

<b>Art Chronology</b>	(1780 – 1850) Romanticism (1848 – 1900) Realism (1865 – 1885) Impressionism (1885 – 1910) Post-Impressionism (1890 – 1910) Art Nouveau (1900 – 1935) Fauvism (1905 – 1920) Expressionism (1907 – 1914) Cubism	(1916 – 1950) Surrealism (1940s – 1950s) Abstract Expressionism (1950s – 1960s) Optical Art (1950s – 1960s) Pop Art (1960s) Art Povera (1960s – 1970s) Minimalism (1960s – 1970s) Conceptual	(1970 – present) Feminist Neo-Expressionism Street Art Pictures Generation Appropriation Young British Artists (YBA) Digital Art				
<b>Year Groups</b>	<b>Early Years</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Artists</b>	Van Gogh (Post Impressionism)  Henri Rousseau (Cubism, Abstract Expressionism)  Claud Monet (Impressionism)  Picasso (Cubism, Abstract Expressionism)  James Rosenquist (Pop Art)  Sonia Lawson (Contemporary)  Andy Goldsworthy (Land Art)  Mathew Willey (Scenic Art)  Esther Mahlangu (Ndebele Murals)	Henry Ossawa Tanner (Impressionism)  William Morris (Art Nouveau)  Vincent Van Gogh (Post Impressionism)	About Ghasem Kermani (Weaving - Textiles)  J.M.W. Turner (Expressionism)  Georgia O'Keeffe (Modernism)	Henri Rousseau -Sheri Trepina (Cubism, Abstract Expressionism)  Rachel Dein (Modernism)  George Segal Jackson Pollock (Pop Art, Abstract Expressionism)	Henri Matisse (Fauvism)  Claud Monet (Impressionism)  Courtenay Pollock (Modern Movement)	Issam El Said Eric Broug (Geometric Abstraction)  Salvador Dali (Surrealism)  Leonardo Da Vinci (High Renaissance)	Paul Cezanne (Post Impressionism)  Edvard Munch (Expressionism)  J.M.W Turner (Expressionism)
	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>			
<b>Implicit knowledge and Skills</b>	Children explore different materials freely, to develop their ideas about how to use them and what to make. Children develop their own ideas and then decide which materials to use to express themselves. Children join different materials and explore different textures. They create closed shapes with continuous lines and begin to use these shapes to represent objects. Children draw with increasing complexity and detail such as representing a face with a circle and including details. They use drawing to represent ideas like movement or loud noises and show different emotions in their drawings and paintings like happiness, sadness and fear, as they explore colour and colour mixing.	Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on.  Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.	Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow.  They can use vocabulary learned in KS1 accurately such as shading, thick and thin.	Children continue to use a variety of drawing tools but are introduced to new techniques: creating perspective. They become more confident in techniques that they have already learned and use the vocabulary learned accurately: shading, thick and thin.  Children will rely on their sketching books to improve their drawing skills.			
	Begin to use a variety of media.						

