



ART AND DESIGN POLICY

Introduction

At Meadow Farm Community Primary School, we believe that teaching and learning in art is fundamental because it stimulates creativity, imagination and inventiveness. The purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. Art empowers children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Pupils become involved in shaping their environments through art and design activities.

At Meadow farm, art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum which gives children the opportunities to develop specific art skills and reinforces skills already established. Pupils explore ideas and meanings through the work of artists and designers.

Curriculum Intent

Our intent is to offer opportunities for pupils to;

1. Foster an understanding and enjoyment of art, craft and design.
2. Experience a broad and balanced range of art activities and show progression within these experiences.
3. Show development of ideas and their own skills through the use of a sketchbook.
4. Develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media.
5. Develop use of a range of tools, media and processes.
6. Develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work.
7. Provide opportunities for studying historical, cultural and religious art
8. To extend and enrich other curriculum areas.

Implementation of policy

All staff at Meadow Farm have access to the Kapow online scheme of Learning. Art and Design is split into 4 areas of learning which are revisited throughout Key Stage 1 and 2:

- Drawing
- Craft and Design
- Painting and Mixed Media
- Sculpture and 3D

By the end of year 6, children will have experienced all areas of Art and Design. Throughout our art curriculum, we follow a clear progression of skills; generating ideas, making, evaluating and analysing in Art and Design. (see appendix 1)

Teaching and Learning

Staff use a variety of teaching and learning styles in art lessons relating to the theme/topic and children's abilities and experience gained from the Kapow Scheme of Learning. Activities are planned in accordance to the national curriculum relate to a variety of cross-curricular links.

Our planning includes opportunities for;

- Children to work individually, in pairs or in larger groups
- Preliminary investigation work through the use of sketch books
- First-hand experience
- Visiting artists to work with children to give them the experience of working with a professional
- Use of a range of materials (2D and 3D), ICT, artefacts and visits out in the surrounding area
- Evaluation of ideas and methods
- Pupils to see that their work is valued, celebrated and displayed in classrooms and around the school

The national curriculum emphasises that it is important for the children to gain knowledge and understanding of how artists and craftspeople go about their work. The children need to be exposed to the work of artists and craftspeople, and some of this information can be recorded in their sketchbook. Each pupil has their own Art and Design sketchbook in KS1 and KS2 which they take with them to the next class. This provides a record of the pupil's learning and progress in art as part of their art portfolio.

Impact

Pupils will become creative learners, who have a web of knowledge about the great artists of the world. Creativity and uniqueness will be celebrated and Pupils will become astute at editing and improving the pieces they have created. Technical vocabulary will be used accurately and pupils will be expected to know, apply and understand the matters, skills and processes specified. Children will become more confident in analysing their work and giving their opinion on their own and other works of art.

As they progress through the school they will be able to think critically and develop a more rigorous understanding of art and design. They will also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Assessment

The sketchbook is used as an initial way of exploring children's responses to a variety of stimuli through mark making, colour mixing and pattern work. Sketchbook work may lead to a final piece of work or may be used as a reference point for future pieces of work. Pupils are encouraged to think of it as the place to practice, develop and focus their work using a variety of media. Work should be dated with the learning objective so that it provides a suitable record for both the teacher and the child. Recording in the sketchbook can take many forms and can be used to:

- Practise certain skills and features, and to gather information for use on a larger piece of work.
- Practise drawing techniques such as shading, perspective and drawing from different viewpoints.
- Record details about the item being drawn or sketched for future reference
- Include sketches and working drawings for ideas of things the children want to make.
- The Art and Design sketchbook can be used as a place to collect: Photographs; Pictures from magazines, comics, cards, calendars, stamps, Samples of textures, fabrics, and other materials;
- Studies of the effects of media on different types of paper

Evaluations by pupils of their own and the work of other artists- where possible pupils should be encouraged to comment on the media and techniques used.

The Foundation Stage

The different aspects of the arts are incorporated within Creative Development in the Foundation Stage Curriculum. However, elements can also be found in other areas of learning (Physical development and Mathematics). This curriculum lends itself to an integrated approach to learning. Nursery and Reception teachers plan quality learning opportunities for art using the Early Years Curriculum. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

Planning and Resources

Most of the art craft supplies/resources are stored in the storage cupboards outside Year 3 and 4, key resources are stored under the sinks outside the classrooms (Shared between classes). It is important to ensure that resources are labelled, tidy and clean and ready for use.

Children will also use Secondary resources. The internet is an invaluable resource for artist's work and we have a good collection of school library books relating to a range of artists.

- Include sketches and working drawings for ideas of things the children want to make.
- The Art and Design sketchbook can be used as a place to collect: Photographs; Pictures from magazines, comics, cards, calendars, stamps, Samples of textures, fabrics, and other materials;
- Studies of the effects of media on different types of paper

Evaluations by pupils of their own and the work of other artists- where possible pupils should be encouraged to comment on the media and techniques used.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching and learning is the responsibility of class teachers and the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in Art and Design and providing a strategic lead and direction for this subject within the school.

