

National Curriculum Points

EYFS Early Learning Goals that link most closely to the Art and Design National Curriculum

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

KS1 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.

KS2 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.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

EYFS at St Christopher's C of E Primary School

EYFS Progression has been split into the three key categories (Drawing and Sketchbooks, Paint, surface and texture, Working in 3D), however, it is important to note that these objectives may be covered at any point in the academic year to ensure Curriculum is following the children's interests.

A broad Curriculum

- During non Art and Design terms, children will complete 20 minutes of drawing and sketchbook skills each week.
- Each year, there will be an Arts Week focussed around a local artist and a gallery of children's work open for parents to view.

CYCLE A					
	EYFS	Year 1 and 2	Year 3 and 4	Year 4 and 5	Year 5 and 6
Autumn Term Drawing & Sketchbooks	<p>I can use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</p> <p>I can hold and use a pencil correctly.</p> <p>I can produce different lines (thick, thin, wavy, straight, dark and light.</p> <p>I can infill a shape (colour in the lines).</p> <p>I can create drawings of things in real life e.g. the human body, plants and animals.</p> <p>I can work from observation and imagination.</p> <p>I can work on different types and colours of papers and surfaces e.g. whiteboards, sand etc..</p> <p>I can talk about my work and share my ideas, thoughts and feelings.</p>	<p>I can draw from my finger tips, my wrist, my elbow, my shoulder, my body.</p> <p>I can make a drawing using a continuous line for a minute or two.</p> <p>I have made a sketchbook (or perhaps decorated the cover of a bought sketchbook) and I feel like it belongs to me.</p> <p>I can draw from observation for a few minutes at a time.</p> <p>I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen.</p> <p>I have explored how water affects the graphite and pen, and explored how I can use a brush to make new marks.</p> <p>I can make choices about which colours I’d like to use in my drawing.</p> <p>I have seen the work of an artist and listened to how the artist made the work. I have been able to share how I feel about the work.</p> <p>I can talk about what I like in my drawings, and what I’d like to try again.</p> <p>I can take photos of my artwork.</p>	<p>I have seen how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work.</p> <p>I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal.</p> <p>I can work on larger sheets of paper, and I can make loose, gestural sketches using my body.</p> <p>I can understand what Chiaroscuro is and how I can use it in my work.</p> <p>I can use light and dark tonal values in my work, to create a sense of drama.</p> <p>I have used my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same.</p> <p>I have taken photographs of my work, thinking about focus, lighting, and composition.</p> <p>I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again.</p> <p>I can voice what I like about my classmates work and how it makes me feel.</p>	<p>I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.</p> <p>I have seen how other artists work with typography and have been able to share my thoughts on their work.</p> <p>I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made.</p> <p>I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.</p> <p>I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting.</p> <p>I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger.</p> <p>I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me.</p> <p>I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me.</p> <p>I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers.</p>	<p>I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome.</p> <p>I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.</p> <p>I can use line, mark making, tonal values, colour, shape and composition to make my work interesting.</p> <p>I can use negative space and the grid method to help me see and draw.</p> <p>I can explore typography and design lettering which is fit for purpose.</p> <p>I can transform my drawing into a three dimensional object.</p> <p>I can share my work with others, and talk about my intention and the outcome.</p> <p>I can listen to their response and take their feedback on board.</p> <p>I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work.</p> <p>I can photograph my three dimensional work, thinking about presentation, lighting, focus and composition.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring Term</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Paint, Surface and Texture</p>	<p>I can hold and use a brush correctly.</p> <p>I can create a range of marks, using different sized paint brushes.</p> <p>I can recognise and name the primary colours.</p> <p>I can mix paint.</p> <p>I can look at work of other artists and share my thoughts and ideas.</p> <p>I can print with my body parts e.g. hands and feet.</p> <p>I can print using objects e.g. leaves, fruit and vegetables and sponges.</p> <p>I can make rubbings from different surfaces e.g. trees.</p> <p>I can use a pair of scissors to cut paper.</p> <p>I can cut and tear paper.</p> <p>I can describe, choose and stick paper, to create a collage.</p>	<p>I have enjoyed looking at art made by other artists inspired by flora and fauna.