

SEND adaptations within the art curriculum

C&L -

Learning about artists/styles of art - use differentiated resources as appropriate. Pupils do research and present findings in the style that suits them best eg using ICT. Use cloze procedure.

SEMH -

C&I -

Art specific vocabulary will need to be explained through pre-learning.

Use visuals during lessons to support understanding words.

Difficulties with imagination - provide examples of possible finished pieces

Sensory & Physical -

Colour blind - teachers to learn what colours the pupil can see correctly and how they see the ones they are blind to.

VI -

Ensure paintings/pictures and anything they need to observe/draw is enlarged.

Have resources on pupils table rather than on the board.

If pupil has Ipad to see teachers screen ensure this is utilised. If ipad is unavailable pupil to sit at teachers computer to see any presentations.

Pupil to use darkest possible pencil (8B).

If pupil is blind, teachers to plan art using the following resources - German film, Wikkistix, smelly pens and pencils, embossed sheets, brailled sheets

Fine motor difficulties - use thicker pencils, paintbrushes etc

Pupil to use easy grip/loop scissors.

Sensory needs - use alternatives depending on which materials pupil does not like to touch and/or smell.

The Craylands School S.T.A.R. KS1 Long term subject: Art and Design

<p>Aims produce creative work, exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> ▪ become proficient in drawing, painting, sculpture and other art, craft and design techniques ▪ evaluate and artists, craft makers and designers, and understand the historical and cultural development of their art forms analyse creative works using the language of art, craft and design ▪ know about great 	
<p>Skills</p> <p>to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> ▪ 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 	<p>Knowledge</p> <ul style="list-style-type: none"> • 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.
<p>Year 1 Knowledge end points</p>	<p>Year 2 Knowledge end points</p>
<ul style="list-style-type: none"> • To know that a sculpture is a 3D model • To know that Andy Goldsworthy is an artist who uses nature to create art • To know and use modelling techniques e.g. rolling, pinching, coils • To know what the primary colours are and identify them in art work • To know that Alma Thomas is an artists who used colour in her art work 	<ul style="list-style-type: none"> • Year 2 knowledge • To know what the secondary colours are and how to mix primary colours to make them • To name warm and cool colours • To recognise Paul Klee is an artists who used shapes and colours in their art work • To know that there are other techniques of painting other than the use of a brush • To understand how aboriginal dot art is created • To understand the meaning of colours used in dot art

Early Years	<p>Mixing paints to make different colours Use a range of materials for art e.g. play doh, paint, collage materials Talk about the colour, texture and shape of their work</p>		
Year 1 Terms 2 & 3	Where is there art where we live? Andy Goldsworthy		
Link to prior learning	EYFS term 6		
Vocab	Sculpture	Clay/plasticine	Form Structure 3D Shape
Learning objectives	Context	Skills	Knowledge
To identify art in nature	Can you see art in objects around us?	<ul style="list-style-type: none"> To draw what they can see (choose items in nature to draw e.g. leaf) 	<ul style="list-style-type: none"> Can they draw a picture of what they can see, focussing on the shape?
To understand the work of an artist	How does the artist Andy Goldsworthy use nature to make art?	<ul style="list-style-type: none"> To use material to make a piece of art work 	<ul style="list-style-type: none"> Can they understand that natural materials can be used to create art with.
To describe sculptures	Are there any sculptures in our local area?	<ul style="list-style-type: none"> To draw what they can see (Heritage Park sculpture) 	<ul style="list-style-type: none"> Can they describe the sculpture in the Heritage park?
	SEND – Pupils with significant additional needs will need an individual risk assessment		
To make models	How can we make sculptures using clay or plasticine?	<ul style="list-style-type: none"> To know how to roll, mould and cut materials 	<ul style="list-style-type: none"> Can they make different shapes with clay? Can they use tools to cut, roll and coil materials such as plasticine and clay?
	SEND – If a pupil has sensory needs and will not use clay or plasticine use alternatives such as LEGO bricks, pipe cleaners, art straws etc.		
Year 1 Term 5 & 6	What colours has an artist from another country used? Alma Thomas		
Links to prior learning			
Vocab	Patterns Primary Colours Colours		
Learning objectives	Context	Skills	Knowledge

