination can make drawings visually engaging.
- Moving drawings can share narratives.

Pupils will learn to:

- Talk about the work of other animators who make animations from their drawings, sharing likes, and how it makes people feel.
- Use sketchbooks to gather ideas from other artists, and think about making a simple moving drawing.
- Use observational skills to look at source material to inspire characters and make drawings.
- Use my imagination to think about how a character might move.
- Create a background for a character.
- Use digital media to film animations.
- Share moving drawings, either through animation or by showing others.
- Reflect and articulate thoughts about artwork.



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		<ul style="list-style-type: none">• Appreciate the work of classmates, enjoying the similarities and differences between processes and outcomes.• Share my feedback on work.• Take photographs of my work, thinking about lighting and focus. <p>Key Vocabulary: sewing, combine, background, hue, tint, dilution, process, outcome, textiles, mark making, stitching, texture, landscape</p>	<p>Key Vocabulary: animation, drawings in sequence, character, digital media, film, record, moveable</p>
Year 4	<p>National Curriculum Content Area: Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas To know about great artists, architects and designers in history.</p> <p>“Antoni Gaudi” Spanish Architect</p> <p>Pupils will know that:</p> <ul style="list-style-type: none">• Antoni Gaudi is a famous Artist.• Antoni Gaudi had an impact on the world of Art through his architectural designs• Antoni Gaudi was famous for being inspired by nature to design colourful and complex buildings in the 1850s <p>Pupils will learn to:</p> <ul style="list-style-type: none">• Describe the work of Antoni Gaudi	<p>National Curriculum Content Area: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To improve their mastery of art and design techniques, including drawing and painting with a range of materials.</p> <p>“Exploring Still Life” Painting, Drawing, Collage, Sketchbooks, Relief</p> <p>Pupils will know that:</p> <ul style="list-style-type: none">• When artists make work in response to static objects around them it is called still life.• Still life has been a genre for many hundreds of years, and is it still relevant today.• When artists work with still life, they bring their own comments and meaning to the objects they portray.	<p>National Curriculum Content Area: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To improve their mastery of art and design techniques, including drawing and sculpture with a range of materials.</p> <p>“Sculpture, Structure, Inventiveness & Determination” Drawing, Sketchbooks, Sculpture</p> <p>Pupils will know that:</p> <ul style="list-style-type: none">• Artists can learn from the world around them and draw parallels with other beings/events to help us understand things about ourselves.• Artists take creative risks and try to say new things by manipulating



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- Talk about Antoni Gaudi's famous buildings using art vocabulary. For example, the Casa Batlló in Barcelona.
- Explore using colour, pattern, texture, line, shape, form and space in response to examples of Antoni Gaudi's work.
- Use some of the ideas from Antoni Gaudi's work to create their own pieces.

Key Vocabulary:

Architect, building, design, nature, Barcelona

- We can make a still life creative response in many media: drawing, painting, collage, relief...
- We can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.

Pupils will learn to:

- Explore the work of contemporary and more traditional artists who work within the still life genre.
- Feel able to express thoughts about other artists' work, and talk about the meanings of objects as artists present them.
- Use sketchbooks to make visual notes, record and reflect.
- Draw from observation and think about how the use of line, colour, shape, texture, form and composition can make artwork interesting.
- Present and share artwork, and explain how sketchbook work helped build knowledge and skills towards a final piece.

Key Vocabulary: still life, traditional, contemporary, composition, foreground, background, negative space, collage, sculptures,

and representing the materials of the world.

- We can feel safe enough to take creative risks in our own work.
- Materials and ideas can be explored, free from criticism.
- Personality can be expressed through the art we make.
- Materials, tools and the ideas in our head can be used to explore line, shape, form, balance and structure.
- Making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it.

Pupils will learn to:

- See how we can learn about ourselves through art.
- Feel safe to take creative risks and enjoy the feeling of experimenting with materials.
- Feel ok when being challenged by materials and ideas even when not knowing exactly what to do.
- Use a variety of drawing materials to make experimental drawings based upon observation.
- Construct with a variety of materials to make a sculpture.
- See personality in what has been made.
- Talk about work with others, sharing successes and thinking about things to try again.



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			<ul style="list-style-type: none">• Appreciate the work of classmates and share responses to their work, identifying similarities and differences in approaches and outcomes.• Take photographs of work, thinking about presentation, focus and lighting. <p>Key Vocabulary: creative risk, sculpture, line, shape, form, balance, structure, construct</p>
Year 5	<p><u>National Curriculum Content Area:</u> Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas To know about great artists, architects and designers in history.</p> <p>“Georgia O’Keeffe” American modern artist and painter</p> <p><u>Pupils will know that:</u></p> <ul style="list-style-type: none">• Georgia O’Keeffe is a famous Artist• Georgia O’Keeffe had an impact on the world of Art through her painting• Georgia O’Keeffe was famous for painting flowers in the 1900s <p><u>Pupils will learn to:</u></p> <ul style="list-style-type: none">• Describe the work of Georgia O’Keeffe	<p><u>National Curriculum Content Area:</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To improve their mastery of art and design techniques, including drawing and painting.</p> <p>“Making Monotypes” Printmaking (Monotype), Drawing, Painting, Collage, Sketchbooks</p> <p><u>Pupils will know that:</u></p> <ul style="list-style-type: none">• That Monotype is a process where we make images by transferring ink from one surface to another to make a single print.• That the “distance” that monotype gives between mark making and outcome	<p><u>National Curriculum Content Area:</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To improve their mastery of art and design techniques, including drawing, sculpture with a range of materials.</p> <p>“Architecture: Dream Big or Small?” Architecture, Drawing, Sketchbooks</p> <p><u>Pupils will know that:</u></p> <ul style="list-style-type: none">• Architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design.