</p> <p>I can look closely at insects and plants and make drawings using pen to describe what I see.</p> <p>I can experiment using graphite and oil pastel and make my own insects.</p> <p>I can cut out shapes in different colours, and use these shapes to make an insect or bug. I can think about its body parts and what I would like them to look like.</p> <p>I can work with my classmates to make a shared drawing.</p> <p>I can share my artwork with the class. I can listen to what my classmates like about it and I can share what I like about their work.</p>	<p>I can explore an artwork through looking, talking and drawing.</p> <p>I can use the “Show Me What You See” technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens.</p> <p>I can cut shapes directly into paper, using scissors, inspired by the artwork.</p> <p>I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork.</p> <p>I can add to my collage, using line, colour and shape made by stencils.</p> <p>I can explore negative and positive shapes.</p> <p>I can take photographs of my work.</p> <p>I can share my work with my class. I can reflect and share what I like, and what I would like to try again.</p> <p>I can look at the work of my classmates and give useful feedback through class or small group discussion.</p>	<p>I have seen how artists respond to land and city scapes in various ways by using inventive mixed media combinations.</p> <p>I have seen how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work.</p> <p>I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on.</p> <p>I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn’t work.</p> <p>I have continued my exploratory work outside the sketchbooks, bringing my “sketchbook way of thinking” to larger sheets of paper.</p> <p>I can share my journey and discoveries with others and am able to reflect upon what I have learnt.</p> <p>I can appreciate and be inspired by the work of my classmates, and I can share my response to their work.</p>	<p>I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.</p> <p>I have explored how I can find out what I care about, and find ways I might share my ideas with us.</p> <p>I have seen how my classmates may have different things they care about, or share things we care about, but they are all valid.</p> <p>I can create visuals and text which communicate my message.</p> <p>I can use line, shape and colour to make my artwork.</p> <p>I can use typography to make my messages stand out. I can combine different techniques such as print, collage and drawing.</p> <p>I can reflect and articulate about my own artwork and artwork made by my classmates.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Term</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Working in Three Dimensions collaboration and community</p>	<p>I can touch 3D objects and use vocabulary to describe what they feel like e.g. rough, smooth, hard, soft, big, small etc..</p>	<p>I have explored the work of some architects. I have seen that they design buildings, and that “architecture” can be large, incredible buildings, or smaller places near where I live.</p>	<p>I have seen how artists are inspired by other artists often working in other artforms.</p>	<p>I have explored how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music.</p>	<p>I have seen how a variety of artists and craftspeople use their interest in cutouts to generate imagery.</p>
	<p>I can use clay, play dough or modelling clay to make a sculpture using tools, including rolling pins.</p>	<p>I can share how architecture makes me feel, what I like and what I think is interesting.</p>	<p>I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artists work.</p>	<p>I can articulate and share my response to their work.</p>	<p>I can share my response to their work with my classmates.</p>
	<p>I can use a range of materials to construct a 3D sculpture (junk modelling).</p>	<p>I can use my sketchbook to help me look at architecture really carefully. I have used drawings and notes. I have explored line and shape.</p>	<p>I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials.</p>	<p>I can respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys my interpretation of the mood/narrative of the original stimulus.</p>	<p>I can use my curiosity to think about how I might adapt techniques and processes to suit me.</p>
	<p>I can use a range of sticking media including glue and cello tape.</p>	<p>I have seen how architects use their imaginations to try to design buildings which make people’s lives better and I can use my own imagination when thinking about architecture I might design.</p>	<p>I can make a sculpture using materials to model or construct which is inspired by a character in a book or film.</p>	<p>I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect.</p>	<p>I can use my sketchbook to record, generate ideas, test ideas and reflect.</p>
	<p>I can manipulate media to achieve a planned effect.</p>	<p>I can make an architectural model of a building around a theme thinking about form, structure and balance, and the way the model looks.</p>	<p>I can reflect and share how the way I made my sculpture helps capture my feelings about the original character.</p>	<p>I can share my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board.</p>	<p>I can make a shadow puppet thinking about how the qualities of the materials I use affect the final outcome.</p>

I can have original ideas and use resources in original ways, thinking about uses and purposes.

