

# ALL SAINTS CE JUNIOR ACADEMY

## LONG TERM SUBJECT OVERVIEW

### ART



| National Curriculum  | Strand   | Term 1                  |   |   |  |
|--|--|-------------------------|---|---|--|
|  |  | Year 3                  | Year 4  | Year 5  | Year 6   |
|  |  | <b>DT- Pop-up Books</b> | <b>Mixed Media Land &amp; City Scapes</b>   | <b>Making Monotypes</b>   | Japanese art   |
| <p>to develop their techniques, including their control and their use of materials, with creativity,</p> <p>experimentation and an increasing awareness of</p> <p>different kinds of art, craft and design.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials</p> | <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• drawing</li> <li>• painting</li> <li>• sculpture</li> <li>• methods</li> <li>• techniques</li> <li>• media</li> </ul> |                         | <p>Pupils will extend sketchbooks by adding concertina pages. They will add pages of different sizes and ratios using cartridge paper or neutral sugar paper so that a variety of media can be used.</p> <p>They will respond to the work of the artist through class / peer discussion as well as visually in their sketchbooks.</p> <p>They will make quick drawings of the things that they see and note down their thoughts and feelings. They will discover how they can use different combinations of media to capture the energy and spirit of an outdoor space through a set of drawing challenges.</p> <p>Pupils will work in pairs or teams to document their work using cameras or tablets</p> | <p>Pupils will become familiar with the term 'monotype'. Pupils will respond to artists work making visual notes to collect information in their sketchbook.</p> <p>They will work in sketchbooks to create a lexicon of marks made by varying the tool, hold, pressure, speed, and intention of the way the mark is made.</p> <p>Pupils will explore how they can use monotype to create their own personal zines. They will respond to poetry by considering colour, line, shape, and words. They will use these components to capture the mood of the poem.</p> <p>Pupils will work in sketchbooks to generate ideas, explore, develop, and reflect. They will use the mark making skills to create exciting monotypes, combining process, paintings, and collage.</p> | <p>Pupils will become with the terms of Manga, ukiyo-e, notan, origami and calligraphy.</p> <p>Pupils will respond to works of key artists.</p> <p>Pupils will work in sketchbooks to experiment with styles.</p> <p>Pupils will experiment with folds, use of texture, details of line drawing, cuts to create positive and negative space.</p> |

|   |   |  |  |   |  |
|---|---|--|--|---|--|
|   | <b>Disciplinary</b> <ul style="list-style-type: none"> <li>• what is art?</li> <li>• traditional</li> <li>• modern</li> <li>• contemporary</li> <li>• period</li> </ul> |  | Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.  | Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.<br>Pupils will discuss Kevork Mourad as a contemporary visual artist. | Pupils will explore a range of styles of Art that are traditionally present in Japan. They will create a piece of each style and evaluate the work of key artists in this style. |
| About great artists, architects and designers in history. | <b>Theoretical</b> <ul style="list-style-type: none"> <li>• artists</li> <li>• the history of art, including meanings and interpretations.</li> </ul>                   |  | Pupils will be introduced to two different artists who are inspired by the land and city where they live.<br>Pupils will see how artists involve different materials and media.<br>They will compare the artists and identify things which might be of interest to them in their own work. | They will explore the work of Kevork Mourad to find out about the concepts and processes that he uses   | Pupils will look at the works of Toshusai Sharaku and Katsushika Hokusai to see how their work has influenced Japanese Art.  |
| Exceeding the National Curriculum                         | Vocabulary  |  | Landscape, Cityscape, Working from Life, Mixed Media,<br>Senses, Spirit, Energy, Capture,<br>Composition, Format Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,  | Monotype, Artists Book, Installation<br>Poetry, Evoke, Response, Translate,<br>Mood, Sense, Layer, Combine, Multi Media<br>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,   | Manga, ukiyo-e, notan, origami, calligraphy, cut, fold, strokes, texture, pattern, culture.  |
|   | Texts   |  |  |   |  |
|   | Enhancements and enrichment   |  |  |   | Buckswood Pupils?  |

