



Curriculum Progression Map

Subject: Art

Avanti House Primary believe in the importance of providing creative opportunities for children to develop and extend skills and techniques as well as establishing a child’s ability to think critically and evaluate the work of their own and of others. The design and planning of a broad art curriculum will engage, inspire and challenge all pupils as well as promoting an understanding the important role art has to play historically and culturally. Through effective sequence of lessons, teaching and learning experiences, children are encouraged to take risks, express and explore their own thoughts and ideas as well as developing knowledge of artists, styles, periods and key vocabulary as they progress through the school. By understanding the formal elements of art (colour, form, line, texture, tone, pattern) children are able to create work that is purposeful and help give the children the confidence and tools to reach their full potential.

Key areas	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key knowledge Colour	EAD Exploring and Using Media and Materials <i>Early Learning Goal</i> Children safely use and explore a variety of materials, tools and techniques,	Know that the primary colours are red, yellow and blue. Know that primary colours	Know that different amounts of paint and water can be used to mix hues of secondary colours.	Know that using light and dark colours next to each other creates contrast.	To know that adding black to a colour creates a shade. To know that adding white to a	To know that artists use colour to create an atmosphere or to Represent feelings in an artwork, for	To know that a ‘monochromatic’ artwork uses tints and shades of just one colour. To know that



<p>Knowing and applying the formal elements</p>	<p>experimenting with colour, design, texture, form and function.</p>	<p>can be mixed to make secondary colours:</p> <p>Red + yellow = orange Yellow + blue = green Blue + red = purple</p>	<p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <p>Know that colour can be used to show how it feels to be in a particular place, eg the seaside.</p>	<p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>colour creates a tint.</p>	<p>example by using warm or cool colours.</p>	<p>colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>
<p>Key knowledge</p> <p>Form</p> <p>Knowing and applying the formal elements</p>	<p>EAD Exploring and Using Media and Materials <i>Early Learning Goal</i> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>To know that three dimensional art is called sculpture.</p>	<p>Know that 'composition' means how things are arranged on the page.</p> <p>Know that pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p>	<p>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>To know that organic forms can be abstract.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that simple 3D forms can be made by creating layers, by folding and rolling materials.</p>	<p>To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>To know that the size and scale of three-dimensional art work changes the effect of the piece.</p>	<p>To know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p>



<p>Key knowledge</p> <p>Line</p> <p>Knowing and applying the formal elements</p>	<p>EAD Exploring and Using Media and Materials <i>Early Learning Goal</i> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Know that drawing tools can be used in a variety of ways to create different lines.</p> <p>Know that lines can represent movement in drawings.</p>	<p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>	<p>To know that different drawing tools can create different types of lines.</p>	<p>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>	<p>To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p>	<p>To know how line is used beyond drawing and can be applied to other art forms.</p>
<p>Key knowledge</p> <p>Pattern</p> <p>Knowing and applying the formal elements</p>	<p>EAD Exploring and Using Media and Materials <i>Early Learning Goal</i> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. and function.</p>	<p>Know that a pattern is a design in which shapes, colours or lines are repeated.</p>	<p>Know that surface rubbings can be used to add or make patterns.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p> <p>Know that patterns can be used to add detail to an artwork.</p>	<p>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p>	<p>To know that patterns can be irregular, and change in ways you wouldn't expect.</p> <p>To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p>To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p>	<p>To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>
<p>Key knowledge</p>	<p>EAD Exploring and Using Media and Materials</p>	<p>Know a range of 2D shapes and confidently draw</p>	<p>Know that collage materials can be shaped to</p>	<p>To know that negative shapes show the space</p>	<p>To know how to use basic shapes to form more</p>	<p>To know that a silhouette is a shape filled with</p>	<p>To know how an understanding of shape and space</p>