<p><b>Drawing pencil, charcoal, inks, chalk, crayons, felt tips pastels, pens, computing software</b></p> <p><b>Control the types of marks made with a range of media.</b></p>	<p>Use drawings to tell a story and investigate different lines.</p> <p>Explore different textures.</p> <p>Explore drawings of people.</p>	<p>Use a variety of drawing tools.</p> <p>Explore different textures</p> <p>Observe and draw landscapes.</p> <p>Observe patterns.</p> <p>Observe the anatomy of faces and limbs.</p>	<p>Experiment with tools and on different surfaces with a range of media.</p> <p>Draw a way of recording experiences and feelings.</p> <p>Draw using small and larger scale.</p> <p>Discuss use of shadows, use of light and dark.</p> <p>Sketch to make quick references.</p> <p>Invent new shapes and draw shapes between objects.</p> <p>Begin observational drawing.</p>	<p>Experiment with the potential of various tones using graded pencils.</p> <p>Use close observation.</p> <p>Use of tracing.</p> <p>Draw both the positive and negative shapes alongside patterns and mirrored images.</p> <p>Initial sketches as a preparation for painting accurate drawings of people; particularly faces.</p> <p>Observational drawings.</p>	<p>Identify and draw the effect of light, scale and proportion.</p> <p>Use foreground, background, horizon line, middle ground.</p> <p>Accurate drawings of whole people including proportion and placement.</p> <p>Work on a variety of scales using computer generated drawings.</p> <p>Observational drawings from different viewpoints.</p>	<p>Refine sketching skills showing effect of light on objects and people from different directions.</p> <p>Refine hatching, cross hatching, shading, circling, blending, stippling</p> <p>Interpret the texture of a surface.</p> <p>Produce increasingly accurate drawings of people and develop scale drawings and proportions.</p> <p>Concept of perspective.</p>	<p>Refine sketching skills showing effect of light on objects and people from different directions.</p> <p>Interpret the texture of a surface.</p> <p>Refine hatching, cross hatching, shading, circling, blending, stippling</p> <p>Produce increasingly accurate drawings of people.</p> <p>Concept of perspective</p> <p>Select a variety of appropriate tools for artwork.</p>
<p><b>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</b></p>	<p>Experimenting with and using primary colours.</p> <p>Naming and mixing colours.</p> <p>Learn the names of different tools that produce colour.</p> <p>Use a range of tools to make coloured marks on paper.</p>	<p>Name all the colours.</p> <p>Mixing of colours.</p> <p>Experimenting with collections of different colours.</p> <p>Applying colour with a range of chosen tools.</p>	<p>Begin to describe colours and use objects to create.</p> <p>Make as many tones of one colour as possible using white.</p> <p>Darken colours without using black and using colour on a large scale.</p>	<p>Colour mixing exploration.</p> <p>Make colour wheels.</p> <p>Introduce different types of brushes to create.</p> <p>Techniques application by applying colour using dotting, scratching, splashing.</p>	<p>Matching; tint, tone, shade.</p> <p>Observe colours and make suitable choices of colour.</p> <p>Choose suitable equipment for the task.</p> <p>Explore colours to reflect mood.</p>	<p>Developing ideas with hue, tint, tone, shades and mood.</p> <p>Explore the use of texture in colour.</p> <p>Use of colour for purpose.</p>	<p>Developing ideas with hue, tint, tone, shades and mood.</p> <p>Explore the use of texture in colour.</p> <p>Use of colour for purpose.</p> <p>Use of colour to express feeling.</p>