| National Curriculum  | Strand   | Term 2   |   |                             |  |
|--|--|--|---|-----------------------------|--|
|  |  | Year 3   | Year 4  | Year 5                      | Year 6   |
|  |  | <b>Gestural Drawing with Charcoal</b>  | <b>Clay Saxon Heads</b>   | <b>DT – Making Biscuits</b> | <b>Watercolour</b>   |
| <p>to develop their techniques, including their control and their use of materials, with creativity,</p> <p>experimentation and an increasing awareness of</p> <p>different kinds of art, craft and design.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials</p> | <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• drawing</li> <li>• painting</li> <li>• sculpture</li> <li>• methods</li> <li>• techniques</li> <li>• media</li> </ul> | <p>Pupils will begin to explore charcoal as a drawing material.</p> <p>Pupils will discover the qualities of charcoal. They will explore how charcoal responds to various complementary materials.</p> <p>Pupils will think about how they can experiment with mark making to create line, shape and tone.</p> <p>Pupils will begin to think about light and dark by being introduced to the term 'Chiaroscuro'.</p> <p>Pupils will gain experience using new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tools.</p> <p>Pupils will explore how they can use charcoal to respond to narrative and create a dramatic atmosphere.</p> <p>They will continue their exploration of chiaroscuro through creating dramatic sets</p> | <p>Pupils will experience working with clay and begin to discover its properties and texture.</p> <p>Pupils will experiment with how to make different shapes using their hands and a range of equipment.</p> <p>Pupils will begin to thinking about the time element when working with air drying clay and focusing on not over working their projects.</p> <p>Pupils will create sculptures of Anglo Saxon heads thinking about form and texture.</p> |                             | <p>Pupils will be able to explore colour mixing using primary colours to create a range of different tones and shades.</p> <p>Pupils will explore different painting techniques such as dapping and see how this was used for speed.</p> <p>Children will think about how shades can be used to create light and dark.</p> <p>Children will be introduced to the term 'impressionism'.</p> <p>Children will use drawing skills to create an outline for their watercolours.</p> <p>Children will create an image of a city scape using their own colour pallets to indicate a particular season.</p> |

|   |   |  |  |  |  |
|---|---|--|--|--|--|
|   | <b>Disciplinary</b> <ul style="list-style-type: none"> <li>• what is art?</li> <li>• traditional</li> <li>• modern</li> <li>• contemporary</li> <li>• period</li> </ul> | Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Pupils will reflect on why Laura McKendry is called a contemporary artist and Edgar Degas a great master.  | Pupils will reflect their use of equipment and how they have created their desired shapes and textures. Children will look at the traditional creation of busts. |  | Pupils will evaluate their use of colour and technique. Monet is a founder of the impressionist movement.  |
| About great artists, architects and designers in history. | <b>Theoretical</b> <ul style="list-style-type: none"> <li>• artists</li> <li>• the history of art, including meanings and interpretations.</li> </ul>                   | Pupils will respond to the work of contemporary artist Laura McKendry and great master Edgar Degas. Pupils will compare the artists and will share their thoughts in peer discussion.  |  |  | Pupils will respond to the work of Lucien Pissaro who produced paintings of Hastings. One of which features All Saints Church and Churchyard. His work is part of the impressionist style like his father Camille Pissaro. |
| Exceeding the National Curriculum                         | Vocabulary  | Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body. Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative. Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback | Slip, texture, thick, thin, roll, coil, Mold, shape, attach, bust, Anglo Saxon, reflect, evaluate, shape.  |  | Tone, impressionism, founder, light, dark, shape, dab, quick, primary, seasonal, palate, reflect, evaluate, respond.   |
|   | Texts   |  |  |  |  |

