

KS1- Spirals			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<ul style="list-style-type: none"> I understand drawing is a physical activity. I know what a sketchbook is for and I know I can use it to try our different things. I can name some of the artists we have studied and make comments about their artwork. I know that everyone has their own thoughts and opinions about art. 	Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite, Chalk, Pen, Oil Pastel, Dark, Light, Blending Mark Making Colour, Pattern, Sketchbook, Pages, Observation, Careful Looking, Drawing, Reflect, Discuss, Think	<ul style="list-style-type: none"> I can draw from my fingertips, my wrist, my elbow, my shoulder, my body. I can make a drawing using a continuous line for a minute or two. I have made a sketchbook and I feel like it belongs to me. I can draw from observation for a few minutes at a time. I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen. 	
		Skills	
		Year 1	Year 2
<ul style="list-style-type: none"> I can reflect upon the artists' work, and share my response verbally ("I liked..."). I can present my own art work (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). I might begin to share my response to my classmates work. 	<ul style="list-style-type: none"> I can reflect upon an artists' work, and share my response verbally ("I liked..."). I can present my own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). I can talk about what I intend to create. I can share responses to classmates work, appreciating similarities and differences. I can document my work using still image (photography) or by making a drawing of the work. 		
Prior Learning- What should they already know?			
EYFS			
<ul style="list-style-type: none"> I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <ul style="list-style-type: none"> I can share my creations, explaining the process I have used to make it. 			

KS1- Exploring Watercolour			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<ul style="list-style-type: none"> I know that watercolour is a media that uses water and pigment. I know that I can use a variety of brushes, holding them in a variety of ways to make watercolour marks. I can name primary colours. I can understand that we all see different things in the artwork we make. We all have a different response. 	Watercolour Wash, Wet on dry, Wet on wet, Mark making, Primary colours, secondary colours, Colour mixing, Imagination, Imagine, Happy Accident, Explore, Discover, See, Develop Scale, Reflect, Share, Discuss	<ul style="list-style-type: none"> I can explore watercolour and understand the different effects I can achieve. I can work without an end goal in mind – letting the paint lead me. I have had the opportunity to see the work of other artists who use watercolour, and share my thoughts about their work. I can think about the marks I make, and develop them further. 	
		Skills	
		Year 1	Year 2
		<ul style="list-style-type: none"> I can reflect upon the artists' work, and share my response verbally ("I liked..."). I can present my own art work (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). I might begin to share my response to my classmates work. I can name and use primary colours, and begin to explore how colours mix to make secondary colours. 	<ul style="list-style-type: none"> I can reflect upon an artists' work, and share your response verbally ("I liked..."). I can present my own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). I can talk about what I intend to create. I can share responses to classmates work, appreciating similarities and differences. I can document my work using still image (photography) or by making a drawing of the work. I can name and use primary colours, and explore how colours mix to make secondary colours.
Prior Learning- What should they already know?			
EYFS			
<ul style="list-style-type: none"> I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <ul style="list-style-type: none"> I can share my creations, explaining the process I have used to make it. 			

KS1-Inspired by Flora and Fauna			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<ul style="list-style-type: none"> I know that collage is the art of using elements of paper to make images. I know that I can create our own papers with which to collage. I can talk about art made by other artists inspired by flora and fauna. 	Flora Fauna Line, Shape, Colour, tones, hues, tints, Observe, Graphite, Handwriting Pen, Oil Pastel, Collage, Painted paper, cut, tear, arrange, play, composition, elements. minibeasts /Insect Author, Illustrator, Present, Reflect, Share, Discuss	<ul style="list-style-type: none"> I can look closely at insects and plants and make drawings using pen to describe what I see. I can experiment using graphite and oil pastel and make my own insects. I can cut out shapes in different colours, and use these shapes to make an insect or bug. I can think about its body parts and what I would like them to look like. 	
		Skills	
		Year 1	Year 2
		<ul style="list-style-type: none"> I can reflect upon the artists' work, and share my response verbally ("I liked..."). I can present my own art work (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). I might begin to share my response to my classmates work. 	<ul style="list-style-type: none"> I can reflect upon an artists' work, and share my response verbally ("I liked..."). I can present my own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). I can talk about what I intend to create. I can share responses to classmates work, appreciating similarities and differences. I can document my work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus.
Prior Learning- What should they already know?			
<p style="text-align: center;">EYFS</p> <ul style="list-style-type: none"> I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <ul style="list-style-type: none"> I can share my creations, explaining the process I have used to make it. 			