Policy reviewed by: Megan Talbot, Art & Design leader

Date prepared: 04th December 2023

Date ratified by the Strategic Committee: 7th February 2024



Signed: 7th February 2027
Mrs M Gaidermann

(Chair of the Strategic
Committee)



Signed: 7th February 2027
Mrs S Eyre

(Head Teacher)

Review date: February 2027

Appendices

Appendix 1.....Making Skills

Appendix 2..... Generating New Ideas

Appendix 3..... Knowledge of Artists

Appendix 4.....Evaluation and Analysis

Appendix 5.....Vocabulary

Appendix 1 – Making Skills

	Progression in Making skills						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Range 5- Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p>	<p>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>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>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>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>To use a broader range of stimulus to draw from, such as architecture, culture and photography. 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>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>

Painting and Mixed Media	<p>Range 5- Continues to explore colour and how colours can be changed</p> <p>Range 6- Develops their own ideas through experimentation with diverse materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p>	<p>Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces.</p> <p>Begin to explore colour mixing.</p> <p>Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.</p>	<p>Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint, using different tools to create texture.</p> <p>Create a range of secondary colours by using different amounts of each starting colour or adding water.</p> <p>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>Select and use a variety of painting 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.</p> <p>Mix colours with greater accuracy and begin to consider how colours can be used expressively.</p> <p>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>Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.</p> <p>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.</p> <p>Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p>	<p>Apply paint with control in different ways to achieve 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.</p> <p>Develop a painting from a drawing or other initial stimulus.</p> <p>Explore how collage can extend original ideas.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p>	<p>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece.</p> <p>Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition.</p> <p>Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus.</p> <p>Work collaboratively on a larger scale.</p>
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Sculpture and 3D	<p>Range 5-Uses tools for purpose</p> <p>Range 6- Uses their increasingly knowledge and understanding of tools and materials to explore their interest and enquiries and develop their thinking</p> <p>Range 6- Develops their own ideas through experimentation with diverse materials</p> <p>Share their creations, explaining the process they have used (ELG)</p>	<p>Use their hands to manipulate a range of modelling materials, including paper and card.</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>Explore how different materials can be shaped and joined, using more complex techniques such as 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>Uses personal plans and ideas to design and construct more complex sculptures and 3D 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>
Craft and Design	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p> <p>Share their creations, explaining the process they have used (ELG)</p>		<p>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>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>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>	

Appendix 2 – Generating New Ideas

Progression in Generating Ideas						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	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.
Painting and Mixed Media	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.
Sculpture and 3D	Explore their own ideas using a range of media.			Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.		Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Craft and Design		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.		Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	

Appendix 3 – Knowledge of Artists

Progression in Knowledge of Artists						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	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 been made.	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.
Painting and mixed media	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 artworks 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 been made.	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.
Sculpture and 3D	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.			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 been made.		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

Craft and Design		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.		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	
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Appendix 4 – Evaluation

Progression in Evaluation and Analysis						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Describe and compare features of their own and other's art work.	<p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p>	<p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
Painting and mixed media	Describe and compare features of their own and other's art work	<p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p>	<p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>
Sculpture and 3D	Describe and compare features of their own and other's art work.			<p>Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>		<p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

Craft and Design		<p>Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p>	<p>Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>		<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	
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Appendix 6 – Vocabulary

Progression in Vocabulary							
EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	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	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	Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross-hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina	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	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	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	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
	Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe	Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick	Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface	Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone	Portrait, 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	Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium	Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking

Sculpture and 3D	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	Sculpture, Artist , Three dimensional (3D), Cylinder, Curve , Loop, Tube, Concertina, Overlap, Spiral, Zig-zag , Carving, Mosaic, Imagine			Visualisation, Ceramics, Two-dimensional (2D) , Three-dimensional (3D) , Organic shape, Sculpture , Tone, Form , Carving, Model, Hollow, Figurative, Abstract , Quarry, Texture , Surface, Join , Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving		Expression, Self, Identity, Attribute, Symbolic , Literal, Assemblage, sculpture, Manipulate, Relief, Composition , Juxtaposition, Embedded, Tradition , Pitfall, Representation, Originality, Collection
Craft and Design	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		Imaginary, Inspired, Landmarks, Shape , Texture, Pattern , Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic , Stained glass, Overlap , Gallery, Curator, Design , Design brief, Evaluate	Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting , Pattern, Shape, Colour , Scroll, Convey, Composition, Scale , Imagery, Design , Technique, Process, Material, Layout, Zine, Fold, Audience, Inform		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	

Vocabulary- Shows vocabulary they have learnt before in previous years