

Art and Design Curriculum Map



CLOVER Principles

Intent, Implementation and Impact

EYFS Framework

National Curriculum

Whole school overview

Progression of Knowledge and Skills

Progression of Vocabulary

C	<ul style="list-style-type: none"> - Community projects (Polseden Lacey pianos, Royal Mail stamp competition) - Sharing their artwork with families - Show and tell - sharing artwork from their community
L	<ul style="list-style-type: none"> - Learning to have a go at things that they feel less confident about - Learning from others and using other artists as inspiration - Understanding that there is no right or wrong and that everyone can be an artist - Appreciating different forms of art and forming opinions - Learning new skills and techniques
O	<ul style="list-style-type: none"> - Royal Mail stamp competition - Exposure to a broad range of art forms - Show and tell - Christmas card design prints - Christmas fair colouring competition
V	<p>All our values will be taught throughout the whole of the Art curriculum, however certain key values will be taught more explicitly.</p> <ul style="list-style-type: none"> - We are Curious - Art at FVIS encourages children to be excited and curious about their own artwork and artwork from famous artists. - We are Brave - our Art curriculum enhances our understanding of resilience and to have a go and try new or challenging activities - We are Kind - our Art curriculum teaches us to show empathy and respect others' opinions about our art work. - We Try our Best - Art enriches our understanding about colour, shape and lines. - We Work Well Together - we work in partners, groups and as a class to explore Art. We learn from each other and others too - We are Honest-our Art curriculum equips us to critically engage with others through our displays and sketch books
E	<ul style="list-style-type: none"> - Creating nature sculpture in the environment - Use of natural resources from and in our local environment - Looking at artists that use the environment for their artworks - Use of environment to make artwork - Observational drawing of our environment - Woodland learning

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- Having a go, even when they are not very confident
- Sharing their ideas and opinions
- Sharing or displaying their work
- Trying out new skills and techniques

Intent

At Fetcham Village Infant School, art is an essential part of our curriculum with children's ideas about art being embraced but also challenged, with opportunities for them to express themselves creatively. Their knowledge and skills are developed and inspired by a wide variety of stimuli including famous artists and their work. Our school principles of CLOVER ensure values are at the centre of the children's learning, opportunities are optimised to explore and use the surrounding environment. Children are encouraged to take risks as they express their thoughts and opinions about their own and others' artwork as well as explore new techniques and mediums. Through art they are given opportunities to work collaboratively as well as individually and a crucial part of their development is learning to reflect effectively on their own and other's artwork. Children's creations are continually celebrated throughout the school and displayed in all classrooms as well as communal areas. We aim to nurture the children's love of art and help build their confidence with lifelong skills for the future.

Implementation

In order to give as broad an experience as possible, we provide:

- An introduction to a wide range of materials and techniques teaching the skills.
- A variety of experiences including different scales, individual and group work, in two and three dimensions.
- Challenging tasks appropriate to individual needs.
- Opportunities for direct observational work.
- Opportunities for work from memory and imagination.
- A working atmosphere in which creativity and experimentation, during the making process, are as valuable as the end product.
- Opportunities to experience the work of other artists and designers from a variety of times and cultures.
- Time for reflection and evaluation.

Impact

Art and design is loved by teachers and pupils across school. With high expectations, children can use technical vocabulary accurately and understand, use and apply different skills and processes taught. The impact can be seen through a range of assessment strategies including key questioning, observation and peer and self assessment. This is used continuously throughout the units and children are confident when reflecting on their own and others' work; sharing their opinions. Termly assessments against the National Curriculum expectations are also entered onto our school tracking system to allow for whole school monitoring.

Level Expected at the End of EYFS

Physical Development (Fine Motor Skills)

Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paint brushes and cutlery.

- Begin to show accuracy and care when drawing.

Expressive Arts and Design (Creating with materials)

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.

Key Stage 1 National Curriculum Expectations

Pupils should be taught:

- 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, shape, form and space;
- about 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.

Key Stage 2 National Curriculum Expectations

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- to create sketch books to record their observations and use them to review and revisit ideas;
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];
- about great artists, architects and designers in history.

