



Art at Beechwood Primary School

By the end of studying Art at Beechwood Primary School, children will be able to talk about the following themes which they cover through the Kapow Primary Scheme of work:

Drawing (exploring mark making in all its forms, using sketch books, exploring how artists develop their ideas)

Painting and mixed media (developing painting skills, exploring the interplay between different media within artwork)

Sculpture and 3D (constructing and modelling with a variety of materials, developing drawn ideas into sculpture.)

Craft and design (designing and making art for different purposes, developing personal, imaginative responses to a design brief)

Key Themes	Year Group Covered						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing							
Painting and mixed media							
Sculpture and 3D							
Craft and design							

Drawing		
Marvellous Me	Make Your Mark	Tell a Story
	<i>Artist - Bridget Riley, Wassily Kandinsky, Renata Bernal, Zaria Formana and Ilya Bolotowsky</i>	<i>Artist - Quentin Blake</i>
EYFS	Year 1	Year 2
<i>Pupils Know:</i>		
<p>How to:</p> <ul style="list-style-type: none"> ● Explore mark making using a range of drawing materials. ● Investigate marks and patterns when drawing. ● Identify similarities and difference between drawing tools. ● Investigate how to make large and small movements with control when drawing. ● Practise looking carefully when drawing. ● Combine materials when drawing. 	<p>Pupils know:</p> <ul style="list-style-type: none"> ● That a continuous line drawing is a drawing with one unbroken line. ● Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. <p>How to:</p> <ul style="list-style-type: none"> ● Hold and use drawing tools in different ways to create different lines and marks. ● Create marks by responding to different stimulus such as music. ● Overlap shapes to create new ones. ● Use mark making to replicate texture. ● Look carefully to make an observational drawing. ● Complete a continuous line drawing. 	<p>Pupils know:</p> <ul style="list-style-type: none"> ● How different marks can be used to represent words and sounds. ● That a combination of materials can achieve the desired effect. ● That charcoal is made from burning wood. <p>How to:</p> <ul style="list-style-type: none"> ● Use different materials and marks to replicate texture. ● Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. ● Use marks and lines to show expression on faces. ● Make a concertina book. ● Use drawing to tell a story. ● Use charcoal to avoid snapping and to achieve different types of lines. ● Use drawing pens.
<i>So that they can:</i>		
<ul style="list-style-type: none"> ● Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. ● Begin to develop observational skills (for example, by using mirrors to include the main features of faces) 	<ul style="list-style-type: none"> ● Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. ● Make choices about which materials to use to create an effect. ● Develop observational skills to look closely and reflect surface texture. 	<ul style="list-style-type: none"> ● Further demonstrate increased control with a greater range of media. ● Make choices about which materials and techniques to use to create an effect. ● 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.

Drawing		
Cycle A – Growing Artist <i>Artist: Maud Purdy, Georgia O'Keefe</i>	Cycle B – Power Prints <i>Artist: Ed Ruscha, Alberto Giacometti, Henri Matisse, Henry Moore</i>	Cycle C – I need Space <i>Artist: Teis Albers, Karen Rose</i>
Year 3	Year 4	Year 5
<i>Pupils Know:</i>		
<p>How to:</p> <ul style="list-style-type: none"> ● Use shapes identified within in objects as a method to draw. ● Create tone by shading. ● Achieve even tones when shading. ● Make texture rubbings. ● Create art from textured paper. ● Hold and use a pencil to shade. ● Tear and shape paper. ● Use paper shapes to create a drawing. ● Use drawing tools to take a rubbing. ● Make careful observations to accurately draw an object. ● Create abstract compositions to draw more expressively. 	<p>How to:</p> <ul style="list-style-type: none"> ● Use pencils of different grades to shade and add tone. ● Hold a pencil with varying pressure to create different marks. ● Use observation and sketch objects quickly. ● Draw objects in proportion to each other. ● Use charcoal and a rubber to draw tone. ● Use scissors and paper as a method to 'draw'. ● Make choices about arranging cut elements to create a composition. ● Create a wax resist background. ● Use different tools to scratch into a painted surface to add contrast and pattern. ● Choose a section of a drawing to recreate as a print. ● Create a monoprint. 	<ul style="list-style-type: none"> ● What print effects different materials make. <p>How to:</p> <ul style="list-style-type: none"> ● Analyse an image that considers impact, audience and purpose. ● Draw the same image in different ways with different materials and techniques. ● Make a collagraph plate. ● Make a collagraph print. ● Develop drawn ideas for a print. ● Combine techniques to create a final composition. ● Decide what materials and tools to use based on experience and knowledge.
<i>So that they can:</i>		
<ul style="list-style-type: none"> ● Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. ● Use hands and tools confidently to cut, shape and join materials for a purpose. ● Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. 	<ul style="list-style-type: none"> ● Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. ● Use growing knowledge of different materials, combining media for effect. ● Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. 	<ul style="list-style-type: none"> ● Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. ● Combine a wider range of media, eg photography and digital art effects. ● Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

