

# Reffley Art Curriculum

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## Overview

At Reffley Academy, children are continually developing their understanding of:

- The history of art and how it has evolved over time
- A variety of art movements
- A broad range of artists and architects beyond the most familiar names, such as Van Gogh, Picasso and Monet
- Significant buildings, sculptures and architectural styles
- Reflecting on their own artwork and refining their ideas

To support this continued development, the art curriculum at Reffley Academy has been designed to ensure that:

- Children explore the history of art and architecture through an engaging timeline of key art movements
- Art is taught through a movement-based approach, allowing children to learn about a wide range of artists
- A rich selection of artists and architects from different periods and styles has been chosen to broaden children's knowledge and appreciation
- Carefully selected focus artworks provide children with opportunities to study well-known and influential pieces in depth
- Children learn to review, evaluate and improve their work using sketchbooks that capture their design ideas, artistic processes and annotations (particularly in KS2)

## Intent, Implementation and Impact

Intent	Implementation	Impact
<p><b>The intention of the Art &amp; Design curriculum is to ensure all children:</b></p> <ul style="list-style-type: none"> <li>• Are provided with opportunities to develop their skills using a wide range of materials and media. Children will learn the skills of drawing, colour (painting), print making, textiles, sculpture and digital media.</li> <li>• Are given the opportunity and freedom to explore and evaluate their creative ideas.</li> <li>• Will be exposed to a wide range work from different artists and designers, past and present, and will develop their knowledge of different styles and key vocabulary.</li> <li>• Will become reflective learners and evaluate their art work and designs, thinking about how they can make changes and improvements.</li> <li>• Are encouraged to take risks and experiment with techniques and skills, and reflect on why some ideas are successful or not.</li> </ul>	<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>• Art lessons are taught on a half-termly basis, in blocks, in order for the children to focus on a particular skill/artist.</li> <li>• Lessons are well-planned, using the Progression Skills documents, to ensure that full coverage of skills is covered. Medium Term Plans for each unit of work are produced, which breaks down the unit into steps. These steps show the learning objectives that are to be achieved and the success criteria that are needed to be met.</li> <li>• Each child from Year 3 to Year 6 must have a sketch book. This sketch book will stay with the child until Year 6 and must not be sent home before the child leaves the school. If a sketch book is full, an additional sketchbook should be used and attached to the existing sketchbook. Year 1 and 2 may use a sketchbook if they wish but it is not a requirement.</li> <li>• Any design work or artwork that is not recorded within sketchbooks should be recorded in the whole class Art book to show coverage of skills and learning objectives. This can be recorded as photographs and notes from the children and adults.</li> <li>• Teacher assessment for Art and Design should take place and be recorded at the end each block of art taught, for every child. This is written as a list of children who are working towards expected, those that are at expected and those who are at greater depth.</li> </ul>	<p><b>Know more</b></p> <ul style="list-style-type: none"> <li>• Children are taught age-related content and skills and this is ensured through using the progression skills documents and skills coverage documents.</li> <li>• Children are taught about a range of significant artists, designers and architects linked to art movements throughout different periods of time, both past and present.</li> <li>• Children are introduced to a wide range of artists/designers through the use half-termly, whole-school projects (Artist of the Half Term).</li> </ul> <p><b>Do more</b></p> <ul style="list-style-type: none"> <li>• Children use the work of famous artists as stimuli for their own work and designs.</li> <li>• Children will be explicitly taught a wide range of art techniques and given the opportunities to explore them.</li> <li>• Children are encouraged, and expected, to apply the skills/techniques they have learnt when producing their own artwork.</li> <li>• Children are inspired to create their own artwork as part of the half-termly, whole-school projects.</li> </ul> <p><b>Remember more</b></p> <ul style="list-style-type: none"> <li>• Children build upon skills from Reception to Year 6, by following the progression skills.</li> <li>• Children will be taught through skills, which are revisited each year through their time at Reffley. Therefore, the children will have a deepened knowledge that will help them to continue to make connections across all their learning.</li> <li>• Children will use a timeline of art movements, artists and key work, which they can refer to as an aid memoire.</li> <li>• Children will use knowledge organisers, which contain key vocabulary and information linked to specific artists and art movements.</li> </ul>