Art curriculum overview

Whole school ART unit outline						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Drawing: Marvellous marks	Painting and mixed media: Paint my world	Sculpture and 3d: Creation station		Craft and design: Let's get crafty	
Year 1	Drawing: Make your mark		Paint and mixed media: Colour splash		Sculpture and 3D: Paper play	
Year 2	Drawing: Tell a story		Craft and design: Map it out		Sculpture and 3D: Clay houses	

	YR	Y1	Y2
Autumn	<p><u>Drawing: Marvellous marks</u></p> <p>To explore making marks with wax crayons. (Continuous provision)</p> <p>To investigate the marks and patterns made by different textures. (Continuous provision)</p> <p>To explore making marks with felt tips.(Continuous provision)</p> <p>To use a felt tip to make patterns. (Continuous provision)</p> <p>To explore making marks with chalk.(Continuous provision)</p> <p>To make controlled large and small movements (Continuous provision)</p> <p>To compare different ways of making marks and drawing. (Continuous provision)</p> <p>To explore mark making using pencils. (Learning journey)</p> <p>To create a simple observational self portrait drawing. (learning journey)</p> <p>Key Vocabulary: wax crayons, felt tips, chalk, circle, pencils, colour pencils, drawing, mark making, line, short, curved, straight, observe, observational, self portrait,</p> <p><u>Painting and mixed media: Paint my world</u></p> <p>To explore paint through finger painting (Learning journey)</p> <p>To describe the texture and colours as they paint (Continuous provision)</p>	<p><u>Drawing: Make your mark</u></p> <p>To know how to create different types of lines.</p> <p>To explore line and mark making to draw water.</p> <p>We are learning to draw with different media</p> <p>To develop an understanding of mark making.</p> <p>To apply an understanding of drawing materials and mark making to draw from observation.</p> <p>Key Vocabulary: 2D shape, 3D shape, abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots, firmly, form, horizontal, lightly</p>	<p><u>Drawing: Tell a story</u></p> <p>To develop a range of mark making techniques.</p> <p>To explore and experiment with mark making to create textures.</p> <p>To develop observational drawing.</p> <p>To understand how to apply expressions to illustrate a character.</p> <p>To develop illustrations to tell a story.</p> <p>Key Vocabulary: Blending, charcoal, concertina, cross hatching, emoji, emotion, expression, frame, hatching, illustrations, illustrator, lines, mark-making, re-tell</p>

