

## Art & Design medium term plan 2025/2026

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Settling in/Routines/Feelings-traditional tales - zones of regulation	Why do leaves go crispy?	How many colours in a rainbow?	Does everything grow and change?	What helps me grow?	Do you remember when.....?
I cans	<ul style="list-style-type: none"> <li>• Explore different materials freely, to develop my ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> </ul>					
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	How do you feel today? Can you tell me a story?	Why do squirrels hide their nuts?	Are we there yet?	Are Carrots Orange?	Why do Ladybirds have spots?	Who Lives in a Rockpool?
I cans	<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>					
Vocabulary	Create, shapes, draw, sketch, explore, express, materials, noises, emotions, artist, painting, design.					

ELGs	ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.					
Year 1	Autumn 1		Spring 1		Summer 1	
Topic	Drawing - Exploring line and shape		Painting and Mixed Media - Colour Splash		Sculpture and 3D - Paper Play	
I cans	1. I can use control and pressure to create different types of lines. <i>Skill: press hard and light to create different types of lines.</i> <i>Vocabulary: pressure, dashed, dotted.</i> 2. I can draw different lines using music as a stimulus. <i>Skill: draw lines reflecting what I hear in music, changing my pressure and control.</i> <i>Vocabulary: artist, violin.</i> 3. I can connect lines to create shapes. <i>Skill: connect lines to create a shape.</i> <i>Vocabulary: organic, names of 2D shapes.</i> 4. I can explore lines and shapes in pictures for portrait drawing. <i>Skill: use shapes to draw a face.</i> <i>Vocabulary: abstract, feature, portrait.</i> 5. I can use control and pressure skills to add colour to a drawing. <i>Skill: change how hard I press to make a colour lighter or darker.</i> <i>Vocabulary: sketch, pressure.</i> 6. I can create artist-inspired artwork using lines and shapes. <i>Skill: use drawing materials to fill a shape with lines and shapes.</i>		1. I can make secondary colours by mixing. <i>Skill: Mix primary colours to make secondary colours.</i> <i>Vocabulary: primary colours, secondary colours, blend, mix.</i> 2. I can apply my knowledge of colour mixing when painting. <i>Skill: painting with mixed colours.</i> <i>Vocabulary: primary colours, secondary colours, blend, mix.</i> 3. I can print with paint. <i>Skill: exploring colour with printing.</i> <i>Vocabulary: primary colours, secondary colours, blend, mix, print.</i> 4. I can mix paint to make a range of secondary colours. <i>Skill: mixing paints to make a range of secondary colours.</i> <i>Vocabulary: primary colours, secondary colours, blend, mix.</i> 5. I can paint in the style of a famous artist. <i>Skill: apply painting skills to paint like a famous artist.</i> <i>Vocabulary: primary colours, secondary colours, design, silhouette.</i>		1. I can make a 3D structure. <i>Skill: create a 3D structure using tubes.</i> <i>Vocabulary: structure, 3D, tubes, cylinder.</i> 2. I can make a 3D drawing. <i>Skill: Arrange paper to make a 3D drawing.</i> <i>Vocabulary: 3D, overlap, zigzag, spiral.</i> 3. I can make an imaginative sculpture. <i>Skill: shape paper to create a 3D sculpture.</i> <i>Vocabulary: 3D, sculpture, carve, mosaic.</i> 4. I can work collaboratively to create a 3D sculpture. <i>Skill: working collaboratively to create a 3D model.</i> <i>Vocabulary: 3D, sculpture, collaboratively.</i> 5. I can work collaboratively to create a 3D sculpture. <i>Skill: working collaboratively to create a 3D model.</i> <i>Vocabulary: 3D, sculpture, collaboratively.</i>	

	<i>Vocabulary: collage, artist-inspired.</i>					
Vocabulary	Observation Texture Shading Lines Shadow Rough Smooth Mark making 2D 3D Cross-hatch Diagonal Horizontal Vertical Optical Wavy Waves Water Abstract Composition		Primary colours Secondary colours Blending Mixing Printing Design Silhouette Famous		2D 3D Sculpture Tubes Cylinder Overlap Zigzag Spiral Carve Mosaic Collaboratively	
Trip ideas	TATE Modern		TATE Modern			
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Drawing - Understanding tone and texture		Painting and mixed media - Life in Colour		Sculpture and 3D - Clay houses	
I cans	1. I can develop drawing techniques using a range of materials. <i>Skill: different drawing materials to create marks and tones.</i> <i>Vocabulary: mark-making, pressure.</i> 2. I can explore and describe texture		1. I can mix colours. <i>Skill: create a range of lighter and darker colours using primary and secondary colours.</i> <i>Vocabulary: primary colours,</i>		1. I can shape clay using my hands. <i>Skill: shape clay using hands as a tool.</i> <i>Vocabulary: clay, tool, cut, roll, flatten, smooth, shape.</i>	