To describe colours	What colours do we see around us? Are they all the same colour?	<ul style="list-style-type: none"> To draw what they can see adding colour Know the names of primary and secondary colours To describe what can be seen 	<ul style="list-style-type: none"> Can they look at objects and describe the colours? Can they draw/colour using the correct colours?
To describe a piece of art work	What colours can you see in the art work of Alma Thomas?		<ul style="list-style-type: none"> Can they describe the work of Alma Thomas?
To learn about a famous artist	Who was Alma Thomas? Did she live in our country?		<ul style="list-style-type: none"> Can they say who Alma Thomas was and where she lived?
To use colour in art	What colours will we use in our own art work?	To use primary and secondary colours To create a repeating pattern.	Can they choose appropriate colours for their own art work?
Year 2 Terms 3 & 4	What are cold and hot colours? Paul Klee		
Link to prior learning	Year 1 term 2		
Vocab	Hot	cold	patterns primary secondary Paul Klee
Learning objectives	Context	Skills	Knowledge
To record ideas about a famous artist	How do you think this artist has created his art work?		Can they discuss the work of the artist Paul Klee?
To recognise hot and cold colours	What colours can you see in this art work?	To know how to mix to make new colour	Can they name primary and secondary colours? Can they name cold and hot colours?
To create patterns	What shapes and patterns can you see in this art work?	To create patterns with shapes To create a repeating pattern.	Can they use language related to shape and space to describe art?
To create a piece of art in the style of an artist	How can we use an artist's style to create our own piece of art work?	To create a piece of work based on an artists	
Year 2 Term 3	What is art like from another part of the world? Aboriginal dot art		
Links to prior learning	Year 1 term 2		

	Year 2 term 1							
Vocab	Pointilism	Colour	Paint	Nature	Landscapes	Tone	Light	dark
Learning objectives	Context		Skills			Knowledge		
To discuss the style of artists	What has been painted in these paintings? How have they been painted?		<ul style="list-style-type: none"> To describe the art work of aboriginal artists To describe what a painting is about 			<ul style="list-style-type: none"> Can they recognise where aboriginal art originates from? 		
To use the style of an artist	How can we recreate the aboriginal dot style?		<ul style="list-style-type: none"> To use the style of an artist To place colours next to each other to blend them 			<ul style="list-style-type: none"> Can children recall how dot art works? 		
To use colour in a painting	What colours will be needed for your drawing? What do the colours mean in dot art?		<ul style="list-style-type: none"> To use colours accurately To blend colours 			<ul style="list-style-type: none"> Can they recall primary and secondary colours? Can they recall some of the meanings behind colours in dot art? 		
To create a piece of work in the style of an artist	How can we create our own aboriginal dot art work?		<ul style="list-style-type: none"> To create a piece of work based on an artists 			<ul style="list-style-type: none"> Can children recall how dot art works? Can they recall primary and secondary colours? 		

The Craylands School S.T.A.R. KS2 Long term subject: Art and Design

Aims

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

Skills

- develop their techniques, including their control and their use of materials, with creativity, experimentation
- 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]

Knowledge

- about great artists, architects and designers in history.

Year 3 Knowledge end points	Year 4 Knowledge end points	Year 5 Knowledge end points	Year 6 Knowledge end points
<ul style="list-style-type: none"> • To know who Monet was as an artist • To know that impressionism is a style of art • To mix colours to create secondary colours and other tones • To know how to use a brush to create different stroke types • To understand paintings from the past was a way of communicating • To recognise dark and light tones • To use charcoal to make marks • To recognise what Ancient Greek pottery tells us • To know who Clarice Cliffe is and describe the style of pottery • To use clay techniques including coiling 	<ul style="list-style-type: none"> • Year 3 knowledge • To know that Georgia O’Keefe is an artists who draw aspects of North America • To know how to make dark and light tones using a pencil • To use shading techniques e.g. cross hatching, stipulating • To recognise the higher the number on a pencil, the darker the tone • To recognise mosaics and make connections with the Roman period • To recognise symmetrical and repeated patterns • To create mosaics • To recognise shapes and patterns used in Ancient art work • To use printing techniques to print shapes and patterns 	<ul style="list-style-type: none"> • Year 3 & 4 knowledge • To understand that in paintings that show perspective, the objects seem to get smaller towards the back of the painting • To understand the idea of a vanishing point in artwork with perspective • To draw 3D objects • To draw with perspective • To recognise the use of tapestries in the past as a way of communicating events • To know stitching techniques • To know weaving techniques • To know that J.M. Turner was an artist who painted seascapes • To know how to use water colours to create lighter and darker tones of colours • To know collage work is 	<ul style="list-style-type: none"> • Year 3, 4 & 5 knowledge • To know Margaret Mee, Henri Rousseau, Oenone Hammersley were artists who focussed on jungle/rainforest subjects • To know how to create colours and tone using paint • To use perspective to show a sense of layering; showing which animals are closer in a painting • To understand how past portraits were used to show wealth • To draw facial features • To position facial features in proportion • To know the difference between a portrait and self portrait