Enhancements and enrichment



What is impressionism?  
**video Tate kids**

| National Curriculum  | Strand   | Term 3   |   |  |   |
|--|--|--|---|--|---|
|  |  | Year 3   | Year 4  | Year 5   | Year 6  |
|  |  | <b>Cloth, Thread, Paint</b>  | <b>Landscapes -</b>   | <b>Set Design-</b>   | <b>Use Natural Materials to make images</b>   |
| <p>to develop their techniques, including their control and their use of materials, with creativity,</p> <p>experimentation and an increasing awareness of</p> <p>different kinds of art, craft and design.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials</p> | <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• drawing</li> <li>• painting</li> <li>• sculpture</li> <li>• methods</li> <li>• techniques</li> <li>• media</li> </ul> | <p>Pupils will begin by creating a variety of marks in stitch on plain canvas. Pupils will paint on paper demonstrating paint mixing skills. They will use their sketchbooks as a tool to develop ideas, explore colour and experiment with mark making. Pupils will explore drawing source material as stimuli. They will begin to make their own creative decisions about when to use marks in a particular context and will gain an understanding of how the marks they choose will affect the final drawing.</p> | <p>Pupils will sketch from observation. Pupils will take photos to refer to in their work. Pupils will learn about colour mixing and extend their understanding of complimentary colours. Pupils will learn the different depths and tones of colour when mixing. Pupils will further develop their use of paintbrush and paints using a range of brush sizes. Pupils will the landscape of old town Hastings to create their own landscape taking inspiration from either Stan Rosenthal or Vanessa Gardiner</p> | <p>They will respond to the work of a designer through class / peer discussion as well as visually in their sketchbooks. They will make quick drawings of sculptures and the things that they see, including thoughts and feelings. Pupils will draw, build, and paint. Pupils they will build a dramatic set in response to the text. They will use sketchbooks to develop thoughts, test materials, and reflect. Pupils will use charcoal to create expressive energetic drawings. They will learn about set elements they might use within set design: the backdrop, the flats, the props. Pupils will develop a sense of dimension using materials to build a sense of place. Pupils will work in pairs or teams to document their work using cameras or tablets</p> | <p>They will become familiar with a new process to either make a cyanotype, paint with natural pigment, or use natural dyes and objects to make an anothotype. They will forage from school grounds or their local environment to find the materials to make the artwork. Pupils will work in sketchbooks to define the focus of the artwork, experimenting and making notes about which materials were used and how. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> |

|   |   |  |   |  |  |
|---|---|--|---|--|--|
|   | <b>Disciplinary</b> <ul style="list-style-type: none"> <li>• what is art?</li> <li>• traditional</li> <li>• modern</li> <li>• contemporary</li> <li>• period</li> </ul> | <p>They will respond to their work through peer discussion and will demonstrate their understanding of how they can use sketchbooks to collect, process and consolidate information while they look at artist's work.</p> <p>Pupils will begin to understand how artists use a variety of marks by deconstructing their work and recording the different marks that they can see</p> | <p>Pupils will learn about the concept of landscape paintings to catch the essence of a place in time. They will look at the work of local artist Stan Rosenthal who was inspired by Hastings.</p> <p>We will look at the work of other famous painters who have lived and painted in Hastings eg Pissaro and .....</p> | <p>Pupils will be introduced to the role of a set designer working in theatre.</p> <p>Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p>                              | <p>Pupils will explore artists who use natural materials from plants, the ground and sunlight to make art. They will respond to the work through class discussion and by making visual notes in their sketchbooks.</p> |
| About great artists, architects and designers in history. | <b>Theoretical</b> <ul style="list-style-type: none"> <li>• artists</li> <li>• the history of art, including meanings and interpretations.</li> </ul>                   | <p>Pupils will become familiar with the work of artist's Alice Kettle and Hannah Rae.</p> <p>They will respond to their work through peer discussion.</p>  | <p>Pupils will become familiar with the work of Stan Rosenthal, Vanessa Gardiner</p>  | <p>Pupils will become familiar with the work of Rae Smith and her set designs.</p>   |  |
| Exceeding the National Curriculum                         | Vocabulary  | <p>Mixed Media, Cloth, Fabric, Calico, Acrylic Paint, Thread, Stitches, Needle, Test, Experiment, Try Out, Reflect, Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash Present, Review, Reflect, Process, Outcome</p>  | <p>Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>  | <p>Set Design, Theatre, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative Lighting, Composition, Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences</p> |  |
|   | Texts   |  |   |  | <p>Anna Atkins: Blue Prints Hardcover<br/>The Bluest of Blue- Anna Atkins work-Fiona Robinson</p>  |
|   | Enhancements and  |  |   |  |  |

|  |            |  |  |  |  |
|--|------------|--|--|--|--|
|  | enrichment |  |  |  |  |
|--|------------|--|--|--|--|