<p>Shape</p> <p>Knowing and applying the formal elements</p>	<p><i>Early Learning Goal</i> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>these.</p> <p>Know that paper can be shaped by cutting and folding it.</p>	<p>represent shapes in an image.</p> <p>Know that shapes can be organic (natural) and irregular.</p> <p>Know that shapes can be geometric if they have mostly straight lines and angles.</p> <p>Know that patterns can be made using shapes.</p>	<p>around and between objects.</p> <p>To know that artists can focus on shapes when making abstract art.</p>	<p>complex shapes and patterns.</p>	<p>a solid flat colour that represents an object.</p>	<p>can support creating effective composition.</p>
<p>Key Knowledge</p> <p>Texture</p> <p>Knowing and applying the formal elements</p>	<p>EAD Exploring and Using Media and Materials <i>Early Learning Goal</i> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Know that texture means 'what something feels like'.</p> <p>Know that different marks can be used to represent the textures of objects.</p> <p>Know that different drawing tools make different marks.</p>	<p>Know that collage materials can be chosen to represent real-life textures.</p> <p>Know that collage materials can be overlapped and overlaid to add texture.</p> <p>Know that drawing techniques such</p>	<p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p>	<p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>To know how to create texture on different materials.</p>	<p>To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>



			<p>as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Know that painting tools can create varied textures in paint.</p>				
<p>Key Knowledge</p> <p>Tone</p> <p>Knowing and applying the formal elements</p>	<p>EAD Exploring and Using Media and Materials <i>Early Learning Goal</i> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Know that 'tone' in art means 'light and dark'.</p> <p>Know that we can add tone to a drawing by shading and filling a shape.</p>	<p>Know that shading helps make drawn objects look more three dimensional.</p> <p>Know that different pencil grades make different tones.</p>	<p>To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know that tone can be used to create contrast in an artwork.</p>	<p>To know that tone can help show the foreground and background in an artwork.</p>	<p>To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>
<p>Key Knowledge</p> <p>Artists,</p>	<p>Study the work of the artists</p>	<p>Study the work of the artists</p> <p>Gustav Klimt Giuseppe</p>	<p>Study the work of the artists</p> <p>Esther Mahlangu Quentin Blake</p>	<p>Study the work of the artists</p> <p>Georges Seurat</p>	<p>Study the work of the artists</p> <p>Andy Warhol</p>	<p>Study the work of the artists</p> <p>Chila Kumari Singh Burman</p>	<p>Study the work of the artists</p> <p>Hokusai Teis Albers</p>



craftspeople, designers		Arcimboldo					
Key Skills Drawing	<p>Marvellous Marks Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.</p> <p>Work on a range of materials of different textures (eg. playground, bark).</p> <p>Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.</p>	<p>Make Your Mark Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p>	<p>Tell A Story Further develop mark-making within a greater range of media, demonstrating increased control.</p> <p>Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.</p>	<p>Growing Artists Confidently use of a range of materials, selecting and using these appropriately with more independence.</p> <p>Draw with expression and begin to experiment with gestural and quick sketching.</p> <p>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Power Prints Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Use growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</p>	<p>I Need Space To use a broader range of stimulus to draw from, such as architecture, culture and photography.</p> <p>Begin to develop drawn ideas as part of an exploratory journey.</p> <p>Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>Make My Voice Heard Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Apply new drawing techniques to improve their mastery of materials and techniques.</p> <p>Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.</p>
Key Skills	<p>Paint My World Explore paint including different application</p>	<p>Colour Splash Experiment with paint, using a wide variety of tools (eg</p>	<p>Life in Colour Begin to develop some control when painting, applying</p>	<p>Prehistoric Painting Select and use a variety of painting</p>	<p>Light and Dark Explore the way paint can be used in different ways to</p>	<p>Portraits Apply paint with control in different ways to achieve</p>	<p>Artist Study Manipulate paint and painting techniques to suit a</p>



<p>Painting</p>	<p>methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome.</p>	<p>brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.</p>	<p>knowledge of colour and how different media behave eg adding water to thin paint, using different tools to create texture. Create a range of secondary colours by using different amounts of each starting colour or adding water. Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects.</p>	<p>techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.</p>	<p>create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p>	<p>different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Explore how collage can extend original ideas. Combine a wider range of media, eg photography and digital art effects.</p>	<p>purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus. Work collaboratively on a larger scale.</p>
<p>Key Skills Sculpture and 3D</p>	<p>Creation Station Push, pull and twist a range of modelling materials to affect the shape.</p>	<p>Paper Play Use their hands to manipulate a range of modelling materials, including paper and card.</p>	<p>Clay houses Develop understanding of sculpture to construct and model simple forms.</p>	<p>Abstract shape and space Able to plan and think through the making process to create 3D forms.</p>	<p>Mega Materials Explore how different materials can be shaped and joined, using more complex techniques such as</p>	<p>Interactive installation Investigate how scale, display location and interactive elements impact</p>	<p>Making Memories Uses personal plans and ideas to design and construct more complex sculptures and 3D</p>