<p><b>Texture (textiles, playdoh, clay, sand, plaster of paris, stone, wax)</b></p>	<p>Handling and manipulating.</p> <p>Enjoying using materials. Investigating through the sensory experience.</p> <p>Simple collages of discovery.</p> <p>Simple weaving through touch and motor control.</p>	<p>Weaving.</p> <p>Collage.</p> <p>Sort according to specific qualities of materials.</p> <p>Used to how textiles create different sensory experiences.</p>	<p>Overlapping and overlaying to create effects.</p> <p>Use large eyed needles to create running stitches.</p> <p>Simple appliqué work.</p> <p>Start to explore other simple stitches.</p> <p>Experimenting with textures to create collage.</p>	<p>Use smaller eyed needles and finer threads.</p> <p>Weaving with clear design.</p> <p>Tie dying.</p> <p>Use batik application.</p>	<p>Use a wider variety of stitches.</p> <p>Observation and design of textural art.</p> <p>Experimenting with creating mood, feeling, movement.</p> <p>Compare different fabrics.</p>	<p>Use stories, music, poems as stimuli in choice of materials.</p> <p>Select and use materials.</p> <p>Embellish work.</p> <p>Fabric making.</p> <p>Develop ideas of artists using textiles.</p>	<p>Develops experience in embellishing and application.</p> <p>Applies knowledge of different techniques to express feelings.</p> <p>Work collaboratively on a larger scale to create designs.</p>
<p><b>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</b></p>	<p>Rubbings.</p> <p>Print with variety of objects.</p> <p>Print with block colours.</p>	<p>Create patterns.</p> <p>Develop impressed images.</p> <p>Relief printing.</p>	<p>Print with a growing range of objects.</p> <p>Identify the different forms printing takes.</p>	<p>Relief and impressed printing.</p> <p>Recording textures and patterns.</p> <p>Explore monoprinting.</p> <p>Colour mixing through overlapping.</p> <p>Colour print.</p>	<p>Use sketchbook for recording textures and patterns.</p> <p>Interpret environmental and manmade patterns.</p> <p>Modify and adapt prints.</p> <p>Discuss own work and that of others.</p>	<p>Combining prints.</p> <p>Design prints.</p> <p>Make connections of printed materials.</p> <p>Discuss and evaluate own work and that of others.</p>	<p>Builds up drawings and images of whole or parts of items using various techniques.</p> <p>Explore printing techniques used by various artists.</p>
<p><b>Pattern (paint, pencil, textiles, clay, printing)</b></p>	<p>Repeating patterns and strokes.</p> <p>Irregular painting patterns.</p> <p>Experimenting with simple symmetry.</p>	<p>Awareness and discussion of patterns.</p> <p>Repeating patterns with symmetry.</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Exploring natural and manmade patterns.</p> <p>Discuss regular and irregular.</p>	<p>Explore pattern in the environment.</p> <p>Design patterns using computing.</p> <p>Make patterns on a range of surfaces.</p> <p>Create symmetrical patterns.</p>	<p>Explore environmental and manmade patterns.</p> <p>Explore tessellation.</p>	<p>Create own abstract pattern to reflect personal experiences and expression.</p> <p>Create pattern for purposes.</p>	<p>Create own abstract pattern to reflect personal experiences and expression.</p> <p>Create pattern for purpose.</p>

<b>Form (3D work, clay, playdough, boxes, wire, paper sculpture, modroc)</b>	<p>Handling, feeling, enjoying.</p> <p>Manipulating materials.</p> <p>Constructing.</p> <p>Building and destroying shaping and modelling.</p>	<p>Constructing.</p> <p>Use materials to make known objects for a purpose.</p> <p>Carve and manipulate to form shape.</p> <p>Pinch and roll, coil and slab using a modelling media.</p> <p>Make simple joins.</p>	<p>Awareness of natural and man-made forms.</p> <p>Expression of personal experiences and ideas.</p> <p>To shape and form from direct observation using malleable and rigid materials.</p> <p>Decorative techniques.</p> <p>Replicate patterns and textures in a 3-D form and that of other sculptors.