



Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Additional Events	
Nursery	About me	Celebrations	Once upon a time	Spring has sprung	In the garden	It's a pirate life	On-site learning Outdoor area Off-site learning Visitors	
	<p><u>Rationale</u> – Art is taught through child interest led activities. Clear independent creative opportunities are given in designated areas using a range of frequently changed media and materials.</p> <p><u>30-50 months, Early Learning Goal:</u> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none">• Explores colour and how colours can be changed.• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.• Beginning to be interested in and describe the texture of things. <p><u>Knowledge:</u></p> <ul style="list-style-type: none">•To know the names of primary and secondary colours.•To know that mixing two colours will make a new colour.•To know how to draw lines.							
	<u>V</u> – red, blue, yellow, white, purple, green, orange, black, dark, light, gold, silver		<u>V</u> – hard, soft, smooth, rough, prickly		<u>V</u> – glue stick, sellotape, glue, sticking, paintbrush, paper, card, tissue paper, crayons, pencils, pens			
Reception	This is me	Toy Story	Fairy Tales	Creepy Crawlies	Superheroes	Dinosaurs	On-site learning Painting area Off-site learning Park visit Visitors	
	<p><u>R</u> - Art is taught through child interest led activities. Clear independent creative opportunities are given in designated areas using a range of frequently changed media and materials. Some formal teaching strategies are used to introduce specific skills such as paint mixing.</p> <p><u>40-60+ months, Early Learning Goal:</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none">• Explores what happens when they mix colours.• Experiments to create different textures.• Understands that different media can be combined to create new effects.• Manipulates materials to achieve a planned effect. <p><u>Knowledge:</u></p> <ul style="list-style-type: none">•To know the names of primary and secondary colours.•To know what colours are primary and secondary.•To know which primary colours can be mixed to make which secondary colours.•To know how to create new effects using different media.•To know the effects of manipulating different materials together							
	<u>V</u> – green, orange, purple, mix, texture, primary		<u>V</u> – felt-tip, paint, paintbrush		<u>V</u> – mix, stir, texture		<u>V</u> – clay, fabric, cardboard	<u>V</u> – paper, scissors

Year 1	Super Me	Paws, Claws and Whiskers	Splendid skies	Memory Box	Bright Lights, Big Cities	Enchanted forest	On-site learning Creative area
	<u>Rationale –</u> To become proficient in observational skills whilst drawing to produce a portrait in the style of Pablo Picasso.	<u>Rationale –</u> To use a range of techniques and tools to create a repeated or random pattern representing an animal pattern and print.	<u>Rationale –</u> To use a range of textured materials to produce creative work (cloud picture), exploring their ideas and recording their experiences.	<u>Rationale –</u> To create a sepia photograph to show a memory.	<u>Rationale –</u> To research painters/paintings in art galleries to become proficient in painting to produce a city skyline scene.	<u>Rationale –</u> To use natural materials to produce creative work, exploring their ideas and recording their experiences.	Off-site learning Art gallery/ exhibition
	<u>Skills –</u> - Make marks, lines and curves and colour in neatly. - Use colours to show tone. - Tell an adult about their picture. - Say how an artist has used colour in their work.	<u>Skills –</u> - Name and mix primary and secondary colours. - Spread paint with a range of tools. - Make marks, lines and curves and colour in neatly. - Draw dots and lines to show pattern. - Tell an adult about their picture.	<u>Skills –</u> - Tell an adult about their picture.	<u>Skills –</u> - Tell an adult about their picture.	<u>Skills –</u> - Name and mix primary and secondary colours. - Spread paint with a range of tools. - Tell an adult about their picture. - Say how an artist has used colour in their work.	<u>Skills –</u> - Link colours to natural or man-made objects. - Tell an adult about their picture. - To cut, roll and coil materials. - Use clay, dough and plasticine with tools.	Visitors
	<u>Knowledge –</u> - To use a range of materials creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - To know the different techniques needed to form marks, lines and curves.	<u>Knowledge –</u> - To use a range of materials creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - To recognise and name animal patterns. - To know what a repeated and random pattern is.	<u>Knowledge –</u> - To use a range of materials creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<u>Knowledge –</u> - To use a range of materials creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<u>Knowledge –</u> - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the effects that different styles and colours have on the final impact of a painting. - To know primary colours and which primary colours are mixed to create secondary colours. - To know the different effects that tools can make when printing or painting.	<u>Knowledge –</u> - To use a range of materials creatively to design and make products. - To use sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	