Year 3 Terms 1 & 2	Who was Claude Monet? How did he paint?			
Link to prior learning	Year 1 term 2 Year 2 term 3			
Vocab	Tone colour palette light	viewpoint rapid medium	impressionism	
Learning objectives	Context	Skills	Knowledge	
To know about the life of an artist from history	Who is Monet?	<ul style="list-style-type: none"> • To record ideas in a sketch book 	<ul style="list-style-type: none"> • Can children recall information about Monet? • Can children recall key examples of impressionist art? • Can children evaluate why Monet was considered rebellious? 	
To understand what impressionism is	What is similar about these paintings? How do you think impressionists painted?	<ul style="list-style-type: none"> • To record ideas in a sketch book 	<ul style="list-style-type: none"> • Can children explain the features and development of the Impressionist movement? 	
To develop an understanding of colour	What colours can you see used in Monet's art? How can you make these colours?	<ul style="list-style-type: none"> • To mix paint to create different colours and tones 	<ul style="list-style-type: none"> • Can children identify the primary and secondary colours? • Can they identify how to make light and dark tones? 	
To develop impressionist techniques	How Monet used their paint brush in their art work?	<ul style="list-style-type: none"> • To develop their techniques – palette, broken colour, rapid brush strokes, • To develop their use of materials – canvas, acrylics, oils, 		

To paint an image	Can you recreate a piece of work created by Monet?	<ul style="list-style-type: none"> To develop their techniques – palette, broken colour, rapid brush strokes, To develop their use of materials – canvas, acrylics, oils, To mix paint to create different colours and tones 	
Year 3 Terms 3 & 4	What do Cave paintings show us?		
Links to prior learning	Year 2 term 5/6		
Vocab	Tone	Colour	Shade charcoal communication symbols
Learning objectives	Context	Skills	Knowledge
To describe art from the past	Where did the marks on the cave wall come from?	<ul style="list-style-type: none"> To use a sketchbook to record ideas Can they explore work from other periods of time? 	
To understand art was used to communicate in the past	What do they paintings on the cave wall tell us?	<ul style="list-style-type: none"> To use a sketchbook to record ideas Can they annotate Neolithic drawings in their sketch books with their ideas as to what they are showing? 	
To create light and dark marks	How can we make dark and light marks?	<ul style="list-style-type: none"> To use different shades of pencils in their drawings. 	<ul style="list-style-type: none"> Can they explain which pencil types make darker marks?

	SEND – pupils with a VI to use colour to represent dark and light	<ul style="list-style-type: none"> To use charcoal 	<ul style="list-style-type: none"> Can they explain how to use charcoal to show light and dark? 		
To communicate through drawing	What story can we tell through the media of drawing?	<ul style="list-style-type: none"> To tell a story through art work. To use lines and shapes to represent objects. 			
Year 3 Terms 5 & 6	Which pottery do you prefer – past or present? Ancient Greek vs Clarice Cliffe				
Links to prior learning	Year 1 term 1				
Vocab	Sculpture	Shape	Form	Coiling	Modelling
Learning objectives	Context	Learning objectives	Context		
To compare art from different periods of history	Which of these pieces of pottery are modern and which are from the past?	To use sketchbooks to record ideas.	<ul style="list-style-type: none"> Can they compare Ancient Greek ceramic art work with more modern e.g. Clarice Cliff Can they recognise when art is from a different historical period? 		
To know about a famous artist	Who is a well-known pottery artist?		<ul style="list-style-type: none"> Can they find out more about the works of Clarice Cliff? 		
To evaluate art from history	How is Ancient Greek pottery different from modern pottery? What does Ancient Greek pottery tell us?	<ul style="list-style-type: none"> Can they share their ideas on the images in Ancient Greek vases? Can they annotate Greek vases in sketch books. 	<ul style="list-style-type: none"> Can they explain why Ancient Greeks created sculptures? 		
To model with clay	What techniques can you use to create a clay pot?	<ul style="list-style-type: none"> To know how to mould, roll and cut materials. 	<ul style="list-style-type: none"> Can they explain different techniques to use with clay? 		