	<p>To make child-led collages using mixed media.(Continuous provision)</p> <p>To use loose parts to create a piece of transient art.(Continuous provision)</p> <p>To create a large piece of group artwork based around fireworks. (Outdoor area)</p> <p>To experiment with colour, design and painting techniques.(outdoor area)</p> <p>Key Vocabulary: dab, dot, flick, splat, collage, stick, cut, mix, pattern, slimy, slippery, slow, smooth, stroke,</p>		
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<p>Spring</p>	<p><u>Sculpture and 3D: Creation station</u></p> <p>To explore clay and its properties</p> <p>To explore playdough and its properties</p> <p>To use safely and with confidence</p> <p>To create natural 3D landscape pictures using found objects</p> <p>To generate inspiration and conversation about sculpture and artists</p> <p>To create a design for a 3D animal sculpture</p> <p>To begin making a 3D clay sculpture using the design created last lesson</p> <p>To make a 3D clay sculpture using the design created last lesson</p> <p>To share their creation explaining the processes they have used</p> <p>Key Vocabulary: 3D, bark, bend, chop, clay, collage, cut, design, evaluate, flatten, join, landscape, leaves, model, petals, pinch, plan, reflect, roll, seed pods, sculpture, slice, slimy, slippery, smooth, soft, squash, squelchy, sticky, stretch, twigs, twist</p>	<p><u>Painting and Mixed Media: Colour Splash</u></p> <p>To investigate how to mix secondary colours.</p> <p>To apply knowledge of colour mixing when painting.</p> <p>To explore colour when printing.</p> <p>To experiment with paint mixing to make a range of secondary colours.</p> <p>To apply their painting skills when working in the style of an artist.</p> <p>Key Vocabulary: Blend, hue, kaleidoscope, pattern, mix, primary colour, print, secondary colour, shade, shape, space, texture, thick</p>	<p><u>Craft and Design: Map it out</u></p> <p>To investigate maps as a stimulus for drawing.</p> <p>To develop a drawing into 3D artwork</p> <p>To experiment with a craft technique to develop an idea.</p> <p>To develop ideas and apply craft skills when printmaking.</p> <p>To present artwork and evaluate it against a design brief.</p> <p>Key Vocabulary: Abstract, composition, curator, design, design brief, evaluate, felt, fibre, gallery, imaginary, inspired, landmarks, mosaic, overlap</p>
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<p>Summe r</p>	<p><u>Craft and Design: Let's get crafty</u></p> <p>To develop scissor skills</p> <p>to develop threading skills</p> <p>To learn about the different ways in which we can join materials together and to practise these techniques.</p> <p>To learn how to fold, curl and cut paper to achieve a desired effect.</p> <p>To create a design for a tissue paper flower</p> <p>To create a tissue paper flower based upon last lesson's design.</p> <p>To refine small motor skills through the use of drawing, cutting and manipulating paper.</p> <p>Key Vocabulary: bend, blade, crease, create, cut, design, down, fix, flange, fold, glue, handle, join, over, pattern, pinch, plan, pull, push, rip, roll, scissors, scrunch, slot, snip, stick, straight, string, strip, sturdy, tape, tear, template, thread, through, tie, under, up, wave, wobbly, wrap, zig zag,</p>	<p><u>Sculpture and 3D: Paper Play</u></p> <p>To roll paper to make 3D structures.</p> <p>To shape paper to make a 3D drawing.</p> <p>To apply paper-shaping skills to make an imaginative sculpture.</p> <p>To work collaboratively to plan and create a sculpture.</p> <p>To apply painting skills when working in 3D.</p> <p>Key Vocabulary: artist carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D) tube zig-zag</p>	<p><u>Sculpture and 3D:Clay houses</u></p> <p>To use my hands as a tool to shape clay.</p> <p>To shape a pinch pot and join clay shapes as decoration.</p> <p>To use impressing and joining techniques to decorate a clay tile.</p> <p>To use drawing to plan the features of a 3D model.</p> <p>To make a 3D clay tile from a drawn design.</p> <p>Key Vocabulary: Casting, ceramic, cut, detail, flatten, glaze, impressing, in relief, join, negative, space, pinch pot, plaster, roll, score</p>
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Knowledge and Skills Progression

Area of Learning	Reception	Year 1	Year 2
DRAWING	<p>Explore mark making using a range of drawing materials.</p> <p>Investigate marks and patterns when drawing.</p> <p>Identify similarities and difference between drawing tools.</p> <p>Investigate how to make large and small movements with control when drawing.</p> <p>Practise looking carefully when drawing.</p> <p>Combine materials when drawing.</p>	<p>That a continuous line drawing is a drawing with one unbroken line.</p> <p>Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</p> <p>Hold and use drawing tools in different ways to create different lines and marks.</p> <p>Create marks by responding to different stimulus such as music.</p> <p>Overlap shapes to create new ones.</p> <p>Use mark making to replicate texture.</p> <p>Look carefully to make an observational drawing.</p> <p>Complete a continuous line drawing.</p>	<p>How different marks can be used to represent words and sounds.</p> <p>That a combination of materials can achieve the desired effect.</p> <p>That charcoal is made from burning wood.</p> <p>Use different materials and marks to replicate texture.</p> <p>Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers.</p> <p>Use marks and lines to show expression on faces.</p> <p>Make a concertina book.</p> <p>Use drawing to tell a story.</p> <p>Use charcoal to avoid snapping and to achieve different types of lines.</p> <p>Use drawing pens.</p>
PAINTING & MIXED MEDIA	<p>Explore paint, using hands as a tool.</p> <ul style="list-style-type: none"> Describe colours and textures as they paint. 	<p>Combine primary coloured materials to make secondary colours.</p> <p>Mix secondary colours in paint.</p>	<p>Mix a variety of shades of a secondary colour.</p> <p>Make choices about amounts of paint to use when mixing a particular colour.</p>