</p>	<p>Shape, form, model and construct using malleable and rigid materials.</p> <p>Plan and develop reviewing observations.</p> <p>Understanding of different adhesives and methods of construction aesthetics.</p>	<p>Plan and develop ideas.</p> <p>Experience surface patterns and textures.</p> <p>Discuss own work and work of other sculptors</p> <p>Analyse and interpret natural and manmade forms of construction.</p>	<p>Plan and develop ideas</p> <p>Shape, form, model and join materials.</p> <p>Develop observation or imagination.</p> <p>Analyse properties of media.</p> <p>Discuss and evaluate own work and that of other sculptors.</p>	<p>Plan and develop ideas.</p> <p>Shape, form, model and join materials.</p> <p>Analyse observations and imaginative forms.</p> <p>Analyse properties of media.</p> <p>Discuss and evaluate own work and that of other sculptors.</p>

<b>Substantive Knowledge</b>	<p>Use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Understand drawing is a physical activity.</p> <p>Understand the sketchbook is owned by the child for experimentation and exploration.</p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects</p> <p>Understand prints are made by transferring an image from one surface to another</p> <p>Understand watercolour is a media which uses water and pigment</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks</p> <p>Understand collage is the art of using elements of paper to make images.</p> <p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid</p>	<p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.</p> <p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand monoprints or monotypes are prints made by drawing through an inked surface, transferring the marks onto another sheet.</p> <p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting.</p> <p>Understand that primary colours can be mixed to make secondary colours of different hues.</p> <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <p>Understand when we make sculpture by adding materials it is called Construction.</p> <p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists</p>	<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans.</p> <p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them.</p> <p>Understand that monoprint can be used effectively to create prints which use line and that screen prints can be used to create prints which use thicker lines and / or shapes.</p> <p>Understand that we can create imagery using natural pigments and light.</p> <p>Understand that paint acts differently on different surfaces.</p> <p>Understand the concept of still life and landscape painting.</p> <p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <p>Understand that many makers use other artforms as inspiration,</p>	<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings.</p> <p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry.</p> <p>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.</p> <p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p> <p>Understand that still life is the name given to the genre of painting (or making) a collection of objects or elements.</p> <p>That still life is a genre which artists have enjoyed for hundreds of years and which contemporary artists still explore today.</p> <p>To understand that sometimes people themselves can be the object, as in performance art.</p> <p>To understand that making a sculpture can be challenging. To understand it takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right.</p> <p>Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcome of different artists using visual notes in a</p>	<p>Understand that designers create fonts and work with Typography.</p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.</p> <p>Understand that monotypes are single monoprints.