## Overview of what is taught

EYFS	Early Learning Goal description (summative assessment)	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Key notes for coverage and progression in Reception	All of the above used to design Free Flow Continuous Provision and to inform interactions and interventions in Free Flow Continuous Provision In particular, we use: paint, pens, pencils, paper, cardboard, chalks, outside concrete, messy play, experiment, look at famous artist's work, the workshop, sculpt, observe and record, mix paint and examine colour, different techniques (splodge, dab, spray) Children learn how to select materials and processes with purpose and intent. They know what they need to complete a project. Children learn to communicate, express and represent themselves in a wide variety of ways.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 1	<b>Digital Media</b> Concha Garcia Zaera  <i>Landscapes using Microsoft Paint</i>			<b>Colour</b> Vincent Van Gogh  <i>Painting flowers – Still life</i>	<b>Textiles</b> Rodney McCoubrey  <i>Recycled trash art collage</i>	
Year 2	<b>Drawing</b> Frida Kahlo  <i>Portraits/Self-portraits</i>			<b>Sculpture</b> Alberto Giacometti  <i>Tin foil sculptures (with clay or papier-mâché)</i>	<b>Print Making</b> Yayoi Kusama  <i>Block Printing – Patterns and Psychedelic colours</i>	
Year 3	<b>Colour</b> Pablo Picasso  <i>Colour and Mood</i>	<b>Digital Media</b> Rene Magritte  <i>Using digital media to place objects in unusual places.</i>			<b>Textiles</b> Susan Rhodes-Simpson  <i>Batik – use of glue – ink resist patterns</i>	
Year 4		<b>Sculpture</b> Clarice Cliff  <i>Ceramics – making clay pots, plates</i>	<b>Drawing</b> Thomas Gainsborough  <i>Landscape drawing</i>		<b>Print Making</b> Owen Jones  <i>Relief Printing – repeated patterns</i>	
Year 5	<b>Colour</b> Claude Monet  <i>Landscapes – atmosphere</i>			<b>Textiles</b> Lucy Poskitt  <i>Weaving</i>		<b>Digital Media</b> Robert Rauschenberg  <i>Collage – layering images</i>
Year 6	<b>Drawing</b> LS Lowry  <i>Perspective Drawing</i>		<b>Print Making</b> Shepard Fairey  <i>Screen Printing</i>			<b>Sculpture</b> Louise Bourgeois  <i>Installation Art</i>

### Progression of Skills – Generic Skills

	<b>Generic Skills</b>
EYFS	<ul style="list-style-type: none"> <li>• Selects and uses materials to work on processes that interest them.</li> <li>• Through their explorations finds out and makes decisions about how media and materials can be combined and changed.</li> <li>• Talks about ideas and processes which have led them to make music, designs, images or products.</li> <li>• Can talk about features of their own and others work, recognising the differences between them and the strengths of others.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Record and explore ideas from first hand observations.</li> <li>• Ask and answer questions about starting points for their work.</li> <li>• Develop their ideas by trying things out, changing their minds.</li> <li>• Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.</li> <li>• Look and talk about own work and that of others and the techniques they had used.</li> <li>• Identify what they might change in their current work to develop their future work.</li> <li>• Use appropriate language to describe colour media, equipment and textures.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Record and explore ideas from first hand observations.</li> <li>• Ask and answer questions about starting points for their work.</li> <li>• Develop their ideas by trying things out, changing their minds.</li> <li>• Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.</li> <li>• Discuss own work and others work, expressing thoughts and feelings.</li> <li>• Identify changes they might make or how their work could be developed further.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>• Explore a range of artists, architects and designers in history, describing the differences and similarities between different practices and disciplines, making links to their own work.</li> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them, using knowledge and understanding of artists and techniques.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Use a sketchbook to record media explorations and experimentations, as well as planning and collecting source material for future works. Begin to annotate work in a sketchbook.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> </ul>