Drawing		
<p>Make My Voice Heard</p> <p><i>Artist - Dan Fenelon, Leonardo da Vinci, Banksy, Diego Rivera, Caravaggio and Pablo Picasso</i></p>		
<p>Year 6</p>		
<p><i>Pupils Know:</i></p>		
<ul style="list-style-type: none"> ● Gestural and expressive ways to make marks. ● Effects different materials make. ● The effects created when drawing into different surfaces <p>How to:</p> <ul style="list-style-type: none"> ● Use symbolism as a way to create imagery. ● Combine imagery into unique compositions. ● Achieve the tonal technique called chiaroscuro. ● Make handmade tools to draw with. ● Use charcoal to create chiaroscuro effects. 		
<p><i>So that they can:</i></p>		
<ul style="list-style-type: none"> ● Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. ● Combine materials and techniques appropriately to fit with ideas. ● Work in a sustained way over several sessions to complete a piece. 	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ●

Painting and Mixed Media		
Paint my World <i>Artist – Megan Coyle</i>	Colour Splash <i>Artist: Clarice Cliff, Casper Johns</i>	Life in Colour <i>Artist - Romare Bearden</i>
EYFS	Year 1	Year 2
<i>Pupils Know:</i>		
<p>Explore paint, using hands as a tool.</p> <ul style="list-style-type: none"> ● Describe colours and textures as they paint. ● Explore what happens when paint colours mix. ● Make natural painting tools. ● Investigate natural materials eg paint, water for painting. ● Explore paint textures, for example mixing in other materials or adding water. ● Respond to a range of stimuli when painting. ● Use paint to express ideas and feelings. ● Explore colours, patterns and compositions when combining materials in collage. 	<ul style="list-style-type: none"> ● Combine primary coloured materials to make secondary colours. ● Mix secondary colours in paint. ● Choose suitable sized paint brushes. ● Clean a paintbrush to change colours. ● Print with objects, applying a suitable layer of paint to the printing surface. ● Overlap paint to mix new colours. ● Use blowing to create a paint effect. ● Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. 	<ul style="list-style-type: none"> ● Mix a variety of shades of a secondary colour. ● Make choices about amounts of paint to use when mixing a particular colour. ● Match colours seen around them. ● Create texture using different painting tools. ● Make textured paper to use in a collage. ● Choose and shape collage materials eg cutting, tearing. ● Compose a collage, arranging and overlapping pieces for contrast and effect. ● Add painted detail to a collage to enhance/improve it.
<i>So that they can:</i>		
<ul style="list-style-type: none"> ● Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. 	<ul style="list-style-type: none"> ● Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. ● Make choices about which materials to use to create an effect. 	<ul style="list-style-type: none"> ● Further demonstrate increased control with a greater range of media. ● Make choices about which materials and techniques to use to create an effect. ● Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. ● 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.