	<p>Explore what happens when paint colours mix.</p> <p>Make natural painting tools.</p> <p>Investigate natural materials eg paint, water for painting.</p> <p>Explore paint textures, for example mixing in other materials or adding water.</p> <p>Respond to a range of stimuli when painting.</p> <p>Use paint to express ideas and feelings.</p> <p>Explore colours, patterns and compositions when combining materials in collage</p>	<p>Choose suitable sized paint brushes.</p> <p>Clean a paintbrush to change colours.</p> <p>Print with objects, applying a suitable layer of paint to the printing surface.</p> <p>Overlap paint to mix new colours.</p> <p>Use blowing to create a paint effect.</p> <p>Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</p>	<p>Match colours seen around them.</p> <p>Create texture using different painting tools.</p> <p>Make textured paper to use in a collage.</p> <p>Choose and shape collage materials eg cutting, tearing.</p> <p>Compose a collage, arranging and overlapping pieces for contrast and effect.</p> <p>Add painted detail to a collage to enhance/improve it.</p>
<p>SCULPTURE & 3D</p>	<p>Explore the properties of clay.</p> <p>Use modelling tools to cut and shape soft materials eg. playdough, clay.</p> <p>Select and arrange natural materials to make 3D artworks.</p> <p>Talk about colour, shape and texture and explain their choices.</p> <p>Plan ideas for what they would like to make.</p> <p>Problem-solve and try out solutions when using modelling materials.</p>	<p>Roll and fold paper.</p> <p>Cut shapes from paper and card.</p> <p>Cut and glue paper to make 3D structures.</p> <p>Decide the best way to glue something.</p> <p>Create a variety of shapes in paper, eg spiral, zig-zag.</p> <p>Make larger structures using newspaper rolls.</p>	<p>Smooth and flatten clay.</p> <p>Roll clay into a cylinder or ball.</p> <p>Make different surface marks in clay.</p> <p>Make a clay pinch pot.</p> <p>Mix clay slip using clay and water.</p> <p>Join two clay pieces using slip.</p> <p>Make a relief clay sculpture.</p> <p>Use hands in different ways as a tool to manipulate clay.</p>

	Develop 3D models by adding colour.		Use clay tools to score clay.
CRAFT & DESIGN	<p>Explore differences when cutting a variety of materials.</p> <p>Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags.</p> <p>Follow lines when cutting.</p> <p>Experiment with threading objects, holding equipment steady to do so.</p> <p>Explore techniques for joining paper and card eg stick, clip, tie, tape.</p> <p>Apply craft skills eg. cutting, threading, folding to make their own artworks.</p> <p>Design something on paper ready to make in three dimensions.</p>	<p>What materials can be cut, knotted, threaded or plaited.</p> <p>Wrap objects/shapes with wool.</p> <p>Measure a length.</p> <p>Tie a knot, thread and plait.</p> <p>Make a box loom.</p> <p>Join using knots.</p> <p>Weave with paper on a paper loom.</p> <p>Weave using a combination of materials</p>	<p>Draw a map to illustrate a journey. Separate wool fibres ready to make felt.</p> <p>Lay wool fibres in opposite directions to make felt.</p> <p>Roll and squeeze the felt to make the fibres stick together.</p> <p>Add details to felt by twisting small amounts of wool.</p> <p>Choose which parts of their drawn map to represent in their 'stained glass'.</p> <p>Overlap cellophane/tissue to create new colours.</p> <p>Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.</p> <p>Apply paint or ink using a printing roller.</p> <p>Smooth a printing tile evenly to transfer an image.</p> <p>Try out a variety of ideas for adapting prints into 2D or 3D artworks.</p>
COLOUR	<p>The names of a wide range of colours.</p> <p>Colours can be mixed to make new colours.</p>	<p>That the primary colours are red, yellow and blue.</p> <p>Primary colours can be mixed to make secondary colours.</p>	<p>Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Tone').</p> <p>Colours can be mixed to 'match' real life objects or to create things from your imagination.</p>
FORM	Modelling materials can be shaped using hands or tools.	Paper can change from 2D to 3D by folding, rolling and scrunching it.	That 'composition' means how things are arranged on the page.

		That three dimensional art is called sculpture.	Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.
SHAPE	The names of simple shapes in art.	A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.	Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be made using shapes.
LINE	Lines can be curved or straight and described in simple terms such as: wiggly,' straight,' 'round'.	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.	Lines can be used to fill shapes, to make outlines and to add detail or pattern.
PATTERN	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	That a pattern is a design in which shapes, colours or lines are repeated.	Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Patterns can be used to add detail to an artwork.
TEXTURE	Simple terms to describe what something feels like (eg. bumpy)	That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.	Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.
-tone	There are different shades of the same colour and identify colours as 'light' or 'dark'.	That there are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour').