KS1- Making Birds

Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<ul style="list-style-type: none"> I know that sculpture is the name sometimes given for artwork which exists in three dimensions. I understand the meaning of “Design through Making”. I can talk about the name of artists who have been inspired by birds. 	Lines, Shapes, Mark Making, Texture Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil, Observation, Close study, Blending, Texture Explore, Discover, Transform, Fold, Tear, Crumple Collage, Sculpture, Structure, Balance Texture, Personality, Character, Installation Flock, Collaboration, Present, Reflect, Share, Discuss	<ul style="list-style-type: none"> I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed. I can draw from life by looking closely. I can experiment with a variety of drawing materials and test ways to make marks that describe what I see. I can use colour in my drawings and mix two or more different media together. I can fold, tear, crumple and collage paper to transform it from 2D to 3D. I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand. I have seen how my sculpture can be part of a class artwork. I can see how all our sculptures are individual. 	
		Skills	
		Year 1	Year 2
		<ul style="list-style-type: none"> I can reflect upon the artists’ work, and share my response verbally (“I liked...”). I can present my own art work (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”). I might begin to share my response to my classmates work. I can share my work with my classmates and teachers, and consider what was successful for me. 	<ul style="list-style-type: none"> I can reflect upon an artists’ work, and share my response verbally (“I liked...”). I can present my own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”). I can talk about what I intend to create. I can share responses to classmates work, appreciating similarities and differences. I can document my work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus.
Prior Learning- What should they already know?			
EYFS <ul style="list-style-type: none"> I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <ul style="list-style-type: none"> I can share my creations, explaining the process I have used to make it. 			

Year 3- Telling Stories Through Drawing & Making

Substantive Knowledge		Disciplinary Knowledge
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.
<ul style="list-style-type: none"> I know that many makers use other art forms as inspiration, such as literature, film, drama or music. I know that ‘modelling’ is when sculptures are made with fingers. I can explain that clay and Modroc are soft materials which finally dry/ set hard. 	Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out, 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	<ul style="list-style-type: none"> I can make a sculpture using materials to model or construct which is inspired by a character in a book or film. I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. I can take photographs of my work thinking about focus, background and lighting.
		<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> I can explore my own response to an artist’s work. I can use a sketchbook to explore my response to the chosen book/ film, making visual notes, jotting down ideas and testing materials. I can reflect and share how the way I made my sculpture helps capture my feelings about the original character.
<p>Prior Learning- What should they already know?</p>		
<p>KS1</p> <ul style="list-style-type: none"> Develop idea that we can create our own art, inspired by art made by other people. Develop making skills, including knowledge about material choice, method, construction etc and growing experience to understand how to push a piece of sculpture based upon original intention and outcome. 		

Year 3- Cloth, Thread and Paint		
Substantive Knowledge		Disciplinary Knowledge
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.
<ul style="list-style-type: none"> I know that sketchbooks are places for personal experimentation. I understands that paint acts different on different surfaces. I can explain the difference between still life and landscape painting. 	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	<ul style="list-style-type: none"> I have explored how artists combine media and use them in unusual ways to make art. I can share my response to their work. I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions. I can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.
		<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> I can use my sketchbook to make visual notes capturing ideas that interest me. I can use my sketchbook to test ideas and explore colour and mark making. I can appreciate the work of my classmates, enjoying the similarities and differences between our processes and outcomes. I can share my feedback on their work. I can share my work with others and share my thoughts about the process and outcome. I can listen to their feedback and take it on board.
Prior Learning- What should they already know?		
KS1		
<ul style="list-style-type: none"> Explored how to use gestural and experimental mark making in paint. Introduced mark making skills in drawing (which will be transferred into stitches). 		