	<p>through touch and rubbings.  <i>Skill: observe and feel different surfaces and record them by making texture rubbings.</i>  <i>Vocabulary: rubbing, texture.</i></p> <p>3. I can use control and pressure to develop tonal shading.  <i>Skill: vary the pressure to show tone.</i>  <i>Vocabulary: grip, shading.</i></p> <p>4. I can develop an initial sketch for an observational drawing.  <i>Skill: sketch simple shapes lightly so changes are easy to make.</i>  <i>Vocabulary: sketch, outline.</i></p> <p>5. I can use tone and texture to create an observational drawing.  <i>Skill: use a mixture of tools like pencils, charcoal and chalk.</i>  <i>Vocabulary: detail, evaluate.</i></p>	<p><i>secondary colours, mixing, lighter, darker.</i></p> <p>2. I can create texture with paint.  <i>Skill: create a texture through different tools and using paint.</i>  <i>Vocabulary: secondary colours, primary colours, texture.</i></p> <p>3. I can create texture and pattern using paint.  <i>Skill: create textures using paints and select the correct colours to match what I see.</i>  <i>Vocabulary: texture, pattern, primary colours, secondary colours, collage.</i></p> <p>4. I can create a collage.  <i>Skill: create a collage using a range of materials.</i>  <i>Vocabulary: collage, overlapping, texture.</i></p> <p>5. I can evaluate and improve artwork.  <i>Skill: evaluate and improve my artwork.</i>  <i>Vocabulary: evaluate, improvement, detail, surface, texture.</i></p>	<p>2. I can shape a pinch pot.  <i>Skill: create a pinch pot and add decorations.</i>  <i>Vocabulary: pinch pot, sculpt, ceramic, glaze, score, slip.</i></p> <p>3. I can decorate clay tile.  <i>Skill: decorate a clay tile using joining techniques and impressings.</i>  <i>Vocabulary: 3D, casting, negative space, plaster, sculpture.</i></p> <p>4. I can plan a 3D model.  <i>Skill: draw a house with all the features and label it.</i>  <i>Vocabulary: casting, detail, impressing, 3D, negative space, plaster, sculpture.</i></p> <p>5. I can make a 3D model.  <i>Skill: create a 3D clay tile of a house from the previous lesson's plan.</i>  <i>Vocabulary: casting, detail, impressing, 3D, scoring, slip.</i></p>
Vocabulary	<p>Observation  Observational  Texture  Tone  Shading  Mark-making  Charcoal  Lines  Thick  Thin  Outline  Illustration  Illustrate  Cartoon  Character  Emoji  Expression  Feeling</p>	<p>Primary colours  Secondary colours  Mixing  Lighter  Darker  Texture  Pattern  Collage  Overlapping  Improvement  Evaluate  Detail  Surface</p>	<p>Clay  3D  Tool  Cut  Roll  Flatten  Smooth  Shape  Pinch pot  Sculpt  Ceramic  Glaze  Score  Slip  Casting  Negative space  Plaster  Sculpture</p>