I can explore a variety of materials and explore how I can reshape the materials and fasten them together to make my model.

I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character.

I can appreciate the artwork made by my classmates and share my response to their work.

I can manipulate the materials using tools so that the puppets I make have character and expression. I can make my puppets move in simple ways by articulating them.

I can adapt work where necessary.

I have seen that I don’t need to design on paper first; that I can design as I make.

I can share my feedback about my classmates work.

I can take photographs or film of my artwork thinking about presentation, lighting, focus and composition.

I can work with my peers to create a collaborative experience.

I can used digital media to document my work, including taking photographs and short videos.

I have reflected upon what I have made, shared it with others, and been able to share my thoughts about my own piece and the models of my classmates.

I can take photographs of my work thinking about focus, background and lighting.

I can use my animation set as backdrop to an animation.

I can share my work, as a team, and share and listen to feedback. I can give my feedback to the work of other teams, and appreciate the differences and similarities of their work to ours. I can photograph or film our puppets and performance.

Vocabulary (Year A and B combined)	<p>Colour – Primary colours</p> <p>Drawing – draw, pattern, thick, thin, line, shape</p> <p>Painting – brush, match, mix</p> <p>Collage – smooth, rough, spikey,</p> <p>Printing – positive print</p> <p>3D form – roll, knead, shape, join, wrap, weave</p>	<p>Colour – Secondary colours, tone, white, black, grey, hot/cool colours, complementary colours</p> <p>Drawing – sketchbooks, sketch, marks, lines, curve, continuous, zig-zag, wavy, repeating, bold, observation, inspire, curiosity, graphite, charcoal, oil/soft pastels, wax resist, composition, ink, grades of pencil</p> <p>Painting – brush size, watercolours, ready mixed paint, palette, stroke</p> <p>Collage – shape, layer, place, cut, rip, overlap, materials</p> <p>Printing – texture, pattern, shape, positive/negative print, sequence, rubbings, plates, copies, plasticine, impression,</p> <p>3D form – imagination, sculpture, construct, plan, design architect, architecture, twist</p>	<p>Colour – colour combination / families, matching, spectrum, hue, tertiary colours</p> <p>Drawing – parallel, highlight, blend/smudge, scale, enlarge, hatching, cross hatching, compose, concentric circles, <i>Chiaroscuro</i> (light and dark), formal elements, illustrator, graphic novel</p> <p>Painting – dab, tint, landscape, seascape, wash, application</p> <p>Collage – vertical, horizontal, stencils, stitch, fabric, calico, thread</p> <p>Printing – rotate, raised, pressure, mono-printing, press print</p> <p>3D form – symmetry, join, embellish, purpose, Modroc, clay, pinch, twist</p>	<p>Colour – limited palette, monochromatic palette</p> <p>Drawing – scale, acetate, portrait</p> <p>Painting – abstract, expressive, <i>tonking</i> (blotting/removing paint)</p> <p>Collage – stains, represent</p> <p>Printing – incisions, combination, overlay</p> <p>3D form – scrunching, destruction, fixing, sculptural, figurative</p>	<p>Colour –</p> <p>Drawing – element, enlarging, typography, negative space, refine, perspective, foreground, middle ground, background, scale, focal point</p> <p>Painting – dry/wet media, weathered, brushwork, contour, surface</p> <p>Collage – dimension, plane, multimedia,</p> <p>Printing –</p> <p>3D form - structure</p>
<p>All children will be encouraged to discuss their work each term, meaning children will be exposed to this language throughout their time in school:</p> <p>record, respond to, reflect on, collaborate, critique, share</p>					