Painting and Mixed Media		
Cycle A – Prehistoric Paintings/Light and Dark	Cycle B – Portraits	Cycle C – NA
<i>Artist: Clara Peeters, Audrey Flack.</i>	<i>Artists: Vincent Van Gogh, Frida Kahlo, Chila Kumari Singh Burman, Njideka Akunyili Crosby</i>	
Year 3	Year 4	Year 5
<i>Pupils Know:</i>		
<ul style="list-style-type: none"> ● Use simple shapes to scale up a drawing to make it bigger. ● Make a cave wall surface. ● Paint on a rough surface. ● Make a negative and positive image. ● Create a textured background using charcoal and chalk. ● Use natural objects to make tools to paint with. ● Make natural paints using natural materials. ● Create different textures using different parts of a brush. ● Use colour mixing to make natural colours. 	<ul style="list-style-type: none"> ● Mix a tint and a shade by adding black or white. ● Use tints and shades of a colour to create a 3D effect when painting. ● Apply paint using different techniques eg. stippling, dabbing, washing. ● Choose suitable painting tools. ● Arrange objects to create a still life composition. ● Plan a painting by drawing first. ● Organise painting equipment independently, making choices about tools and materials. 	<ul style="list-style-type: none"> ● Develop a drawing into a painting. ● Create a drawing using text as lines and tone. ● Experiment with materials and create different backgrounds to draw onto. ● Use a photograph as a starting point for a mixed-media artwork. ● Take an interesting portrait photograph, exploring different angles. ● Adapt an image to create a new one. ● Combine materials to create an effect. ● Choose colours to represent an idea or atmosphere. ● Develop a final composition from sketchbook ideas.
<i>So that they can:</i>		
<ul style="list-style-type: none"> ● Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. ● Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. 	<ul style="list-style-type: none"> ● Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. ● Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. 	<ul style="list-style-type: none"> ● Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. ● Combine a wider range of media, eg photography and digital art effects. ● Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. ● Combine a wider range of media, eg photography and digital art effects. ● Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

Painting and Mixed Media		
<p>Artist Study</p> <p><i>Artist- Frank Bowling, Richard Brackenburg, David Hockney, Lubaina Himid, Fiona Rae, Paula Rego, John Singer Sargent</i></p>		
<p>Year 6</p>		
<p><i>Pupils Know:</i></p>		
<ul style="list-style-type: none"> • Use sketchbooks to research and present information. • Develop ideas into a plan for a final piece. • Make a personal response to the artwork of another artist. • Use different methods to analyse artwork such as drama, discussion and questioning. 		
<p><i>So that they can:</i></p>		
<ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriately to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of • art. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Sculpture and 3D		
Creation Station	Paper Play	Clay Houses
	<i>Artist - Samantha Stephenson, Marco Balich and Louise Bourgeois</i>	<i>Artist - Ranti Bam and Rachel Whiteread</i>
EYFS	Year 1	Year 2
<i>Pupils Know:</i>		
<ul style="list-style-type: none"> ● Explore the properties of clay. ● Use modelling tools to cut and shape soft materials eg. playdough, clay. ● Select and arrange natural materials to make 3D artworks. ● Talk about colour, shape and texture and explain their choices. ● Plan ideas for what they would like to make. ● Problem-solve and try out solutions when using modelling materials. ● Develop 3D models by adding colour. 	<ul style="list-style-type: none"> ● Roll and fold paper. ● Cut shapes from paper and card. ● Cut and glue paper to make 3D structures. ● Decide the best way to glue something. ● Create a variety of shapes in paper, eg spiral, zig-zag. ● Make larger structures using newspaper rolls. 	<ul style="list-style-type: none"> ● Smooth and flatten clay. ● Roll clay into a cylinder or ball. ● Make different surface marks in clay. ● Make a clay pinch pot. ● Mix clay slip using clay and water. ● Join two clay pieces using slip. ● Make a relief clay sculpture. ● Use hands in different ways as a tool to manipulate clay. ● Use clay tools to score clay.
<i>So that they can:</i>		
<ul style="list-style-type: none"> ● Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. ● Cut, thread, join and manipulate materials safely, focussing on process over outcome. ● Begin to develop observational skills (for example, by using mirrors to include the main features of faces.) 	<ul style="list-style-type: none"> ● Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. ● Explore and analyse a wider variety of ways to join and fix materials in place. 	<ul style="list-style-type: none"> ● Further demonstrate increased control with a greater range of media. ● Make choices about which materials and techniques to use to create an effect. ● Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. ● 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.