	Storybook Storyboard Frame				Detail Impressing	
Trip ideas	The Cartoon Museum		TATE Modern		Clay workshop?	
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Painting and mixed media - Exploring prehistoric painting		Drawing - Developing drawing skills		Craft and Design - Ancient Egyptian Scrolls	
I cans	<ol style="list-style-type: none"> <li>I can create prehistoric man-made art. <i>Skill: create prehistoric man-made art by drawing accurately and identifying shapes.</i> <i>Vocabulary: prehistoric, man-made, proportion, natural, sketch.</i></li> <li>I can use scale to enlarge drawings in a different medium. <i>Skill: scale up a drawing and apply charcoal to blend, tone and form shape.</i> <i>Vocabulary: charcoal, blend, tone, shape, form, scale up, proportion, smudging, texture.</i></li> <li>I can create points using natural ingredients. <i>Skill: create points using natural ingredients as prehistoric people did.</i> <i>Vocabulary: prehistoric, pigment, natural, cave drawings.</i></li> <li>I can apply a range of painting</li> </ol>		<ol style="list-style-type: none"> <li>I can recognise how artists use shape in drawing. <i>Skill: sketch my drawing before adding details.</i> <i>Vocabulary: geometric, organic.</i></li> <li>I can develop shading skills and use them to blend tones. <i>Skill: use the side of a pencil so that the lead is flat on the paper.</i> <i>Vocabulary: shading, tone, blend, pressure.</i></li> <li>I can carefully observe objects to add detail to my drawings. <i>Skill: use shading and mark making to show texture and tone.</i> <i>Vocabulary: mark-making, pattern, texture.</i></li> <li>I can use line, shape and tone in an imaginative drawing. <i>Skill: add tone using shading skills.</i> <i>Vocabulary: inspiration, materials.</i></li> <li>I can develop pictures through digital media techniques.</li> </ol>		<ol style="list-style-type: none"> <li>I can investigate the characteristics of Ancient Egyptian art. <i>Skill: record what I can see in my sketchbooks using a range of materials.</i> <i>Vocabulary: Ancient Egyptians, sketchbooks, civilisation, papyrus, composition, pattern, sculpture, Pharaoh, tomb.</i></li> <li>I can apply design skills to match the Ancient Egyptians. <i>Skill: plan a design for a scroll from Ancient Egypt.</i> <i>Vocabulary: Ancient Egyptians, scrolls, papyrus, design, imagery, scale.</i></li> <li>I can construct a new material. <i>Skill: follow instructions and create papyrus.</i> <i>Vocabulary: papyrus, construction, process, technique, material.</i></li> <li>I can paint in the style of the Ancient Egyptians.</li> </ol>	

	<p>techniques.  <i>Skill: use fine detail on smaller brushes.</i>  <i>Vocabulary: fine detail, cave-painting, composition.</i></p> <p>5. I can create a piece of collaborative artwork.  <i>Skill: create natural paints to use in a collaborative piece.</i>  <i>Vocabulary: collaborative, natural, handprint, negative, positive.</i></p>	<p><i>Skill: apply line, shape and tone with a range of digital tools.</i>  <i>Vocabulary: digital art, illustrator, purpose, style.</i></p>	<p><i>Skill: mix appropriate colours and paint in the style of Ancient Egyptians.</i>  <i>Vocabulary: Ancient Egyptians, style, translate.</i></p> <p>5. I can create a zine.  <i>Skill: create a zine using a variety of text, images and layouts.</i>  <i>Vocabulary: Ancient Egyptians, zines (pronounced zeen), layout, juxtaposition, fold inform.</i></p>
Vocabulary	Shape Form Prehistoric Man-made Proportion Natural Sketch Charcoal Blend Tone Scale up Smudging Texture Pigment Cave drawings Fine detail Cave painting Composition Collaborative Handprint Negative Positive	Shape Arrangement Geometric Shape Objects Line Organic Shading Tone Blend Grip Smooth Rough Mark-making Charcoal Thick Thin Botanical Botanist Observational Detail Magnified Stem Petal Study Abstract Composition Gestural Frame	Ancient Egyptians Sketchbooks Civilisation Papyrus Composition Pattern Sculpture Pharaoh Tomb Scrolls Design Imagery Scale Process Technique Material Construction Style Translate Zine (pronounced zeen) Layout Juxtaposition Fold Inform
Trip ideas	Natural History museum	TATE modern	British Museum