	<ul style="list-style-type: none"> - To evaluate and analyse creative works using the language of art, craft and design. 	<ul style="list-style-type: none"> - To know primary colours and which primary colours are mixed to create secondary colours. - To know the different effects that tools can make when printing or painting. 					
	<u>Vocabulary</u> – portrait, face, bold, bold lines, soft tones, observation, features, colour, comparison, technique	<u>Vocabulary</u> – abstract, pattern, repeated pattern, random pattern, print, repeat, bold, bold lines, colour (primary, secondary), technique, effect	<u>Vocabulary</u> - cut, roll, coil, bumpy, camera, stain, picture, photograph	<u>Vocabulary</u> – sepia, aged, effect, create	<u>Vocabulary</u> – gallery, museum, artist, painter, scene, painting, signature, Primary/Secondary colours, light	<u>Vocabulary</u> – natural, natural art, creativity, materials, man-made	

Year 2	I am a Superhero Pop Art – Andy Warhol Comics and self-portraits	All Ablaze Colour Mixing Painting and Silhouettes Watercolour	Planet Earth ‘To Infinity and Beyond’	To Infinity and Beyond Weaving: recycled art – Collages based on re-using everyday materials. Andy Goldsworthy – creating our own images and stop frame animation. Georgia O’Keeffe – looking at flowers and plants and creating our own paintings.	On-site learning Off-site learning Park visit Sculpture park Visitors
	Rationale – Work is an integral part of topic. Learning about artists and their particular style of work.	Rationale – Activities are topic led with relevant skills taught.	Rationale – To complete activities linked to the topic.	Rationale – Art skills are taught and developed through topic. Discussion arises from exploring and commenting on preferences around an artists work.	
	Skills – <ul style="list-style-type: none"> - Use colours to show tone - Make marks, lines and curves - Colour in neatly - Draw dots and lines to show pattern 	Skills – <ul style="list-style-type: none"> - Name and mix primary and secondary colours - Add black to make tones - Add white to make tints 	Skills – <ul style="list-style-type: none"> - Add black to make tones - Add white to make tints - Create mood or feeling with colour and describe reasoning 	Skills – <ul style="list-style-type: none"> - Create mood or feeling with colour and describe reasoning - Make life-sized models - Join nets to create abstract forms - Link colour to natural and man-made objects 	
	Knowledge – <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - To know the different techniques needed to form marks, lines and curves. - To evaluate and analyse creative works using the language of art, craft and design. 	Knowledge – <ul style="list-style-type: none"> - To know how to show tones and tints onto a painting to create effects - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - To know primary colours and which primary colours are mixed to create secondary colours. 	Knowledge – <ul style="list-style-type: none"> - To know how to show tones and tints onto a painting to create effects - To use a range of materials creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	Knowledge – <ul style="list-style-type: none"> - To know how different colours and textures are used to represent mood or feeling - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	

		- To know the different effects that tools can make when printing or painting.			
	<u>Vocabulary</u> – self-portrait, pattern, silhouette, watercolours, curves, lines, chalk, dot painting, Pointillism, create	<u>Vocabulary</u> – warm colours, oil pastels, smudge, Primary colours, Secondary colours, acrylic paint	<u>Vocabulary</u> – tint, tone, horizon, dark, cool colours	<u>Vocabulary</u> – recycle, collage (names of materials used), attach, flowing, rough, faint, mood, atmosphere	

Year 3	Early Human Life <u>Sketch</u> 'Stone Age' fruits	Blue Abyss Watercolour Painting and artist study Hokusai wave	Predators Animal pattern using various media Half animal mixes	I am a Warrior <u>Sculpture</u> – Roman clay pots and design	On-site learning Off-site learning Roman fort Visitors
	<u>Rationale</u> – To explore and practice sketching and shading using knowledge linked to the current topic.	<u>Rationale</u> – To explore different painting styles linked to the current topic.	<u>Rationale</u> – To explore the effect of different lines and patterns.	<u>Rationale</u> – To create a 3D sculpture to replicate an item linked to the current topic.	
	<u>Skills</u> – <ul style="list-style-type: none"> - Draw things from different viewpoints. - Explore shading. - Use colours to show tone. - Observe and describe other artists' techniques - Explain ideas behind sketches - Explain the purpose of their 3D work 	<u>Skills</u> – <ul style="list-style-type: none"> - To explore effects of adding water, glue, sand and sawdust to paint. - Make watercolour wash as background. - Observe and describe other artists' techniques - Add white to make tints - Add black to make tones 	<u>Skills</u> – <ul style="list-style-type: none"> - Draw familiar things from viewpoints - To explore effects of adding water, glue, sand and sawdust to paint. - Explore shading - Explain the ideas behind the sketches - Observe and describe other artists' techniques 	<u>Skills</u> – <ul style="list-style-type: none"> - Sculpt mouldable materials using a variety of a variety of tools and techniques. - Explain the purpose of their 3D work. - Observe and describe other artists' techniques. - Study pottery from other cultures and develop own clay techniques. 	
	<u>Knowledge</u> – <ul style="list-style-type: none"> - To understand perspective and viewpoint. - To know how to use colours to show tone. - To know different shading techniques. - To know how to use shading to create a 3D effect. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - To evaluate and analyse creative works using the language of art, craft and design. 	<u>Knowledge</u> – <ul style="list-style-type: none"> - To know how to use black and white to create different effects - To know the effect of adding different substances - To know how to create a watercolour wash - To know different techniques artists use - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - To evaluate and analyse creative works using the 	<u>Knowledge</u> – <ul style="list-style-type: none"> - To understand perspective and viewpoint. - To know different shading techniques. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - To evaluate and analyse creative 	<u>Knowledge</u> – <ul style="list-style-type: none"> - To know how to mould and shape a mouldable material for different effects. - To know techniques that given tools can produce. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - To evaluate and analyse creative works using the language of art, craft and design. 	