	<ul style="list-style-type: none"> <li>• Further explore a range of artists, architects and designers in history, describing the differences and similarities between different practices and disciplines, making links to their own work.</li> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Use a sketchbook to collect and record media explorations and experimentations, as well as planning and collecting source material for future works. Continue to annotate work in a sketchbook.</li> </ul>
Year 5 & 6	<ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>• Further explore a range of artists, architects and designers in history, describing the differences and similarities between different practices and disciplines, making links to their own work.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Use a sketchbook to collect and record media explorations and experimentations, as well as planning and collecting source material for future works. Continue to annotate work in a sketchbook.</li> </ul>

**Progression of Skills – Subject Specific Skills**

## Year 1

Subject	Skills	Key Vocabulary	Focus Artwork
Drawing			
Colour	<ul style="list-style-type: none"> <li>Experiment with a variety of media; different brush sizes and tools.</li> <li>Explore lightening and darkening paint without the use of black or white.</li> <li>Begin to control the types of marks made with the range of media.</li> <li>Start to record simple media explorations in a sketch book.</li> <li>Start to mix a range of secondary colours, moving towards predicting resulting colours.</li> <li>Ensure children know names of all basic colours.</li> <li>Find collections of colour e.g. different sorts of green, blue, purple etc. Use language to evaluate e.g. light/dark.</li> </ul>	Post-Impressionism Primary colours Secondary colours Mix Light Dark Different media Water colour paint Ready mixed paint Acrylic paint	<i>Sunflowers - Van Gogh Series (1888)</i>
Sculpture			
Print Making			
Textiles	<ul style="list-style-type: none"> <li>Begin to identify different types and textures of fabric and materials for collage.</li> <li><b>Collage</b> - Create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc.</li> <li>Arrange and glue materials to different backgrounds.</li> <li>Fold, crumple, tear and overlap papers.</li> </ul>	Contemporary art Found object art Different media Recycle Collage Attach Overlap Fold Crumple Layer	<i>Examples of his work found <a href="#">here</a>.</i>
Digital Media	<ul style="list-style-type: none"> <li>Explore ideas using digital sources e.g. internet, CD-ROMS, iPads.</li> <li>Use simple graphics program to create images and effects using different lines by changing the size of the brushes.</li> <li>Manipulate shapes by using shape and fill colour</li> </ul>	Pencil Brushes Fill with colour Cursor Lines Shapes	<i>Examples of her work found <a href="#">here</a> or on her Instagram <a href="#">page</a>.</i>

	<p>tools, and edit using eraser tool.</p> <ul style="list-style-type: none"> <li>• Use simple filters to manipulate and create images.</li> <li>• Use basic selection and cropping tools.</li> </ul>	<p>Size Colour Rubber Text Edit Crop Landscape Foreground Background</p>	
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## Year 2

Subject	Skills	Key Vocabulary	Focus Artwork
Drawing	<ul style="list-style-type: none"> <li>• Begin to control the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</li> </ul>	<p>Naïve art Modern art Portrait</p>	<p><i>The Frame (1938)</i> <i>The Two Fridas (1939)</i> <i>Self-portrait with Thorn Necklace (1940)</i></p>