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Drawing - Exploring, tone, texture and proportion		Painting and Mixed Media - Light and Dark		Sculpture and 3D - Mega materials	
I cans	<div><div>1.</div><div>I can draw using tone to create a 3D effect. <i>Skill: experiment with shading to create different tones.</i> <i>Vocabulary: Observation, shading, form.</i></div></div> <div><div>2.</div><div>I can combine lines and mark making to show texture and tone in drawings. <i>Skill: combine lines and marks to represent different textures.</i> <i>Vocabulary: Cross-hatching, texture.</i></div></div> <div><div>6.</div><div>I can observe how proportion is used in artwork. <i>Skill: present my observations about proportion in artwork.</i> <i>Vocabulary: exaggerated, proportioned, unbalanced.</i></div></div> <div><div>7.</div><div>I can understand what is an effective composition in art. <i>Skill: add various elements to enhance the texture and overall appearance of my collage.</i> <i>Vocabulary: collage, composition, focal point.</i></div></div> <div><div>8.</div><div>I can apply an understanding of texture, tone and proportion in a drawing. <i>Skill: sketch lightly and adjust my drawing to show proportion.</i> <i>Vocabulary: layer, refine.</i></div></div> <div><div>9.</div><div>I can collaborate on a piece of art inspired by an artist. <i>Skill: thick paint to make my own food-themed artwork like Maryam Arslan.</i> <i>Vocabulary: impasto</i></div></div>	<div><div>1.</div><div>I can darken or lighten a colour when mixing paint. <i>Skill: create a wide range of colours when mixing tints and shades.</i> <i>Vocabulary: abstract, detailed, figurative, landscape, muted, patterned, shade, tint, vivid.</i></div></div> <div><div>2.</div><div>I can create a three-dimensional effect. <i>Skill: create a three-dimensional effect when painting through the use of tint and shade.</i> <i>Vocabulary: 3D, three-dimensional, landscape, abstract, detailed, figurative, muted, patterned, shade, tint, vivid.</i></div></div> <div><div>3.</div><div>I can create different effects through paint. <i>Skill: create effects through paint using tint and shading.</i> <i>Vocabulary: 3D, three-dimensional, dabbing, paint wash, pointillism, stippling.</i></div></div> <div><div>4.</div><div>I can plan a still life painting <i>Skill: plan a still life painting taking composition and proportion into consideration.</i> <i>Vocabulary: still life, proportion, composition, photorealism.</i></div></div> <div><div>5.</div><div>I can create a finished piece of art. <i>Skill: create a finished piece using knowledge of colour mixing and painting techniques.</i> <i>Vocabulary: composition, shade, still life, three-dimensional, tint.</i></div></div>	<div><div>1.</div><div>I can develop ideas for 3D work through drawing in 2D. <i>Skill: use 2D curved lines to suggest 3D images.</i> <i>Vocabulary: 2D, two-dimensional, 3D, three-dimensional, ceramics, form, organic shape, sculpture, sketching, tone, visualisation.</i></div></div> <div><div>2.</div><div>I can darken or lighten a colour when mixing paint. <i>Skill: create a wide range of colours when mixing tints and shades.</i> <i>Vocabulary: abstract, detailed, figurative, landscape, muted, patterned, shade, tint, vivid.</i></div></div> <div><div>3.</div><div>I can form and join shapes in wire. <i>Skill: create a wide range of colours when mixing tints and shades.</i> <i>Vocabulary: abstract, detailed, figurative, landscape, muted, patterned, shade, tint, vivid.</i></div></div>			

Vocabulary	3D Contrast Gradient Observational Shading Shadow Tone Blend Mark-making Charcoal Contrast Composition Texture Shape Mixed-meid Collage Precision Symmetrical Wax Pattern Hatching Cross-hatching Parallel Viewfinder		Abstract Detailed Figurative Landscape Muted Patterned Shade Tint Vivid 3D Three-dimensional Dabbing Paint wash Stippling Pointillism Still life Proportion Composition Photorealism Shade		condensation delta estuary evaporation flooding floodplain groundwater irrigation leisure meander oxbow lake percolation precipitation river mouth source transpiration tributary valley water cycle waterfall	
Trip ideas	The National Gallery		TATE modern		River Thames water boat. Thames Barrier.	
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Drawing - Depth, emotion and movement		Painting and mixed media - portraits		Sculpture and 3D - Interactive installation	
I cans	1. I can apply an understanding of expressive and gestural lines to		1. I can draw a portrait using a continuous line method.		1. I can identify features of art installations.	