		language of art, craft and design.	works using the language of art, craft and design.		
	<u>Vocabulary</u> – complementary, monochrome, harmonious, dramatic, cool, warm, vivid	<u>Vocabulary</u> – watercolour, watercolour paints, clay, air drying clay, attach, tools	<u>Vocabulary</u> – straight, wavy, smooth, sharp, thick, thin, smudged lines	<u>Vocabulary</u> – sculpture, clay, shape, mould, plasticine, join, slip, sculptural	

Year 4	Traders and Raiders	The Western World	Egyptians	On-site learning
	Drawing artefacts to show shadows and reflections (Still-life compositions) Plasticine modelling – village items.	Plastic Fantastic' Painting – explore using watercolour pencils and effects. Explore painting and brush techniques.	Sculpture – 3D Egyptian masks – decorate and embellish	Off-site learning
	<u>Rationale</u> – Skills for drawing, shading and shadows are taught and then applied to real-life artefacts relating to topic theme.	<u>Rationale</u> – Watercolour effects and brush techniques are skills taught and then used within topic activities.	<u>Rationale</u> – Developing a finished piece of their own through following and understanding the process used. Developing persistence and a sense of pride in their finished artwork.	Visitors
	<u>Skills</u> – <ul style="list-style-type: none"> - Show shadows and reflections in drawings. - Draw things from different viewpoints. - Use different shading techniques. - Annotate work in sketchbook to explain ideas. - 	<u>Skills</u> – <ul style="list-style-type: none"> - Make watercolour wash as background - Explore brush techniques - Annotate work in sketchbook to explain ideas - Observe and describe other artists' techniques 	<u>Skills</u> – <ul style="list-style-type: none"> - Study pottery from other cultures and develop own clay techniques. - Use tools to carve surfaces creating shape, pattern and texture. - Sculpt mouldable materials using a variety of tools and techniques. 	
	<u>Knowledge</u> – <ul style="list-style-type: none"> - To know different shading techniques that can be used to represent shadow. - To know objects look differently from different viewpoints. - To know a range of shading techniques. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<u>Knowledge</u> – <ul style="list-style-type: none"> - To know different brush techniques. - To know how to create a watercolour wash. - To know different painting techniques artists use. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<u>Knowledge</u> – <ul style="list-style-type: none"> - To know the styles and patterns used on pottery in a given time of history. - To know the uses and varying patterns that can be made from each tool. - To know how to sculpt and join pieces of mouldable material. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	
	<u>Vocabulary</u> – shading, shadows, 2D, 3D, reflections, still-life, embellish, techniques, tint, tone, shade, spherical, symmetrical, circular, linear	<u>Vocabulary</u> – - Watercolour paint, watercolour pencils, effect, brush technique, abstract, landscape, oil paint, canvas, perspective, background, foreground	<u>Vocabulary</u> – - Papier mache, cut, decorate, embellish	