CYCLE B					
	EYFS	Year 1 and 2	Year 3 and 4	Year 4 and 5	Year 5 and 6
Autumn Term Drawing & Sketchbooks (Except 4/5 and 5/6 – painting pathway).	As above for Cycle A.	<p>I have seen how some artists explore the world around them to help them find inspiration.</p> <p>I can explore my local environment (school, home, etc) and collect things which catch my eye.</p> <p>I can explore composition by arranging the things that I have collected.</p> <p>I can talk about what I collected, and how and why I arranged the things I collected.</p> <p>I can take photographs of my artwork and I can think about focus and light.</p> <p>I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes.</p> <p>I can hold an object and I can make a drawing thinking about the way the object feels.</p> <p>I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.</p> <p>I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.</p> <p>I can cut out and collage to explore composition.</p> <p>I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.</p>	<p>I have explored the work of artists who tell stories through imagery.</p> <p>I can respond to the work of illustrators and/or graphic novelists, “reading” the visual images and sharing my thoughts.</p> <p>I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists’ work.</p> <p>I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.</p> <p>I can use line, shape, and colour using a variety of materials to test my ideas.</p> <p>I can think about how I might use composition, sequencing, mark making and some text in my drawings.</p> <p>I can create a finished piece which contains sequenced images to describe a narrative.</p> <p>I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board.</p> <p>I can appreciate the work of my classmates and think about similarities and differences between our work. I can share my feedback on their work.</p> <p>I can take a photograph of my work, thinking about lighting and focus.</p>	<p>I have explored the work of contemporary and more traditional artists who work within the still life genre.</p> <p>I have felt able to express my thoughts about other artists’ work, and talk about the meanings of objects as artists present them.</p> <p>I can use my sketchbook to make visual notes, record and reflect.</p> <p>I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.</p> <p>I can present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece.</p>	<p>I have explored the work of contemporary fashion designers and I can see how their interests and experiences feed into their work.</p> <p>I can share my own response to their work, articulating what I like or don’t like about their work.</p> <p>I can use my sketchbook to make visual notes to capture key ideas about how the designers work.</p> <p>I can listen to a design brief, and use my sketchbook to generate and test ideas, explore colour, line, shape, pattern in response to the brief.</p> <p>I can use my sketchbook work to inform how I make a 2d (or 3d) design, using paint, paper and collage.</p> <p>I can understand how 2d shapes can become 3d form and the relationship they have to our bodies.</p> <p>I can share my designs and outcomes with my classmates and articulate my journey. I can listen to their feedback and respond.</p> <p>I can appreciate the work of my classmates and reflect upon similarities and differences. I can share my response to their work.</p> <p>I can take photographs of my work, thinking about presentation, lighting and focus.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring Term Paint, Surface and Texture</p>		<p>I can make simple prints using my hands and feet.</p> <p>I can explore my environment and take rubbings of textures I find.</p> <p>I can use my rubbings to make an image.</p> <p>I can push objects I find into plasticine and make prints.</p> <p>I can cut shapes out of foam board and stick them on a block to make a plate. I can print from the plate.</p> <p>I can draw into the surface of the foam board and print from the plate.</p> <p>I can use colour, shape, and line to make my prints interesting.</p> <p>I can create a repeat print.</p> <p>I can create a symmetrical or sequenced print.</p> <p>I can use my sketchbook to collect my prints and test ideas.</p>	<p>I have explored how artists combine media and use them in unusual ways to make art.</p> <p>I can share my response to their work.</p> <p>I can use my sketchbook to make visual notes capturing ideas that interest me.</p> <p>I can use my sketchbook to test ideas and explore colour and mark making.</p> <p>I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.</p> <p>I can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.</p> <p>I can share my work with others and share my thoughts about the process and outcome. I can listen to their feedback and take it onboard.</p> <p>I can appreciate the work of my classmates enjoying the similarities and differences between our processes and outcomes. I can share my feedback on their work.</p> <p>I can take photographs of my work, thinking about lighting and focus.