| National Curriculum   | Strand   | Term 4   |                     |                         |                               |
|---|--|--|---------------------|-------------------------|-------------------------------|
|   |  | Year 3   | Year 4              | Year 5                  | Year 6                        |
|   |  | <b>Telling Stories Through Making</b>  | <b>DT - Puppets</b> | <b>DT - Bird Houses</b> | <b>DT- Micro Bits sensors</b> |
| <p>to develop their techniques, including their control and their use of materials, with creativity,</p> <p>experimentation and an increasing awareness of</p> <p>different kinds of art, craft and design.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> | <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• drawing</li> <li>• painting</li> <li>• sculpture</li> <li>• methods</li> <li>• techniques</li> <li>• media</li> </ul> | <p>Pupils will draw from life. Pupils will experiment with exaggeration to create effect.</p> <p>Pupils will draw using line and shape.</p> <p>Pupils will translate text into imagery using shape and line.</p> <p>Pupils will explore the qualities of different materials.</p> <p>Pupils will develop a sculptural character. They will explore character, narrative, and context to create their sculptures showing consideration for form, texture, material, construction, and colour.</p> |                     |                         |                               |
| <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials</p>  | <p><b>Disciplinary</b></p> <ul style="list-style-type: none"> <li>• what is art?</li> <li>• traditional</li> <li>• modern</li> <li>• contemporary</li> <li>• period</li> </ul>         | <p>Pupils will reflect on the artists studied and what type of art they produce.</p>   |                     |                         |                               |
| <p>About great artists, architects and designers in history.</p>  | <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>• artists</li> <li>• the history of art, including meanings and interpretations.</li> </ul>                           | <p>Pupils will look at the work of artists Rosie Hurley.</p>   |                     |                         |                               |

|                                   |                             |   |  |  |  |
|-----------------------------------|-----------------------------|---|--|--|--|
| Exceeding the National Curriculum | Vocabulary                  | Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out, Respond, Response Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention, |  |  |  |
|                                   | Texts                       |   |  |  |  |
|                                   | Enhancements and enrichment |   |  |  |  |

| National Curriculum  | Strand   | Term 5                   |  |                        |   |
|--|--|--------------------------|--|------------------------|---|
|  |  | Year 3                   | Year 4   | Year 5                 | Year 6  |
|  |  | <b>DT - Pizza Making</b> | <b>Exploring Pattern – Link to computing (repeated patterns)</b>   | <b>DT - Greek Pots</b> | <b>Exploring Identity</b>   |
| <p>to develop their techniques, including their control and their use of materials, with creativity,</p> <p>experimentation and an increasing awareness of</p> <p>different kinds of art, craft and design.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials</p> | <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>drawing</li> <li>painting</li> <li>sculpture</li> <li>methods</li> <li>techniques</li> <li>media</li> </ul> |                          | <p>Pupils make a sensory drawing creating holes in a page with a sharp pencil and needle.</p> <p>Pupils will devise their own process criteria to help them make drawings inspired by Sol Lewitt.</p> <p>Pupils will experiment with materials and colours to invent their own unique patterns</p> <p>They will consider angles and mathematical terms such as “parallel”.</p> <p>Pupils will become familiar with tessellations.</p> <p>They will invent their own shape that fits together repeatedly.</p> <p>Pupils will explore colour theory such as complimentary colours, and cold and warm colour.</p> |                        | <p>Pupils will record their thoughts and observations in sketchbooks through visual note taking.</p> <p>Pupils will create a physical (using drawing materials, paper, collage), or digital exploration of how to make a layered portrait which captures aspects of their personality and identity.</p> <p>They will use sketchbooks throughout to help explore and focus, test and reflect.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> |
|  | <p><b>Disciplinary</b></p> <ul style="list-style-type: none"> <li>what is art?</li> <li>traditional</li> <li>modern</li> <li>contemporary</li> <li>period</li> </ul>       |                          | <p>Pupils will respond to the question is pattern art?</p> <p>Pupils will learn about the origins of Islamic pattern work.</p>   |                        | <p>Pupils will create a series of portraits drawings of their peers using a variety of drawing materials.</p>   |
| <p>About great artists, architects and designers in history.</p>   | <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>artists</li> <li>the history of art,</li> </ul>   |                          | <p>Pupils will discover an artist who explores patterns, signs and motifs that hold</p>  |                        | <p>Pupils will explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare</p>   |