	<ul style="list-style-type: none"> <li>Name, match and draw lines from observations and invent new lines.</li> <li>Observe and draw shapes. Draw shapes in between objects and invent new shapes.</li> <li>Draw on a range of different surfaces using different media.</li> <li>Use a sketchbook to plan and develop simple ideas.</li> <li>Investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</li> </ul>	Self-portrait Sketch Realistic Unrealistic Line drawing Subject Mirror Features Face Hair Eyes Nose Mouth Ears	
Colour			
Sculpture	<ul style="list-style-type: none"> <li>Use equipment and media with confidence.</li> <li>Plan, design and make models from observation or imagination.</li> <li>Learn to secure work to continue at a later date.</li> <li>Join two parts successfully.</li> <li>Construct a simple base for extending and modelling other shapes.</li> <li>Use a sketchbook to plan, collect and develop ideas, and record media explorations and experimentations, as well as try out ideas.</li> <li>Use papier-mâché to create a simple 3-D object.</li> <li>Use language appropriate to skill and technique.</li> </ul>	Surrealism Sculptor Sculpture Sculpt Elongated Wire Frame Figure Clay Rolling Pulling Pinching Squeezing Carving Smoothing Modelling tools Sponge Wire cutter Safety gloves	Man Pointing (1947) Walking Man (1960) Standing Woman (1960) Woman with a Broken Shoulder (1964)
Print Making	<ul style="list-style-type: none"> <li>Explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge.</li> <li>Create simple printing blocks with press print (e.g. carving into a potato).</li> </ul>	Block printing Potato printing Carve Printing block	<i>Petals (1988)</i> <i>Sea (2005)</i> <i>Praying for World Peace in the Sunlight (2016)</i>

	<ul style="list-style-type: none"> <li>• Use equipment and media correctly and be able to produce a clean printed image.</li> <li>• Make simple marks on rollers and printing palettes. Take simple prints e.g. mono-printing.</li> <li>• Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</li> <li>• Experiment with overprinting motifs and colour.</li> <li>• Build repeating patterns and recognise pattern in the environment.</li> </ul>	Press Ink Roller Pattern Repeated Overprint Texture Motif	
Textiles			
Digital Media			

### Year 3

Subject	Skills	Key Vocabulary	Focus Artwork
Drawing			
Colour	<ul style="list-style-type: none"> <li>• Demonstrate increasing control of the types of marks made and experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Introduce different types of brushes for specific purposes.</li> </ul>	Expressionism Blue Period Mood Colour meaning Expression Colour blocking Colour wash	Self-portrait (1901) Sleeping Drinker (1902) The Tragedy (1903)

	<ul style="list-style-type: none"> <li>• Use light and dark within painting and begin to explore complementary colours.</li> <li>• Mix tints, shades and tones with increasing confidence.</li> <li>• Mix colours and know which primary colours make secondary colours.</li> <li>• Use more specific colour language.</li> <li>• <b>Drawing</b> - Encourage more accurate drawings of people, particularly faces, looking closely at features and detail.</li> </ul>	Primary colour Secondary colour Tints Shades Tones	Can look at other artists who use colours in different way for different moods (main focus on Picasso).
Sculpture			
Print Making			
Textiles	<ul style="list-style-type: none"> <li>• <b>Textiles</b> – Show awareness and name a range of different fabrics.</li> <li>• Apply decoration using beads, feathers, buttons etc.</li> <li>• Explore using paste resist and batik.</li> <li>• Gain further experience in changing and modifying thread and fabrics e.g. knotting, fraying, fringing, pulling threads, twisting, plaiting.</li> <li>• Demonstrate experience in looking at fabrics from other countries.</li> </ul>	Contemporary art Batik Resist Pattern Dye/ink Cotton Synthetics (nylon, polyester, spandex etc.) Rayon Linen Cashmere Silk Wool Knotting Fraying Fringing Pulling threads Twisting Plaiting Decoration Embellishment	Various artworks available to study <a href="#">here</a> .
Digital Media	<ul style="list-style-type: none"> <li>• Record and collect visual information using digital</li> </ul>	Surrealism	The False Mirror (1928)

	<p>cameras and video recorders.</p> <ul style="list-style-type: none"> <li>• Present recorded visual images using software e.g. iPads applications, PowerPoint etc.</li> <li>• Use a graphics package to create images and effects.</li> <li>• Increase control and precision of brush tools when drawing lines.</li> <li>• Change brush tool type to an appropriate style e.g. charcoal.</li> <li>• Create shapes by making selections to cut, duplicate and repeat.</li> <li>• Experiment with colours and textures by making an appropriate choice of special effects and simple filters, to manipulate and create images.</li> </ul>	<p>Subconscious Image Pixel Overlay Resize Canvas Rotate Layer Duplicate Crop Cut-out</p>	<p>Golconda (1953) The Son of Man (1964)</p>
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#### Year 4