	<p>capture movement. <i>Skill: use different lines to express movement.</i> <i>Vocabulary: emotion, expressive, observation.</i></p> <p>2. I can understand how lines and marks can communicate emotion. <i>Skill: express emotions through mark making.</i> <i>Vocabulary: composition, form.</i></p> <p>3. I can understand how artists use mark making and shading to create depth. <i>Skill: describe how artists use tone to add depth to their work.</i> <i>Vocabulary: focal point, proportion, depth.</i></p> <p>4. I can apply an understanding of composition to plan a print. <i>Skill: explain what makes a good composition.</i> <i>Vocabulary: composition, printmaking.</i></p> <p>5. I can develop drawn ideas through printmaking. <i>Skill: use a combination of marks to create tone and depth in my print.</i> <i>Vocabulary: collagraph, composition, materials, placement, printmaking, printing plate, texture, replicate.</i></p> <p>6. I can explore how portraits can show expression and emotion and affect how we see the artwork. <i>Skill: use lines and colours to show movement in my artwork.</i> <i>Vocabulary: portrait, abstract.</i></p>	<p><i>Skill: explore how paintings can be developed.</i> <i>Vocabulary: background, collage, continuous line, paint wash, portrait, self-portrait, texture.</i></p> <p>2. I can combine materials for effect. <i>Skill: create a photo composition.</i> <i>Vocabulary: background, composition, carbon paper, mixed media, monoprint, printmaking, portrait, self-portrait, transfer.</i></p> <p>3. I can identify the features of a self-portrait. <i>Skill: discuss a message behind a print.</i> <i>Vocabulary: evaluate, justify, mixed media, multimedia, portrait, self-portrait, research.</i></p> <p>4. I can develop ideas towards an outcome by experimenting with materials and techniques. <i>Skill: experiment and discuss ideas to reach an outcome.</i> <i>Vocabulary: atmosphere, collage, composition, mixed media, photomontage, self-portrait.</i></p> <p>5. I can apply knowledge and skills to develop a mixed-media portrait. <i>Skill: create a self-portrait through a chosen medium to express identity.</i> <i>Vocabulary: mixed media, portrait, self-portrait, medium, atmosphere, collage, composition.</i></p>	<p><i>Skill: compare and analyse artwork.</i> <i>Vocabulary: installation, analyse, annotate, display, evaluate, features, location, mixed media, scale, special effects, 3D.</i></p> <p>2. I can create a piece of artwork using space and scale. <i>Skill: explore scale and space.</i> <i>Vocabulary: installation, atmosphere, location, performance, props, scale, stencil.</i></p> <p>3. I can construct 3D artwork. <i>Skill: make changes and move around 3D objects to explore 3D art.</i> <i>Vocabulary: installation, 3D, concept, culture, experience, influence, revolution.</i></p> <p>4. I can plan an installation that communicates an idea. <i>Skill: decide on a message that needs to be conveyed.</i> <i>Vocabulary: atmosphere, concept, elements, installation, issue, location, scale.</i></p> <p>5. I can explain my choices for my artwork. <i>Skill: explain and describe my intentions for my artwork.</i> <i>Vocabulary: installation, concept, evaluation, interactive, senses.</i></p>
Vocabulary	Architecture Cold War Culture Evaluate Futuristic	Background Collage Continuous Paint wash Portrait	Installation Analyse Annotate Display Evaluate

	Influence Propaganda Space race Soviet Union Continuous Formal Medium Process Stimulus Texture Tone Collagraph Composition Materials Placement Printmaking Printing plate Replicate		Self-portrait Texture Composition Carbon paper Mixed media Monoprint Printmaking Transfer Evaluate Justify Multimedia Research Atmosphere Photomontage		Features Location Mixed media Scale Special effects 3D Performance Props Stencil Concept Culutre Experience Influence Revolution Elements Issue Evaluation Interactive Senses	
Trip ideas	The Science Museum		The National Portrait Gallery		TATE modern	
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Drawing - Expressing ideas		Painting and mixed media - Artist study		Sculpture and 3D - Making memories	
I cans	1. I can explore how street artists use art to convey messages and provoke thought. <i>Skill: sketch ideas inspired by street art.</i> <i>Vocabulary: graffiti, mural, street art.</i> 2. I can understand and apply one point perspective in a drawing inspired by street art. <i>Skill: use different shading techniques to develop texture, tone and form.</i> <i>Vocabulary: depth, one point</i>		1. I can analyse a famous painting. <i>Skill: interpret a picture's meaning.</i> <i>Vocabulary: interpret, meaning, narrative, pattern, shape, tone.</i> 2. I can find meaning in a painting. <i>Skill: make inferences and justify my own opinions.</i> <i>Vocabulary: inference, justify, respond.</i> 3. I can apply drama to find meaning within a painting. <i>Skill: use drama to demonstrate</i>		1. I can analyse how art can explore the concept of self. <i>Skill: analyse and reflect on my artwork.</i> <i>Vocabulary: artwork, attributes, compare, contrast, expression, identity, literal, memories, self, symbolic.</i> 2. I can explore sculptural techniques. <i>Skill: create a relief structure.</i> <i>Vocabulary: three-dimensional, assemblage, composition,</i>	