Year 3 Using Natural Materials to Make Images

Substantive Knowledge		Disciplinary Knowledge
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.
<ul style="list-style-type: none"> I know that sketchbooks are places for personal experimentation. I understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. 	Natural Pigments, Dye, Background, Fabric, Negative, Positive, Light, Dark, Elements, Pattern, Form Transformation, Time, Cyanotype, Anthotype, Present, Share, Reflect, Respond, Feedback, Document	<ul style="list-style-type: none"> I have explored how artists make art from natural materials around them, such as pigments from plants, the ground, and sunlight. I have understood how materials can be transformed through my actions. I can use a camera or device to take photographs of my work. I can use my sketchbook to collect ideas. I can make visual notes about how artists have made images. I can make a finished piece, which might be part of a larger class artwork.
		<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> I can reflect upon artists work, share my response and listen to the response of my classmates. I can use my sketchbook to try out ideas and experiment. I can share my experience and artwork, talk to my classmates about what I like and what I would like to try again.
<p>Prior Learning- What should they already know?</p>		
<p>KS1</p> <ul style="list-style-type: none"> Introduced the idea that we can make art from materials we find around us. Introduced children to notion that their curiosity is key to their creativity. 		

Year 4-Storytelling Through Drawing

Substantive Knowledge		Disciplinary Knowledge
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.
<ul style="list-style-type: none"> I understand that artists and illustrators interpret narrative texts and create sequenced drawings. 	Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Poetry, Prose, Stage, Arrange Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Watersoluble, Composition, Sequencing, Visual Literacy, Narrative,	<ul style="list-style-type: none"> I can respond to the work of illustrators and/or graphic novelists, “reading” the visual images and sharing my thoughts. I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose. I can use line, shape, and colour using a variety of materials to test my ideas. I can think about how I might use composition, sequencing, mark making and some text in my drawings. I can create a finished piece which contains sequenced images to describe a narrative. I can take a photograph of my work, thinking about lighting and focus.
		<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> I have explored the work of artists who tell stories through imagery. I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists’ work. I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board. (This went well... I would have liked... next time I might.. I was inspired by....). I can appreciate the work of my classmates and think about similarities and differences between our work. I can share my feedback on their work. I can reflect upon the artists’ work, and share my response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”).
Prior Learning- What should they already know?		
KS1		
<ul style="list-style-type: none"> Introduced idea that we can interpret other people’s prose and make work in response. Introduced basic mark making and media exploration. 		

Year 4- Exploring Still Life		
Substantive Knowledge		Disciplinary Knowledge
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.
<ul style="list-style-type: none"> I understand that 'still life' is the name given to the genre of painting (or making) a collection of objects. I know that still life is a genre which have enjoyed for hundreds of years, and which contemporary artists still explore today. 	Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	<ul style="list-style-type: none"> I have explored the work of contemporary and more traditional artists who work within the still life genre. I have felt able to express my thoughts about other artists' work, and talk about the meanings of objects as artists present them. I can use my sketchbook to make visual notes, record and reflect. I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.
		<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> I can reflect upon the artists' work, and share my response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board. (This went well... I would have liked... next time I might.. I was inspired by....). I can present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece.
Prior Learning- What should they already know?		
KS1		
<ul style="list-style-type: none"> Introduced key drawing skills exploring line, shape, colour, form. Introduced key techniques such as painting and collage. Introduced simple observational drawing and focus. 		

Year 4- Festival Feast

Substantive Knowledge		Disciplinary Knowledge
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.
<ul style="list-style-type: none"> I can understand that different skills are used to make sculptures. 	Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation, Surface, Fabric, Texture, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition	<ul style="list-style-type: none"> I have explored the work of artists who are inspired by food and I can share my responses with the class. I can use my sketchbook to draw food using a variety of media, drawing from still images and from life, exploring how I can use line, shape, and colour to capture the texture and form of the food. I can make a sculpture of food, understanding that by working in 3d my sculpture will be seen from different viewpoints. I can explore and experiment using "Design through Making", and I can discover how I can transform and construct with different materials to make my sculpture. I can explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper.
		<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> I can use my sketchbook to record and reflect how the artist's work makes me feel. I can reflect upon the artists' work, and share my response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board. (This went well... I would have liked... next time I might.. I was inspired by....).
<p>Prior Learning- What should they already know?</p>		
<p>KS1</p> <ul style="list-style-type: none"> Introduced basic drawing, painting, making and collage skills. Introduced idea that we can come together to create art which represents us all. 		