</p>	<p>I have understood what a Monotype is and can see how artists use monotypes in their work. I have been able to share my response to their work.</p> <p>I can study drawings made by other artists and identify particular marks they have used in their drawings. I can use my sketchbook to create a collect of marks for me to use later.</p> <p>I can listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in my head, and I can use these to create imagery which captures the mood of the piece of poetry.</p> <p>I can use my sketchbook to explore my ideas.</p> <p>I can use my mark making skills to create exciting monotypes, combining the process with painting and collage.</p> <p>I can share my thinking and outcomes with my classmates. I can listen to their views and respond.</p> <p>I can share my response to the artwork made by my classmates.</p> <p>I can photograph my work, thinking about lighting, focus and composition.</p>	<p>I have seen how artists explore their identity by creating layered and constructed images.</p> <p>I can share my response to their work with my classmates.</p> <p>I can use my curiosity to think about how I might adapt techniques and processes to suit me.</p> <p>I can use my sketchbook to record, generate ideas, test, reflect and record.</p> <p>I can work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.</p> <p>I can share my work with my classmates, articulate how I feel about the journey and outcome.</p> <p>I can listen to feedback from my classmates and respond.</p> <p>I can appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work.</p> <p>I can take photographs of my artwork, thinking about lighting, focus and composition.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Term Working in Three Dimensions, collaboration and community</p>		<p>I can take a familiar object like a stick, and use my imagination to think about what it might become.</p> <p>I can use my sketchbook to generate ideas and to test ideas.</p> <p>I can use a variety of materials to transform my object thinking about form and colour.</p> <p>I can cut materials with simple tools and fasten materials together to construct my sculpture.</p> <p>I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmates feedback about my work.</p> <p>I can listen to my classmates talk about their own artwork and I can share my thoughts about their work.</p> <p>I can take a photograph of my sculpture, thinking about focus.</p>	<p>I have seen how we can learn about ourselves through art.</p> <p>I can feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials.</p> <p>I can feel ok when I am being challenged by materials and ideas. I can feel ok when I don't know exactly what I'm doing.</p> <p>I can use a variety of drawing materials to make experimental drawings based upon observation.</p> <p>I can construct with a variety of materials to make a sculpture.</p> <p>I can see my personality in what I have made.</p> <p>I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.</p> <p>I can appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcomes.</p> <p>I can take photographs of my work thinking about presentation, focus and lighting.</p>	<p>I have explored domestic architecture which is aspirational and large, and I have explored the Tiny House movement. I can discuss with the class how both these ways of designing might affect our lives.</p> <p>I can use my sketchbook to collect, record and reflect my ideas and thoughts.</p> <p>I can make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes.</p> <p>I can explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief.</p> <p>I can make an architectural model using the 'design through making' technique, using my sketchbook to help free my imagination.</p> <p>I can present my work, reflect and share it with my classmates.</p> <p>I can respond to the work of my classmates, sharing my thoughts about their work in relation to the architecture we looked at during the project.</p> <p>I can photograph my work considering lighting, focus and composition.</p> <p>I can make short films of my work giving a close-up tour of my architectural model.</p>	<p>I have explored the work of a craftsperson / designer and seen how they bring personality to their work.</p> <p>I have seen how chair design has changed through the ages.</p> <p>I can use my sketchbook to make visual notes to record and reflect.</p> <p>I can experiment with how I can make mini sculptures with lots of different materials, guided by a short sentence to help me.</p> <p>I can use the Design Through Making technique to make a model of a chair which expresses an aspect of my personality.</p> <p>I can see how my sketchbook exploration helped me work towards my final outcome, and I can see what I like and what I would like to do differently.</p> <p>I can present and share my work, and talk about it with my classmates, and listen to their responses to my work.</p> <p>I can respond to the work made by my classmates and I can share my thoughts.</p> <p>I can take photographs of my work, thinking about focus, light and composition.</p>
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