	<p><i>perspective, horizon, vanishing point, realism.</i></p> <p>3. I can understand and use scale and proportion effectively in drawings. <i>Skill: accurately enlarge a drawing by scaling up precisely.</i> <i>Vocabulary: proportion, scale.</i></p> <p>4. I can design a street-art-inspired piece using a brief. <i>Skill: articulate my artistic intentions and purposefully choose materials and techniques.</i> <i>Vocabulary: depth, one point perspective, horizon, vanishing point, realism, proportion, scale.</i></p> <p>5. I can create a street-art-inspired piece that conveys a message. <i>Skill: scale up a design into a final piece.</i> <i>Vocabulary: depth, one point perspective, horizon, vanishing point, realism, proportion, scale.</i></p>	<p><i>understanding.</i> <i>Vocabulary: companionship, tableau, support.</i></p> <p>4. I can analyse and respond to a famous painting. <i>Skill: interpret a picture's meaning.</i> <i>Vocabulary: abstract, analyse, impasto, interpret, mixed media, narrative, texture, reflect.</i></p> <p>5. I can understand how art can tell stories or portrays messages. <i>Skill: create a thought-provoking piece of art.</i> <i>Vocabulary: thought-provoking, analyse, composition, compose, convey, message.</i></p> <p>6. I can develop starting points for creative outcomes. <i>Skill: develop ideas to plan a final piece.</i> <i>Vocabulary: artist, composition, final piece, intention, medium, style.</i></p>	<p><i>juxtaposition, manipulate, relief, sculpture.</i></p> <p>3. I can develop ideas and plan a sculpture <i>Skill: test and develop ideas into a plan.</i> <i>Vocabulary: abstract, embedded, influence, inspiration, memory, object, plan, sculpture, tradition.</i></p> <p>4. I can apply an understanding of materials and techniques to work in 3D. <i>Skill: combine materials and techniques to create a new idea.</i> <i>Vocabulary: in-process, manipulate, materials, pitbull, reflections, sculpture.</i></p> <p>5. I can problem solve, evaluate and refine artwork to achieve a chosen outcome. <i>Skill: identify areas to refine and reflect on my work.</i> <i>Vocabulary: evaluation, experimentation, development, reflection, sculpture.</i></p>
Vocabulary	<p>Explore</p> <p>Markmaking</p> <p>Civilisation</p> <p>Experimental</p> <p>Fresco</p> <p>Expressive</p> <p>Imagery</p> <p>Aesthetic</p> <p>Character traits</p> <p>Interpretation</p> <p>Modern art</p> <p>Reflective</p> <p>Symbol</p> <p>Symbolic</p> <p>Spirit Animal</p> <p>Represent</p> <p>Chiaroscuro</p> <p>Effect</p>	<p>Interpet</p> <p>Meaning</p> <p>Narrative</p> <p>Pattern</p> <p>Shape</p> <p>Tone</p> <p>Inference</p> <p>Justify</p> <p>Respond</p> <p>Companionship</p> <p>Tableau</p> <p>Support</p> <p>Abstract</p> <p>Analyse</p> <p>Impasto</p> <p>Interpret</p> <p>Mixed media</p> <p>Texture</p>	<p>Artwork</p> <p>Attributes</p> <p>Compare</p> <p>Contrast</p> <p>Expression</p> <p>Identity</p> <p>Liberal</p> <p>Memories</p> <p>Symbolic</p> <p>Self</p> <p>Three-dimensional</p> <p>Assemblage</p> <p>Composition</p> <p>Juxtaposition</p> <p>Manipulate</p> <p>Relief</p> <p>Sculpture</p> <p>Abstract</p>

	Form Shading Tone Technique Audience Commission Graffiti Guerilla art Impact Issue Street art Composition Convey Develop Drawing techniques	Reflect Thought-provoking Composition Compose Convey Message Artist Final piece Intention Medium Style	Embedded Influence Inspiration Memory Object Plan Sculpture Tradition In-process Materials Pitbull Reflection Sculpture Evaluation Experimentation Development
Trip ideas	The British Museum - Mayans	TATE modern	The Young V&A museum