</p> <p>Understand that artists sometimes use printmaking to create a larger artwork.</p> <p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place and that artists often work outdoors to do this.</p> <p>Understand that set designers can design and make sets for theatres or for animations.</p> <p>Understand that designers often create scaled models to test and share ideas with others.</p> <p>Understand that architects and other artists have responsibilities towards society.</p> <p>Understand that artists can help shape the world for the better.</p> <p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions and outcomes of different artists.</p>	<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects.</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use.</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work.</p> <p>Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent to try to change the world for the better.</p> <p>Understand that the nature of the object (artwork in gallery, graffiti on wall,) can be specific to the intention of the artist.</p> <p>Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function.</p> <p>Understand that designers &amp; makers sometimes work towards briefs, but always brings their own experience into the project.</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life.</p> <p>Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future.</p> <p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p>
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			<p>experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>	<p>such as literature, film, drama or music.</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling.</p> <p>That clay and Modroc are soft materials which finally dry/set hard.</p> <p>To understand that visual artists look to other artforms for inspiration.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities and understand that all responses are valid.</p>	<p>sketchbook to help consolidate and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture children's own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>	<p>Using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid</p>	<p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p>
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<b>Vocabulary</b>							
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<b>Drawing and Sketching</b>	<ul style="list-style-type: none"> <li>Thin</li> <li>Thick</li> <li>Light</li> <li>Dark</li> <li>Strong</li> <li>Soft</li> <li>Hard</li> </ul>	<ul style="list-style-type: none"> <li>Portrait</li> <li>Self-portrait</li> <li>Line</li> <li>Drawing</li> <li>Shading</li> <li>Tone</li> <li>Broad</li> <li>Narrow</li> <li>Fine</li> <li>Pattern</li> <li>Line</li> <li>Shape</li> <li>Detail</li> <li>Nature</li> </ul>	<ul style="list-style-type: none"> <li>Landscape</li> <li>Cityscape</li> <li>Building</li> <li>Pastel</li> <li>Size</li> <li>Space</li> <li>Comparison</li> <li>Nature</li> <li>Pattern</li> </ul>	<ul style="list-style-type: none"> <li>Frame</li> <li>Position</li> <li>Boundary</li> <li>Label</li> <li>Line</li> <li>Symbol</li> <li>Practical</li> <li>Change</li> <li>Improve</li> </ul>	<ul style="list-style-type: none"> <li>Plan</li> <li>Distance</li> <li>Direction</li> <li>Position</li> <li>Form</li> <li>Texture</li> <li>Tone</li> <li>Weight</li> <li>Pressure</li> <li>Portrait</li> <li>Appearance</li> <li>Character</li> <li>Personality</li> </ul>	<ul style="list-style-type: none"> <li>Viewpoint</li> <li>Distance</li> <li>Direction</li> <li>Angle</li> <li>Perspective</li> <li>Modify</li> <li>Bird's eye view</li> <li>Alter</li> <li>Interior</li> <li>Exterior</li> <li>Natural</li> <li>Form</li> <li>Panorama</li> <li>Image</li> <li>Subject</li> <li>Portrait</li> <li>Expression</li> <li>Personality</li> </ul>	<ul style="list-style-type: none"> <li>Action</li> <li>Balance</li> <li>Direction</li> <li>Dynamic</li> <li>Imbalance</li> <li>Movement</li> <li>Poised</li> <li>Transition</li> <li>Viewpoint</li> </ul>