Sculpture and 3D		
Cycle A- NA	Cycle B – Mega Materials	Cycle C- Interactive Installations/Abstract Shape and Space
	<i>Artist - Magdelene Odundo, Barbara Hepworth, Jaume Plensa, Sakari Douglas Camp and El Anatsui</i>	<i>Artist - Sir Anthony Caro and Ruth Asawa Artist - Cai Guo-Qiang</i>
Year 3	Year 4	Year 5
<i>Pupils Know:</i>		
<p>How to:</p> <ul style="list-style-type: none"> ● Join 2D shapes to make a 3D form. ● Join larger pieces of materials, exploring what gives 3D shapes stability. ● Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. ● Identify and draw negative spaces. ● Plan a sculpture by drawing. ● Choose materials to scale up an idea. ● Create different joins in card eg. slot, tabs, wrapping. ● Add surface detail to a sculpture using colour or texture. ● Display sculpture. 	<ul style="list-style-type: none"> ● How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. <p>How to:</p> <ul style="list-style-type: none"> ● Use their arm to draw 3D objects on a large scale. ● Sculpt soap from a drawn design. ● Smooth the surface of soap using water when carving. ● Join wire to make shapes by twisting and looping pieces together. ● Create a neat line in wire by cutting and twisting the end onto the main piece. ● Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. ● Try out different ways to display a 3D piece and choose the most effective. 	<p>How to:</p> <ul style="list-style-type: none"> ● Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. ● Try out ideas on a small scale to assess their effect. ● Use everyday objects to form a sculpture. ● Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. ● Try out ideas for making a sculpture interactive. ● Plan an installation proposal, making choices about light, sound and display.
<i>So that they can:</i>		
<ul style="list-style-type: none"> ● Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. ● Use hands and tools confidently to cut, shape and join materials for a purpose. ● Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. 	<ul style="list-style-type: none"> ● Use growing knowledge of different materials, combining media for effect. ● Use more complex techniques to shape and join materials, such as carving and modelling wire. ● Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. 	<ul style="list-style-type: none"> ● Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. ● Combine a wider range of media, eg photography and digital art effects. ● Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

Sculpture and 3D		
<p>Making Memories</p> <p><i>Artist - Joseph Cornell, Louise Nevelson</i></p>		
<p>Year 6</p>		
<p><i>Pupils Know:</i></p>		
<p>How to:</p> <ul style="list-style-type: none"> • Translate a 2D image into a 3D form. • Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • Manipulate cardboard to create different textures. • Make a cardboard relief sculpture. • Make visual notes to generate ideas for a final piece. • Translate ideas into sculptural forms. 		
<p><i>So that they can:</i></p>		
<ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriately to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Craft and Design		
Let's Get Crafty/Seasonal Crafts	Woven Wonders	Map it Out
	<i>Artist - Judith Scott and Cecilia Vicna</i>	<i>Artist - Josef Albers, Matthew Cusick, Eduardo Paolozzi, Maggie Scott, Kim Soon-im and Susan Stockwell</i>
EYFS	Year 1	Year 2
<i>Pupils Know:</i>		
<p>How to:</p> <ul style="list-style-type: none"> ● Explore differences when cutting a variety of materials. ● Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. ● Follow lines when cutting. ● Experiment with threading objects, holding equipment steady to do so. ● Explore techniques for joining paper and card eg stick, clip, tie, tape. ● Apply craft skills eg. cutting, threading, folding to make their own artworks. ● Design something on paper ready to make in three dimensions. 	<ul style="list-style-type: none"> ● What materials can be cut, knotted, threaded or plaited. <p>How to:</p> <ul style="list-style-type: none"> ● Wrap objects/shapes with wool. ● Measure a length. ● Tie a knot, thread and plait. ● Make a box loom. ● Join using knots. ● Weave with paper on a paper loom. ● Weave using a combination of materials. 	<p>How to:</p> <ul style="list-style-type: none"> ● Draw a map to illustrate a journey. ● Separate wool fibres ready to make felt. ● Lay wool fibres in opposite directions to make felt. ● Roll and squeeze the felt to make the fibres stick together. ● Add details to felt by twisting small amounts of wool. ● Choose which parts of their drawn map to represent in their 'stained glass'. ● Overlap cellophane/tissue to create new colours. ● Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. ● Apply paint or ink using a printing roller. ● Smooth a printing tile evenly to transfer an image. ● Try out a variety of ideas for adapting prints into 2D or 3D artworks.
<i>So that they can:</i>		
<ul style="list-style-type: none"> ● Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. ● Cut, thread, join and manipulate materials safely, focussing on process over outcome. 	<ul style="list-style-type: none"> ● Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. ● Explore and analyse a wider variety of ways to join and fix materials in place. 	<ul style="list-style-type: none"> ● Further demonstrate increased control with a greater range of media. ● Make choices about which materials and techniques to use to create an effect. ● Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.