Subject	Skills	Key Vocabulary	Focus Artwork
Drawing	<ul style="list-style-type: none"> <li>• Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</li> <li>• Draw for a sustained period of time at an appropriate level.</li> <li>• Experiment with different grades of pencil and other implements, to achieve variations in tone and make marks on a range of media.</li> <li>• Make marks and lines and create textures and patterns with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens</li> </ul>	<p>Rococo Ornament Landscape Depth Foreground Background Picturesque Viewpoint Lines Charcoal Chalk</p>	<p><i>Landscape in Suffolk (1750)</i> <i>River Landscape (1768-70)</i> <i>Rocky Coastal Scene (1781)</i></p>

	<p>etc.</p> <ul style="list-style-type: none"> <li>• Experiment with ways in which surface detail can be added to drawings.</li> <li>• Have opportunities to develop further drawings featuring the third dimension and perspective.</li> <li>• Further develop drawing a range of tones and lines using a pencil.</li> <li>• Include in their drawing a range of technique and begin to understand why they suit best.</li> <li>• Begin to show an awareness of objects having a third dimension.</li> <li>• Apply tone in drawing, in a simple way.</li> </ul>	Tone	
Colour			
Sculpture	<ul style="list-style-type: none"> <li>• Work in a safe, organised way, caring for equipment.</li> <li>• Plan, design and make models from observation or imagination.</li> <li>• Secure work to continue at a later date.</li> <li>• Make a slip to join pieces of clay.</li> <li>• Construct a simple base for extending and modelling other shapes.</li> <li>• Adapt work as and when necessary and explain why.</li> <li>• Use language appropriate to skill and technique.</li> </ul>	Art Deco Ceramic Pottery Colour Shape Pattern Enamelling Gilder Back stamp Clay Slip Joining Pinching Rolling Squeezing Pulling Carving Smoothing	<i>Various works to choose from – looking at different shapes and designs</i>  <i>Bizarre (1927)</i>
Print Making	<ul style="list-style-type: none"> <li>• Increase awareness of mono and relief printing.</li> <li>• Demonstrate experience in fabric printing.</li> <li>• Continue to demonstrate experience in printing with two colour overlays.</li> <li>• Create repeating patterns.</li> <li>• Expand experience in 3 colour printing.</li> </ul>	Architect Designer Mass production Mixed media Motif Negative spaces Ornament	<i>Great Exhibition (1851)</i> <i>Grammar of Ornament (1856)</i>

		Pattern Positive spaces Printing block Printing ink Relief printing Textile	
Textiles			
Digital Media			

## Year 5

Subject	Skills	Key Vocabulary	Focus Artwork
Drawing			
Colour	<ul style="list-style-type: none"> <li>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint, creating textural effects.</li> <li>Mix and match colours to create atmosphere and light effects. Mix colour shades and tones with confidence, building on previous knowledge.</li> <li>Start to develop their own style using tonal contrast and mixed media.</li> <li>Develop a painting from a picture.</li> <li>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> <li>Create imaginative work from a variety of sources</li> </ul>	Impressionism Colour theory Mood Atmosphere Colour block Colour wash Primary colours Secondary colours Complementary colours Contrasting colours Shades Tones	<i>Impression, Sunrise (1873)</i> <i>The Houses of Parliament, Sunset (1903)</i> <i>San Giorgio Maggiore at Dusk (1908–1912)</i>