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<b>Painting</b>	<ul style="list-style-type: none"> <li>Primary colours</li> <li>Secondary colours</li> <li>Mix</li> <li>Materials</li> <li>Tools</li> <li>Technique</li> <li>Light</li> <li>Dark</li> <li>Bright</li> <li>Dull</li> <li>Colourful</li> </ul>	<ul style="list-style-type: none"> <li>Brush size</li> <li>Hog head brush</li> <li>Poster paint</li> <li>Water colour paint</li> <li>Printing (block)</li> <li>Pattern</li> <li>Blend</li> <li>Artefact</li> <li>Bright</li> <li>Primary</li> <li>Secondary</li> <li>Warm</li> <li>Vibrant</li> <li>Deep</li> </ul>	<ul style="list-style-type: none"> <li>Pouring</li> <li>Dripping</li> <li>Water colour paint</li> <li>Acrylic paint</li> <li>Tone</li> <li>Shade</li> <li>Brush stroke</li> <li>Artefact</li> <li>Object</li> <li>Layering</li> <li>Blend</li> <li>Bright</li> <li>Primary</li> <li>Secondary</li> <li>Warm</li> <li>Vibrant</li> <li>Deep</li> <li>Tone</li> </ul>	<ul style="list-style-type: none"> <li>Pattern</li> <li>Shape</li> <li>Colour Wheel</li> <li>Colour spectrum</li> <li>Tertiary colours</li> <li>Blend colour</li> <li>Blocking</li> <li>Print</li> <li>Application</li> <li>Abstract</li> <li>Natural</li> <li>Bold</li> <li>Delicate</li> <li>Detailed</li> <li>Colour descriptors</li> <li>Watery</li> <li>Intense</li> </ul>	<ul style="list-style-type: none"> <li>Dye</li> <li>Marbling</li> <li>Tie Dye</li> <li>Tint</li> <li>Hue</li> <li>Tone</li> <li>Print</li> <li>Flat brush</li> <li>Ferrule reservoir</li> <li>Representational</li> <li>Natural</li> <li>Swirling</li> <li>Stippled</li> <li>Transparent</li> <li>Opaque</li> <li>Foreground</li> <li>Background</li> <li>Middle ground</li> </ul>	<ul style="list-style-type: none"> <li>Layer</li> <li>Repetition</li> <li>Warm colours</li> <li>Cool colours</li> <li>Complimentary colours</li> <li>Contrasting colours</li> <li>Colour mix</li> <li>Resist</li> <li>Inks</li> <li>Overlay</li> <li>Traditional</li> <li>Representational</li> <li>Imaginary</li> <li>Modern</li> <li>Abstract</li> <li>Impressionist</li> <li>Stippled</li> </ul>	<ul style="list-style-type: none"> <li>Composition</li> <li>Mood</li> <li>Abstract</li> <li>Still life</li> <li>Traditional</li> <li>Modern</li> <li>Abstract</li> <li>Imaginary</li> <li>Natural</li> <li>Made</li> <li>Inanimate</li> <li>Composition</li> <li>Arrangement</li> <li>Complimentary</li> <li>Tonal Shading</li> </ul>
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			<ul style="list-style-type: none"> <li>• Shading</li> <li>• Pointillism</li> <li>• Colour wash</li> </ul>	<ul style="list-style-type: none"> <li>• Strong</li> <li>• Opaque</li> <li>• Translucent</li> <li>• Wash</li> <li>• Tint</li> <li>• Shade</li> <li>• Background</li> <li>• Foreground</li> <li>• Middle ground</li> </ul>	<ul style="list-style-type: none"> <li>• Horizon</li> </ul>	<ul style="list-style-type: none"> <li>• Splattered</li> <li>• Dabbed</li> <li>• Scraped</li> <li>• Dotted</li> <li>• Stroked</li> <li>• Textured</li> <li>• Flat</li> <li>• Layered</li> <li>• Opaque</li> <li>• Translucent</li> <li>• Intense</li> </ul>	