Craft and Design		
Cycle A- Architecture <i>Artist - Zaha Hadid, Friedensreich Hundertwasser</i>	Cycle B- Ancient Egyptian Scrolls	Cycle C- Fabric of Nature <i>Artist - Ruth Daniels, Senaka Senanayake, William Morris and Megan Carter</i>
Year 3	Year 4	Year 5
<i>Pupils Know:</i>		
<ul style="list-style-type: none"> ● That layering materials in opposite directions make the handmade paper stronger. <p>How to:</p> <ul style="list-style-type: none"> ● Use a sketchbook to research a subject using different techniques and materials to present ideas. ● Construct a new paper material using paper, water and glue ● Use symbols to reflect both literal and figurative ideas. ● Produce and select an effective final design. ● Make a scroll. ● Make a zine. ● Use a zine to present information. 	<ul style="list-style-type: none"> ● That a mood board is a visual collection which aims to convey a general feeling or idea. ● That batik is a traditional fabric decoration technique that uses hot wax. <p>How to:</p> <ul style="list-style-type: none"> ● Select imagery and use as inspiration for a design project. ● To know how to make a mood board. ● Recognise a theme and develop colour palettes using selected imagery and drawings. ● Draw small sections of one image to docs on colours and texture. ● Develop observational drawings into shapes and pattern for design. ● Transfer a design using a tracing method. ● Make a repeating pattern tile using cut and torn paper shapes. ● Use glue as an alternative batik technique to create patterns on fabric. ● Use materials, like glue, in different ways depending on the desired effect. ● Paint on fabric. ● Wash fabric to remove glue to finish a decorative fabric piece. 	<ul style="list-style-type: none"> ● The steps to make a monoprint. ● When a roller is sufficiently inked. <p>How to:</p> <ul style="list-style-type: none"> ● Make an observational drawing of a house. ● Use shapes and measuring as methods to draw accurate proportions. ● Select a small section of a drawing to use as a print design. ● Develop drawings further to use as a design for print. ● Design a building that fits a specific brief. ● Draw an idea in the style of an architect that is annotated to explain key features. ● Draw from different views, such as a front or side elevation. ● Use sketchbooks to research and present information about an artist. ● Interpret an idea in into a design for a structure.
<i>So that they can:</i>		
<ul style="list-style-type: none"> ● Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. ● Use hands and tools confidently to cut, shape and join materials for a purpose. 	<ul style="list-style-type: none"> ● Use growing knowledge of different materials, combining media for effect. ● Use more complex techniques to shape and join materials, such as carving and modelling wire. 	<ul style="list-style-type: none"> ● Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. ● Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

Craft and Design		
<p>Photo Opportunity</p> <p><i>Artist - Hannah Hock, Edward Weston, Derrick O Boateng and Chuck Close</i></p>		
Year 6		
<i>Pupils Know:</i>		
<ul style="list-style-type: none"> • How different materials can be used to produce photorealistic artwork. • That macro photography is showing a subject as larger than it is in real life. <p>How to:</p> <ul style="list-style-type: none"> • Create a photomontage. • Create artwork for a design brief. • Use a camera or tablet for photography. • Identify the parts of a camera. • Take a macro photo, choosing an interesting composition. • Manipulate a photograph using photo editing tools. • Use drama and props to recreate imagery. • Take a portrait photograph. • Use a grid method to copy a photograph into a drawing. 		
<i>So that they can:</i>		
<ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriately to fit with ideas. 	•	•