|                                   |   |  |  |  |  |
|-----------------------------------|---|--|--|--|--|
|                                   | including meanings and interpretations. |  | significance to her/his identity and will respond to the work in a class discussion.<br>Pupils will look at the work of 2 of the artists listed, Shaheen Ahmed, Andy Gilmore, Louise Despont   |  | and Thandiwe Muriu, who all work with notions about identity.  |
| Exceeding the National Curriculum | Vocabulary                              |  | Pattern, Sensory, Playful, Mindful, Exploratory, Point, Line, Rhythm, Shapes, Circles, Ovals, Curves Purpose, Decorative, Pleasing, Aesthetic, Generate, Explore, Experiment, Tessellated, Design, Colour, Negative, Positive Shapes, Surface Pattern, Repeating, Composition, Juxtaposition, Collage, Arrange, Design, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, |  | Exploring Identity: Identity, Layer, Constructed, Portraiture, Layering Digital Art, Physical Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, |
|                                   | Texts                                   |  |  |  |  |
|                                   | Enhancements and enrichment             |  |  |  | Becoming an artist Yinka Shonibare <b>video Tate Kids.</b>   |

| National Curriculum  | Strand   | Term 6  |  |  |  |
|--|--|---|--|--|--|
|  |  | Year 3  | Year 4   | Year 5   | Year 6   |
|  |  | <b>Using Natural Materials to Make Images</b>   | <b>DT- Electrical Systems – simple programing and control.</b> | <b>Making Birds</b>  | DT Textiles Combining Different Fabric shapes. |
| <p>to develop their techniques, including their control and their use of materials, with creativity,</p> <p>experimentation and an increasing awareness of</p> <p>different kinds of art, craft and design.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials</p> | <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• drawing</li> <li>• painting</li> <li>• sculpture</li> <li>• methods</li> <li>• techniques</li> <li>• media</li> </ul> | <p>They will respond to the work through class discussion and by making visual notes in their sketchbooks.</p> <p>Pupils will become familiar with a new process to <b>either</b> make a cyanotype, paint with natural pigment, or use natural dyes and objects to make an anthotype.</p> <p>Pupils will use the local environment to find the materials to make the artwork.</p> |  | <p>Pupils create drawings of feathers working from real life.</p> <p>Pupils explore mark making building on what they already know; they will continue to explore new techniques.</p> <p>Pupils work in sketchbooks or on large pieces of paper to experiment with how paper size changes the nature of mark making.</p> <p>Pupils demonstrate that they can create marks with a range of materials and have made conscious choices about which materials they want to use.</p> <p>Pupils look carefully and slowly as they draw, creating a range of different marks and line using B pencils, handwriting pens and pastels.</p> <p>Pupils demonstrate that they can intuitively transform paper to create 3d forms by tearing, crumpling, and collaging.</p> <p>Pupils demonstrate this by making rubbings, turning paper into feathers or manipulating paper 2d into 3d.</p> <p>Pupils collaborate to create a flock of birds using their</p> |  |

|   |   |  |  |   |  |
|---|---|--|--|---|--|
|   |   |  |  | individual sculptures. Pupils engage in class discussion about their individual and collective work.  |  |
|   | <b>Disciplinary</b> <ul style="list-style-type: none"> <li>• what is art?</li> <li>• traditional</li> <li>• modern</li> <li>• contemporary</li> <li>• period</li> </ul> | Pupils will reflect on the work of the artists in focus to understand whether their work is traditional, contemporary, modern etc  |  | Pupils become familiar with using film as a source to create observational drawings of birds.   |  |
| About great artists, architects and designers in history. | <b>Theoretical</b> <ul style="list-style-type: none"> <li>• artists</li> <li>• the history of art, including meanings and interpretations.</li> </ul>                   | Pupils will be introduced to the work of Frances Hatch, Anna Atkins. Pupils will explore artists who use natural materials from plants, the ground and sunlight to make art. |  | Pupils engage with artists work to think about and articulate what it is they think of the artwork in their sketchbooks or in class discussion.<br>Children make choices about materials and structures to create their own sculptures of birds. Pupils demonstrate an understanding of how to make things balance. |  |
| Exceeding the National Curriculum                         | Vocabulary  | Natural Pigments, Dye, Background, Fabric, Negative, Positive, Light, Dark, Elements, Pattern, Form  |  | Lines, Shapes, Mark Making, Texture<br><br>Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil<br><br>Observation, Close study,   |  |

|  |                             |  |  |   |  |
|--|-----------------------------|--|--|---|--|
|  |                             |  |  | Blending, Texture<br>Explore, Discover<br>Transform, Fold, Tear<br>Crumple, Collage<br>Sculpture, Structure,<br>Balance, Texture,<br>Personality, Character,<br>Installation, Flock<br>Collaboration<br>Present, Reflect, Share,<br>Discuss |  |
|  | Texts                       |  |  |   |  |
|  | Enhancements and enrichment |  |  |   |  |