UKS2: Typography and Maps			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<ul style="list-style-type: none"> I understand that designers create fonts and work with Typography. I understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identify as well as geography. 	Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact, Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences	<ul style="list-style-type: none"> I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made. I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me. I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting. I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger. I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me. I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me. I have seen how other artists work with typography and have been able to share my thoughts on their work. 	
		Skills	
		Year 5	Year 6
		<ul style="list-style-type: none"> I can reflect upon the artists' work, and share my response verbally ("I liked... I didn't understand... it reminded me of...). I can present my own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...). I can work collaboratively to present outcomes to others where appropriate. I can share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. I can document work using still image (photography) or by making a drawing of the work. 	<ul style="list-style-type: none"> I can reflect upon the artists' work, and share my response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). I can present my own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...). I can explain my intention. I can work collaboratively to present outcomes to others where appropriate. Present as a team. I can share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. I can document work using still image (photography) or by making a drawing of the work.
Prior Learning- What should they already know?			
<p style="text-align: center;">LKS2</p> <ul style="list-style-type: none"> Developed dexterity skills including mark making. Developed making skills. Explored intention and how artists experience is brought to evidence in the art made. 			

UKS2: Making Monotypes			
Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<ul style="list-style-type: none"> I understand that monotypes are single monoprints. I understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book. 	Mono type, Artists Book, Installation, Poetry, Evoke, Response, Translate, Mood, Sense, Layer, Combine, Multi Media, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	<ul style="list-style-type: none"> I can study drawings made by other artists and identify particular marks they have used in their drawings. I can use my sketchbook to create a collect of marks for me to use later. I can listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in my head, and I can use these to create imagery which captures the mood of the piece of poetry. I can use my sketchbook to explore my ideas. I can use my mark making skills to create exciting monotypes, combining the process with painting and collage. 	
		Skills	
		Year 5	Year 6
		<ul style="list-style-type: none"> I can reflect upon the artists' work, and share my response verbally ("I liked... I didn't understand... it reminded me of..."). I can present my own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...."). I can work collaboratively to present outcomes to others where appropriate. I can share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. I can document work using still image (photography) or by making a drawing of the work. 	<ul style="list-style-type: none"> I can reflect upon the artists' work, and share my response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). I can present my own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by...."). I can explain my intention. I can work collaboratively to present outcomes to others where appropriate. Present as a team. I can share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. I can document work using still image (photography) or by making a drawing of the work.
Prior Learning- What should they already know?			
LKS2:			
<ul style="list-style-type: none"> Introduced idea that we can make a creative response to artwork, including artwork in other genres, e.g. literature. Introduced mono print and developed drawing skills. Explored colour mixing 			

UKS2: Set Design

Substantive Knowledge		Disciplinary Knowledge	
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.	
<ul style="list-style-type: none"> I understand that set designers can design/ make sets for theatres or for animations. I understand that designers often create scaled models to test and share ideas with others. 	Set Design, Theatre, Animation, 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,	<ul style="list-style-type: none"> I have explored how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. I can articulate and share my response to their work. I can respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys my interpretation of the mood/narrative of the original stimulus. I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect. I can take photographs or film of my artwork thinking about presentation, lighting, focus and composition. 	
		Skills	
		Year 5	Year 6
		<ul style="list-style-type: none"> I can reflect upon the artists’ work, and share my response verbally (“I liked... I didn’t understand... it reminded me of...”). I can present my own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....”). I can work collaboratively to present outcomes to others where appropriate. I can share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. I can document work using still image (photography) or by making a drawing of the work. 	<ul style="list-style-type: none"> I can reflect upon the artists’ work, and share my response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”). I can present my own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....”). I can explain my intention. I can work collaboratively to present outcomes to others where appropriate. Present as a team. I can share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. I can document work using still image (photography) or by making a drawing of the work.
Prior Learning- What should they already know?			
LKS2:			
<ul style="list-style-type: none"> Introduced idea that we can make work inspired by, and to support, other artforms. Introduced a playful approach to design (Design through Making). Developed dexterity and making skills, including the use of tools. 			