	<p>Create child-led 3D forms from natural materials.</p> <p>Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.</p>	<p>Explore how to join and fix materials in place.</p> <p>Create 3D forms to make things from their imagination or recreate things they have seen.</p>	<p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop basic skills for shaping and joining clay, including exploring surface texture.</p>	<p>Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs).</p> <p>Explore how shapes can be used to create abstract artworks in 3D.</p>	<p>carving and modelling wire.</p> <p>Show an understanding of appropriate finish and present work to a good standard.</p> <p>Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.</p>	<p>3D art.</p> <p>Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions.</p> <p>Persevere when constructions are challenging and work to problem solve more independently.</p>	<p>forms.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Confidently problem-solve, edit and refine to create desired effects and end results.</p>
<p>Key Skills</p> <p>Craft and Design</p>	<p>Let's Get Crafty! Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.</p>	<p>Woven Wonders Able to select materials, colours and textures to suit ideas and purposes.</p> <p>Begin to develop skills such as measuring materials, cutting, knotting, plaiting, weaving and adding decoration.</p> <p>Apply knowledge of a new craft technique to make fibre art.</p>	<p>Map It out Respond to a simple design brief with a range of ideas.</p> <p>Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.</p> <p>Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p>	<p>Ancient Scrolls Learn a new making technique (paper making) and apply it as part of their own project.</p> <p>Investigate the history of a craft technique and share that knowledge in a personal way.</p> <p>Design and make creative work for different purposes, evaluating the success of the techniques used.</p>	<p>Fabric of nature Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.</p> <p>Design and make art for different purposes and begin to consider how this works in creative industries.</p> <p>Follow a design process from mood-board inspiration to textile creation, planning how a</p>	<p>Architecture Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.</p> <p>Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p>	<p>Photo opportunity Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p>Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.</p>



					pattern could be used in a real-world context.		
Key Skills Sketch-books	N/A	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Key Skills Generating Ideas	Explore and play with a range of media to make child-led creations.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Key Skills Knowledge of Artists	Enjoy looking at and talking about art.	Describe similarities and differences Between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.



Key Vocabulary					been made.		
Key Vocabulary	<p>Drawing: Marvellous marks Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag</p> <p>Painting and mixed media: Paint my world Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening,</p>	<p>Drawing: Make your mark Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk</p> <p>Painting and mixed media: Colour splash Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick</p>	<p>Drawing: Tell a story Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina</p> <p>Painting and mixed media: Life in colour Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface</p> <p>Sculpture and 3D: Clay houses Roll, Smooth, Flatten, Shape, Cut, Pinch pot,</p>	<p>Drawing: Growing artists Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder</p> <p>Painting and mixed media: Prehistoric painting Charcoal, Composition, Negative image, Pigment, Positive</p>	<p>Drawing: Power prints Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print</p> <p>Painting and mixed media: Light and dark Portrait,</p>	<p>Drawing: I need space Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop</p> <p>Painting and mixed media: Portraits Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer,</p>	<p>Drawing: Make my voice heard Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience</p> <p>Painting and mixed media: Artist study Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning,</p>



	<p>Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe</p> <p>Sculpture and 3D: Creation station 3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet</p> <p>Craft and design: Let's</p>	<p>Sculpture and 3D: Paper play Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine</p> <p>Craft and design: Woven wonders Art, Artist, Craft, Knot, Plait, Thread, Threading, Weaving, Warp, Weft, Loom</p>	<p>Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing</p> <p>Craft and design: Map it out Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate</p>	<p>image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone</p> <p>Sculpture and 3D: Abstract shape and space Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive Space</p> <p>Craft and design: Ancient scrolls Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery,</p>	<p>Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism</p> <p>Sculpture and 3D: Mega materials Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface,</p>	<p>Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium</p> <p>Sculpture and 3D: Interactive installation Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements,</p>	<p>Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking</p> <p>Sculpture and 3D: Making memories Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection</p> <p>Craft and design: Photo opportunity Photomontage, Image, Dada, Composition,</p>
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	<p>get crafty! Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag</p>			<p>Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform</p>	<p>Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving</p> <p>Craft and design: Fabric of nature Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry</p>	<p>Interact, Interactive</p> <p>Craft and design: Architecture Architecture, Composition, Design, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built environment, Observational drawing, Interpret, Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate</p>	<p>Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion</p>
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