<b>Printing</b>	<ul style="list-style-type: none"> <li>• Print</li> <li>• Repeat</li> <li>• Patterns</li> <li>• Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Print</li> <li>• Rubbing</li> <li>• Smudge</li> <li>• Image</li> <li>• Reverse</li> <li>• Shapes</li> <li>• Surface</li> <li>• Pressure</li> <li>• Decoration</li> <li>• Cloth</li> </ul>	<ul style="list-style-type: none"> <li>• Rubbing</li> <li>• Smudge</li> <li>• Image</li> <li>• Reverse</li> <li>• Shapes</li> <li>• Surface</li> <li>• Pressure</li> <li>• Decoration</li> <li>• Cloth</li> <li>• Repeat</li> <li>• Rotate</li> <li>• Mon-print</li> <li>• Two-tone print</li> </ul>	<ul style="list-style-type: none"> <li>• Imprint</li> <li>• Impression</li> <li>• Mould</li> <li>• Mon-print</li> <li>• Background</li> <li>• Marbling</li> <li>• Surface</li> <li>• Absorb</li> <li>• Stencil</li> <li>• Negative image</li> <li>• Positive image</li> </ul>	<ul style="list-style-type: none"> <li>• Linear</li> <li>• Register</li> <li>• Block</li> <li>• Manipulate</li> <li>• Repeat</li> <li>• Continuous</li> <li>• Cylinder</li> </ul>	<ul style="list-style-type: none"> <li>• Monotype</li> <li>• Relief</li> <li>• Printing plate</li> <li>• Inking up</li> <li>• Water-based</li> <li>• Oil-based</li> <li>• Overlap</li> <li>• Etching</li> <li>• Engraving</li> <li>• Indentation</li> <li>• Pressure</li> <li>• Calligraphy</li> </ul>	<ul style="list-style-type: none"> <li>• Aesthetic</li> <li>• Pattern</li> <li>• Motif</li> <li>• Victorian</li> <li>• Islamic</li> <li>• Rotation</li> <li>• Reflection</li> <li>• Symmetrical</li> <li>• Repetition</li> </ul>
<b>3D Form and Sculpting</b>	<ul style="list-style-type: none"> <li>• Sculpture</li> <li>• Fold</li> <li>• Bend</li> <li>• Clay</li> <li>• Model</li> <li>• Rolling</li> <li>• Kneading</li> <li>• Shaping</li> <li>• Construct</li> <li>• Join</li> <li>• Texture</li> </ul>	<ul style="list-style-type: none"> <li>• Sculpture</li> <li>• Manipulate</li> <li>• Form</li> <li>• Shaping</li> <li>• Playdoh</li> <li>• Sculpture</li> <li>• Structure</li> <li>• Assemble</li> <li>• Construct</li> <li>• Model</li> <li>• Statue</li> <li>• Stone</li> <li>• Model</li> <li>• Fold</li> <li>• Bend</li> <li>• Attach</li> <li>• Statue</li> <li>• Stone</li> <li>• Metal</li> <li>• Curve</li> <li>• Form</li> <li>• Clay</li> <li>• Impress</li> <li>• Texture</li> </ul>	<ul style="list-style-type: none"> <li>• Malleable</li> <li>• Clay</li> <li>• Sculpture</li> <li>• Structure</li> <li>• Assemble</li> <li>• Construct</li> <li>• Model</li> <li>• Bend</li> <li>• Statue</li> <li>• Stone</li> <li>• Metal</li> <li>• Curve</li> <li>• Form</li> <li>• Clay</li> <li>• Impress</li> <li>• Texture</li> </ul>	<ul style="list-style-type: none"> <li>• Papier Mache</li> <li>• Modroc</li> <li>• Viewpoint</li> <li>• Detail</li> <li>• Decoration</li> <li>• Natural</li> <li>• Form</li> <li>• Texture</li> <li>• Two-dimensional</li> <li>• Three-dimensional</li> </ul>	<ul style="list-style-type: none"> <li>• Overlapping</li> <li>• Form</li> <li>• Shape</li> <li>• Texture</li> <li>• Composition</li> <li>• Profile</li> <li>• Stylised</li> <li>• Proportion</li> <li>• Decoration</li> <li>• Ornate</li> <li>• Symbolic</li> <li>• Perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Carving</li> <li>• Surface</li> <li>• Realistic</li> <li>• Proportion</li> <li>• Surface</li> <li>• Texture</li> <li>• Balance</li> <li>• Scale</li> <li>• Relationship</li> <li>• Transform</li> <li>• Movement</li> <li>• Rhythm</li> <li>• Composition</li> <li>• Structure</li> <li>• Construct</li> <li>• Flexible</li> <li>• Pliable</li> <li>• Hollow</li> <li>• Solid</li> <li>• Surface</li> <li>• Plane</li> <li>• Angle</li> <li>• Slip</li> <li>• Attachment</li> <li>• Relief</li> </ul>	<ul style="list-style-type: none"> <li>• Slab</li> <li>• Mould</li> <li>• Plaster</li> <li>• Line</li> <li>• Shape</li> <li>• Pose</li> <li>• Position</li> <li>• Gesture</li> <li>• Repetition</li> <li>• Sequence</li> <li>• Dynamic</li> <li>• Flowing</li> <li>• Motion</li> <li>• Rhythm</li> <li>• Proportion</li> <li>• Balance</li> </ul>