	<p>e.g. observation, themes, poetry, music.</p> <ul style="list-style-type: none"> <li>• Be able to identify primary, secondary, complementary and contrasting colours.</li> <li>• Work with complementary colours.</li> <li>• Use colour to express moods and feelings.</li> </ul>		
Sculpture			
Print Making			
Textiles	<ul style="list-style-type: none"> <li>• <b>Textiles</b> – Gain experience in weaving.</li> <li>• Use a variety of techniques to create different textural effects e.g. using different materials when weaving.</li> <li>• Change and modify threads and fabrics.</li> <li>• Use language appropriate to skill and technique.</li> </ul>	<p>Contemporary art</p> <p>Weave Loom Warp Weft Fibres Tapestry Tension Traditional Intertwining Interlaced Thread</p>	<p><i>Monsoon (2016)</i> <i>Low Tide</i> <i>Disappearances (2016)</i></p>
Digital Media	<ul style="list-style-type: none"> <li>• Record, collect and store visual information using digital cameras and video recorders.</li> <li>• Present recorded visual images using software e.g. iPads applications, PowerPoint etc.</li> <li>• Use a graphics package to create and manipulate new images.</li> <li>• Be able to import an image (scanned, retrieved, taken) into a graphics package.</li> <li>• Understand that a digital image is created by layering.</li> <li>• Create layered images from original ideas (sketchbooks etc.).</li> </ul>	<p>Abstract Expressionism Neo-Dada Collage Resize Canvas Rotate Layer Overlay Duplicate Crop Cut-out Merge</p>	<p><i>Retroactive 1 (1963)</i> <i>Estate (1963)</i> <i>Signs (1970)</i></p>

## Year 6

Subject	Skills	Key Vocabulary	Focus Artwork
Drawing	<ul style="list-style-type: none"><li>• Work in a sustained and independent way to develop their style of drawing. This style may be through the development of line, tone, pattern and texture.</li><li>• Draw for a sustained period of time over a number of sessions, working on one piece. Use different techniques for different purposes e.g. shading, hatching within their work.</li><li>• Develop their own style using tonal contrast and mixed media.</li><li>• Have opportunities to further develop simple perspective in their work, using a single focal point and horizon.</li><li>• Develop an awareness of composition, scale and proportion in their drawings.</li><li>• Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use</li></ul>	One-point perspective Two-dimensional (2D) Three-dimensional (3D) Dimension Foreground Background Horizon line Converging lines Parallel lines Vanishing point Scale Proportion	<i>Street Scene (1935)</i> <i>The Fever Van (1936)</i> <i>The Football Match (1949)</i>

	<p>tones of the same colour.</p> <ul style="list-style-type: none"> <li>• Look at the effect of light on an object from different directions.</li> </ul>		
Colour			
Sculpture	<ul style="list-style-type: none"> <li>• Work in a safe, organised way, caring for equipment.</li> <li>• Secure work to continue at a later date.</li> <li>• Model and develop work by showing skills in using clay including slabs, coils, slips etc.</li> <li>• Work around armatures or over constructed fabrications.</li> <li>• Demonstrate experience in the understanding of different ways of finishing work e.g. glaze, paint, polish etc.</li> <li>• Demonstrate experience in relief and freestanding work using a range of media.</li> <li>• Confidently carve a simple form.</li> <li>• Solve problems as they occur.</li> <li>• Use language appropriate to skill and technique.</li> </ul>	<p>Large scale Installation art Clay Mod-roc (plaster bandage) Modelling wire Wire cutters Wire mesh Safety Gloves Armature</p>	<p><i>The Nest (1994)</i> <i>Spider (1996)</i> <i>Maman (1999)</i></p>
Print Making	<ul style="list-style-type: none"> <li>• Develop ideas from a range of sources.</li> <li>• See positive and negative shapes.</li> <li>• Demonstrate experience in silkscreen printing.</li> <li>• Describe techniques and processes.</li> <li>• Develop their style using tonal and mixed media.</li> <li>• Create printing stencils by simplifying an initial sketchbook idea.</li> </ul>	<p>Contemporary Art Screen printing Silk screen Printing ink Wooden frame Squeegee Fabric Stencil Craft knife Metal ruler Positive space Negative space Street art Activist</p>	<p><i>Barack Obama Hope Poster (2008)</i> <i>Make Art Not War (2017)</i> <i>We the People (2017)</i> <i>Protect Workers (2020)</i></p>
Textiles			
Digital Media			