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- Talk about Georgia O'Keefe's famous artwork using art vocabulary
- Explore using colour, pattern, texture, line, shape, form and space in response to examples of Georgia O'Keefe's work.
- Use some of the ideas from Georgia O'Keefe's work to create their own pieces.

Key Vocabulary:

Close up, flowers, painting, colour

makes images with texture and a sense of history/process.

- That you can combine monotype with other disciplines such as painting and collage.
- That art can be made expressing own personal responses to literature or film.

Pupils will learn to:

- Understand what a Monotype is and see how artists use monotypes in their work.
- Study drawings made by other artists and identify particular marks they have used in their drawings. Use sketchbooks to create a collect of marks to use later.
- Listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in my head, and use these to create imagery which captures the mood of the piece of poetry.
- Use sketchbooks to explore my ideas.
- Use mark making skills to create exciting monotypes, combining the process with painting and collage.
- Share thinking and outcomes with my classmates, listening to their views and responding.
- Share responses to the artwork made by my classmates.
- Photograph my work, thinking about lighting, focus and composition.

- Creative choices can serve ourselves as individuals and the communities we belong to.
- Form, structure, materials, and scale can design innovative buildings.
- Architectural models can test out ideas and share a vision.

Pupils will learn to:

- Explore domestic architecture which is aspirational and large, and explore the "Tiny House" movement, discussing how both these ways of designing might affect our lives.
- Use sketchbooks to collect, record and reflect ideas and thoughts.
- Make larger drawings, working from still imagery, using various drawing techniques.
- Explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief.
- Make an architectural model using the 'design through making' technique, using sketchbooks to help free imagination.
- Present work, reflect and share it with others.
- Respond to the work of others, sharing my thoughts about their



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		Key Vocabulary: Monotype, ink, texture, print, imagery, mood, sculptural, mark making, tool, hold, pressure, speed, intention	work in relation to architecture studied. <ul style="list-style-type: none">• Photograph work considering lighting, focus and composition.• Make short films giving a close-up tour of architectural models. Key Vocabulary: architecture, line, form, structure, material, scale, photograph, lighting, focus and composition
Year 6	<p>National Curriculum Content Area: Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas To know about great artists, architects and designers in history.</p> <p>“Pablo Picasso” Spanish painter, sculptor and print maker</p> <p>Pupils will know that:</p> <ul style="list-style-type: none">• Pablo Picasso is a famous Artist.• Pablo Picasso had an impact on the world of Art through his paintings• Pablo Picasso was famous for painting portraits in the early 1900s• Pablo Picasso started a new form of art called “Cubism” <p>Pupils will learn to:</p>	<p>National Curriculum Content Area: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To improve their mastery of art and design techniques, including drawing and painting with a range of materials.</p> <p>“Exploring Identity” Collage, Drawing, Sketchbooks</p> <p>Pupils will know that:</p> <ul style="list-style-type: none">• Artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.• People are the sum of lots of different experiences, and that through art we can explore our identity.	<p>National Curriculum Content Area: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To improve their mastery of art and design techniques, including drawing, and sculpture with a range of materials.</p> <p>“Take A Seat” Design, Making, Drawing, Sketchbooks</p> <p>Pupils will know that:</p> <ul style="list-style-type: none">• Artists who create furniture are often called craftspeople or designers.• Furniture is more than just practical – designers and craftspeople produce furniture which reflects the era or culture it



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- Describe the work of Pablo Picasso
- Talk about Pablo Picasso's famous artwork using art vocabulary
- Explore using colour, pattern, texture, line, shape, form and space in response to examples of Pablo Picasso's work. For example, his famous piece "Guernica".
- Use some of the ideas from Pablo Picasso's work to create their own pieces.

Key Vocabulary:

Cubism, Portrait, Painting, abstract

- You can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.
- As viewers imagery can be "read" by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.

Pupils will learn to:

- See how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates.
- Use curiosity to think about how to adapt techniques and processes
- Use sketchbooks to record, generate ideas, test, reflect and record.
- Work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.
- Share work with classmates, articulating feelings about the journey and outcome. Listen to feedback from classmates and respond.
- Appreciate the work of classmates and reflect upon the differences and similarities of their work.
- Share responses to work.
- Take photographs of artwork, thinking about lighting, focus and composition.

is made in, or the personality of the maker.

- Artists, use a variety of materials to design and make model chairs. Chairs made can reflect personality, and be enjoyed by others.
- There are certain requirements for a chair to be a chair but we can be as imaginative as we like.
- A unique chair can be made by thinking about form, structure, material and texture, as well as the way the chair is constructed.

Pupils will learn to:

- Explore the work of a craftsperson /designer and seen how they bring personality to their work.
- See how chair design has changed through the ages.
- Use sketchbooks to make visual notes to record and reflect.
- Experiment with making mini sculptures with lots of different materials, guided by a short sentence to help.
- Use the "Design Through Making" technique to make a model of a chair which expresses an aspect of someone's personality.
- See how sketchbook exploration helps work towards a final outcome, seeing likes and what could be done differently.



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		<p><u>Key Vocabulary:</u> identity, culture, background, experiences, layers, portrait, line, shape, colour, texture, meaning, observational, lighting, focus, composition</p>	<ul style="list-style-type: none">• Present and share work, talking about it with classmates, and listening to their responses.• Respond to the work made by others and share thoughts.• Take photographs of work, thinking about focus, light and composition. <p><u>Key Vocabulary:</u> furniture, craftspeople, visual notes, sculpture, personality, final outcome</p>
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