<p>WORK OF ARTISTS ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. KS1 pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.</p>	<p>Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p>	<p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>
<p>EVALUATING AND ANALYSING ELG: Expressive Arts and design: Creating with materials Share their creations, explaining the process they have used. KS1 pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.</p>	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p>	<p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>
<p>GENERATING IDEAS ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary KS1 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</p>	<p>Talk about their ideas and explore different ways to record them using a range of media.</p>	<p>Explore their own ideas using a range of media.</p>	<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p>
<p>SKETCHBOOKS ELG: Expressive Arts and design: Creating with materials</p>	<p>Experiment in an exploratory way.</p>	<p>Use sketchbooks to explore ideas.</p>	<p>Experiment in sketchbooks, using drawing to record ideas.</p>

<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>KS1</p> <p>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</p>			<p>Use sketchbooks to help make decisions about what to try out next.</p>
<p>MAKING SKILLS</p> <p>ELG: Expressive Arts and design: Creating with materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Physical development: Fine motor skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.</p> <p>KS1</p> <p>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</p>	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces).</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Develop observational skills to look closely and reflect surface texture.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>
<p>ARTISTS COVERED</p>	<p>Megan Coyle (Hanoch Piven)</p>	<p>Renata Bernal Illya Bolotowsky Zaria Forman Wasily Kandinsky Bridget Riley Clarice Cliff Jasper Johns Marco Balich</p>	<p>Quentin Blake Josef Albers Matthew Cusick Eduardo Paolozzi Maggie Scott Kim Soon-Im Susan Stockwell</p>

		Louise Bourgeois Smamantha Stephenson	Ranti Bam Rachel Whiteread
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Vocabulary Progression

Reception	Year 1	Year 2
	Continue to use and refer to Reception's vocabulary and build on it with Year 1's	Continue to use and refer to Reception's and Y1's vocabulary and build on it with Year 2's
<p>Autumn 1 artist, chalk, circle, colours, curved, drawing, felt tips, hard, line, long, mark making, marks, observe, observational, oil pastel, paint, pencils, picture, rough, self portrait, short, smooth, soft, squiggly, straight, thick, thin, wavy, wax crayons, zig-zag</p> <p>Autumn 2 dab, dot, collage, cut, excited, fast, feathers, fixed, flick, flower buds, glide, grass, happy, landscape, leaves, loud, mix, not fixed, pattern, permanent, pine cones, quiet, rip, sad, shiny, silky, sleepy, slimy, slippery, slow, smooth, splat, splatter, squelchy, stick, sticky, stroke, swish, tear, temporary, texture, transient, twigs, wet, wipe, worried</p> <p>Spring 3D, bark, bend, chop, clay, collage, cut, design, evaluate, flatten, join, landscape, leaves, model, petals, pinch, plan, reflect, roll, seed pods, sculpture, slice, slimy, slippery, smooth, soft, squash, squelchy, sticky, stretch, twigs, twist</p>	<p>Autumn 2D shape, 3D shape, abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots, firmly, form, horizontal, lightly</p> <p>Spring Blend, hue, kaleidoscope, pattern, mix, primary colour, print, secondary colour, shade, shape, space, texture, thick</p> <p>Summer artist carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D) tube zig-zag</p>	<p>Autumn Blending, charcoal, concertina, cross hatching, emoji, emotion, expression, frame, hatching, illustrations, illustrator, lines, mark-making, re-tell</p> <p>Spring Abstract, composition, curator, design, design brief, evaluate, felt, fibre, gallery, imaginary, inspired, landmarks, mosaic, overlap</p> <p>Summer Casting, ceramic, cut, detail, flatten, glaze, impressing, in relief, join, negative, space, pinch pot, plaster, roll, score</p>

Summer

bend, blade, crease, create, cut, design, down,
fix, flange, fold, glue, handle, join, over, pattern,
pinch, plan, pull, push, rip, roll, scissors, scrunch,
slot, snip, stick, straight, string, strip, sturdy, tape,
tear, template, thread, through, tie, under, up,
wave, wobbly, wrap, zig zag.