<b>Textiles</b>	<ul style="list-style-type: none"> <li>• Natural</li> <li>• Man-made</li> <li>• Collage</li> <li>• Textiles</li> <li>• Texture</li> <li>• Cutting</li> <li>• Weaving</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate</li> <li>• Shaping</li> <li>• Fabric</li> <li>• Colour</li> <li>• Pattern</li> <li>• Shape</li> <li>• Texture</li> <li>• Sew</li> <li>• Weave</li> <li>• Mixed media</li> <li>• Collage</li> <li>• Appliqué</li> <li>• Layers</li> <li>• Combine</li> <li>• Opinion</li> <li>• Fur</li> <li>• Silk</li> <li>• Tweed</li> </ul>	<ul style="list-style-type: none"> <li>• Weaving</li> <li>• Knitting</li> <li>• Stitch</li> <li>• Knot</li> <li>• Fabric</li> <li>• Recycled</li> <li>• Print</li> <li>• Fabric</li> <li>• Colour</li> <li>• Pattern</li> <li>• Shape</li> <li>• Texture</li> <li>• Sew</li> <li>• Weave</li> <li>• Mixed media</li> <li>• Collage</li> <li>• Appliqué</li> <li>• Layers</li> </ul>	<ul style="list-style-type: none"> <li>• Quilting</li> <li>• Natural</li> <li>• Synthetic</li> <li>• Vat</li> <li>• Bunching</li> <li>• Threading</li> <li>• Stitching</li> <li>• Embroidery</li> <li>• Cross stitch</li> <li>• Running stitch</li> <li>• Stem stitch</li> <li>• Matting</li> <li>• Shrunken</li> <li>• Tease</li> <li>• Wool tops</li> <li>• Carding</li> </ul>	<ul style="list-style-type: none"> <li>• Mosaic</li> <li>• Applique</li> <li>• Daub</li> <li>• Stamp</li> <li>• Emblem</li> <li>• Motif</li> <li>• Ornamentation</li> <li>• Geometric</li> <li>• Stylised</li> <li>• Abstract</li> </ul>	<ul style="list-style-type: none"> <li>• Tapestry</li> <li>• Manipulation</li> <li>• Smocking</li> <li>• Ruching</li> <li>• Batik</li> <li>• Embellish</li> <li>• Accentuate</li> <li>• Enhance</li> <li>• Detract</li> <li>• Practicality</li> <li>• Aesthetic</li> <li>• Birds eye view</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulation</li> <li>• Smocking</li> <li>• Ruching</li> <li>• Batik</li> <li>• Embellish</li> <li>• Accentuate</li> <li>• Enhance</li> <li>• Detract</li> <li>• Practicality</li> <li>• Aesthetic</li> <li>• Aesthetic</li> </ul>

		<ul style="list-style-type: none"> <li>• Net</li> </ul>	<ul style="list-style-type: none"> <li>• Combine</li> <li>• Opinion</li> <li>• Fur</li> <li>• Silk</li> <li>• Tweed</li> <li>• Net</li> </ul>				
<b>Collage</b>	<ul style="list-style-type: none"> <li>• Cutting</li> <li>• Shapes</li> <li>• Sticking</li> <li>• Texture</li> </ul>	<ul style="list-style-type: none"> <li>• Cutting</li> <li>• Shapes</li> <li>• Sticking</li> <li>• Texture</li> <li>• Rough</li> <li>• Soft</li> <li>• Crunch</li> <li>• Smooth</li> <li>• Hard</li> <li>• Overlap</li> <li>• Bumpy</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes</li> <li>• Sticking</li> <li>• Texture</li> <li>• Rough</li> <li>• Soft</li> <li>• Crunch</li> <li>• Smooth</li> <li>• Hard</li> <li>• Overlap</li> <li>• Bumpy</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes</li> <li>• Sticking</li> <li>• Texture</li> <li>• Rough</li> <li>• Soft</li> <li>• Crunch</li> <li>• Smooth</li> <li>• Hard</li> <li>• Overlap</li> <li>• Bumpy</li> <li>• Uneven</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes</li> <li>• Sticking</li> <li>• Texture</li> <li>• Rough</li> <li>• Soft</li> <li>• Crunch</li> <li>• Smooth</li> <li>• Hard</li> <li>• Overlap</li> <li>• Bumpy</li> <li>• Uneven</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes</li> <li>• Sticking</li> <li>• Texture</li> <li>• Rough</li> <li>• Soft</li> <li>• Crunch</li> <li>• Smooth</li> <li>• Hard</li> <li>• Overlap</li> <li>• Bumpy</li> <li>• Uneven</li> <li>• Positive</li> <li>• Negative</li> <li>• Foreground</li> <li>• Middle ground</li> <li>• Background</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes</li> <li>• Sticking</li> <li>• Texture</li> <li>• Rough</li> <li>• Soft</li> <li>• Crunch</li> <li>• Smooth</li> <li>• Hard</li> <li>• Overlap</li> <li>• Bumpy</li> <li>• Uneven</li> <li>• Positive</li> <li>• Negative</li> <li>• Foreground</li> <li>• Middle ground</li> <li>• Background</li> </ul>