Year 5	What makes Teesside, Teesside?	What Makes Teesside, Teesside?	Survival across the World	Building our Future	On-site learning Off-site learning Sketched valleys and River Tees Visitors
	Architecture linked to bridges.	<u>Drawing, painting and sculpture</u> to develop and share their ideas.	Use colour, pattern, texture, line, shape, form and space for and use a range of materials creatively to design and make products – <u>Mayan art</u> .		
	<u>Rationale</u> – Skills and activities are linked to local study to make the topic relevant to our pupils.	<u>Rationale</u> – Skills and activities are linked to a local well known artist. This makes the topic relevant to our pupils.	<u>Rationale</u> – Inspiration for activities comes from the geographical topic. Skills are taught and applied.	<u>Rationale</u> – Skills and activities linked to topic.	
	<u>Skills</u> – <ul style="list-style-type: none"> - Indicate movement in drawings. - Show shadows and reflections in drawings. - Understand technical drawings from history. 	<u>Skills</u> – <ul style="list-style-type: none"> - Describe how they have used shape and colour to reflect the feelings or moods. - Experiment with styles other artists have used. - Embellish with a range of objects. - Sketch lightly before painting. - Create colours observed. - Indicate movement in drawings. 	<u>Skills</u> – <ul style="list-style-type: none"> - Create colours observed. - Sketch lightly before painting. - Describe how they have used shape and colour to reflect feelings or moods. - Experiment with styles other artists have used. - Use tools to carve surfaces creating shape, pattern and texture. - Study pottery from other cultures and develop own clay techniques. 	<u>Skills</u> – <ul style="list-style-type: none"> - Develop own style of drawing, combining materials and techniques to good effect. - Develop own style of painting, making realistic pictures or impressions. - Understand technical drawings from history. 	
	<u>Knowledge</u> – <ul style="list-style-type: none"> - To know how to use lines to create a 3D effect. - To know varying shading techniques that can be used to represent shadows and reflections. - To know how to explain a technical drawing from history. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. 	<u>Knowledge</u> – <ul style="list-style-type: none"> - To know how the use of shape and colour can express a feeling or mood. - To know why sketching lightly before painting is important. - To know how to mix paints for a desired effect. - To know how to indicate movement in drawings. - To know the techniques a local artist uses. - To use drawing, painting and sculpture to develop and share their ideas, 	<u>Knowledge</u> – <ul style="list-style-type: none"> - To know the styles and patterns used on pottery in a given time of history. - To know the uses and varying patterns that can be made from each tool. - To know how the use of shape and colour can express a feeling or mood. - To know why sketching lightly before painting is important. - To know how to mix paints for a desired effect. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<u>Knowledge</u> – <ul style="list-style-type: none"> - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	

	<ul style="list-style-type: none"> - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 			
	<u>Vocabulary</u> – Architecture, colour, pattern, texture, line, shape, form, space, movement	<u>Vocabulary</u> – movement, body proportion, Manikin, charcoal, embellish	<u>Vocabulary</u> – shape, form, space, contrast, comparison	<u>Vocabulary</u> – sculpt, sculptor (eg Barbara Hepworth), develop	

Year 6	War and Conflict	Environment	Citizenship	On-site learning
	<u>Painting</u> - Impressionists	<u>Drawing</u> – combining mediums	<u>Sculpture</u> – 3D models – sport	Off-site learning
	<u>Rationale</u> – By Year 6 our children will have had many opportunities to explore many skills through drawing, painting and sculpture. They are now given opportunities to use, apply and develop pieces of work inspired by the themes that are covered while developing their own preferred style of work.	<u>Rationale</u> – By Year 6 our children will have had many opportunities to explore many skills through drawing, painting and sculpture. They are now given opportunities to use, apply and develop pieces of work inspired by the themes that are covered while developing their own preferred style of work.	<u>Rationale</u> – By Year 6 our children will have had many opportunities to explore many skills through drawing, painting and sculpture. They are now given opportunities to use, apply and develop pieces of work inspired by the themes that are covered while developing their own preferred style of work.	Roseberry Topping Park visit
	<u>Skills</u> – <ul style="list-style-type: none"> - Develop own style of drawing, combining materials and techniques to good effect. - Develop own style of painting, making realistic pictures or impressions. - Understand technical drawings from history. - Make models on a range of scales. - Deliberately reflect intentions on work or leave open to interpretation (abstract). 	<u>Skills</u> – <ul style="list-style-type: none"> - Develop own style of drawing, combining materials and techniques to good effect. - Develop own style of painting, making realistic pictures or impressions. - Deliberately reflect intentions on work or leave open to interpretation (abstract). 	<u>Skills</u> – <ul style="list-style-type: none"> - Create lifelike or appropriate qualities within 3D work. - Make models on a range of scales. - Deliberately reflect intentions on work or leave open to interpretation (abstract). 	Visitors
	<u>Knowledge</u> – <ul style="list-style-type: none"> - To know how to explain a technical drawing from history. - To know how to make a scaled model. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<u>Knowledge</u> – <ul style="list-style-type: none"> - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<u>Knowledge</u> – <ul style="list-style-type: none"> - To know how to make a scaled model. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. - To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	
	<u>Vocabulary</u> – realistic, impressionism, mediums	<u>Vocabulary</u> – Combine, medium, technique	<u>Vocabulary</u> – 3D model, tactile, techniques	