	SEND – If a pupil has sensory needs and will not use clay or plasticine use alternatives such as wearing plastic gloves, magnetic construction, kinetic sand, design on card. Can they explain the techniques?	<ul style="list-style-type: none"> To coil clay. 				
To make a clay pot	Can you make a Greek styled pot?	<ul style="list-style-type: none"> To know how to make a clay pot. 	<ul style="list-style-type: none"> Can they create Greek style patterns on the side of a pot? 			
	SEND – If a pupil has sensory needs and will not use clay or plasticine use alternatives such as wearing plastic gloves, magnetic construction, kinetic sand, design on card. Can they explain the techniques?					
Year 4 Term 1	North American artist; who was Georgia O'Keefe?					
Links to prior learning	Shading	Cross hatching	Tone	Light	Dark	Sketch
Learning objectives	Context		Skills		Knowledge	
To know the work of a famous artist	What is the link between North America and the artists Georgia O'Keefe?		To use a sketchbook to record ideas		Can they discuss the life of a famous artist – Georgie O'Keefe?	
To know the work of a famous artists	What is the subject matter of the work of George O'Keefe?		To use a sketchbook to record ideas To evaluate the work of a famous artist including colour, share, tone		Can they discuss the art work of a famous artists?	
To draw a still life object	Georgia O'Keefe's focus is flowers – have a go at drawing a flower in still life.		To use a sketchbook to record ideas To use shape, line and colour in a piece of art work			
To recreate art work based on Georgia O'Keefe	Can they recreate the work of a famous artist?		To use colour, line and shape in a piece of art work.			
Year 4 Terms 3 & 4	What is a Roman mosaic?					

Links to prior learning	Year 3 terms 5 & 6		
Vocab	Mosaic	Tiles	Symmetrical Pattern Repetition
Learning objectives	Context	Skills	Knowledge
To recognise art from history	Where do you think these images may have come from?	<ul style="list-style-type: none"> To use repeated patterns. To cut similar sized tiles to create a pattern. To use symmetry in their work. To experiment using different colours. 	<ul style="list-style-type: none"> Can they explain art from a different period of history?
To describe mosaics	What do you think of these Roman Mosaics?	To use a sketchbook to record ideas	<ul style="list-style-type: none"> Can they explain art from a different period of history?
To continue a repeated pattern	Are you able to complete this mosaic?	<ul style="list-style-type: none"> To use repeated patterns. 	
	SEND – use larger pieces for pupils with VI		
To create a mosaic	How will you use symmetry and repetition in your own Roman mosaic?	<ul style="list-style-type: none"> To use repeated patterns. To cut similar sized tiles to create a pattern. To use symmetry in their work. To experiment using different colours. 	Can they experiment with different artistic styles?
Year 4 terms 5 & 6	How can we repeat hieroglyphs without drawing them?		
Link to prior learning			
Vocab	Print	monoprint	block printing hieroglyph cartouche
Learning objectives	Context	Skills	Knowledge

To examine art from the past	What can you see in these pieces of Ancient Egyptian art? What are the symbols representing?	<ul style="list-style-type: none"> To use a sketchbook to record ideas 	Can they explain art from a different period of history?	
To understand how to print	What techniques are there in Art and Design KS1 / KS2: Printmaking with different materials - BBC Teach related to printing?	<ul style="list-style-type: none"> To experiment using printing techniques 	Can they explain methods of printing?	
To experiment with printing techniques	What different techniques can be used for printing?	<ul style="list-style-type: none"> To experiment using printing techniques 	Can they explain methods of printing?	
To create prints	How can we print hieroglyphs?	<ul style="list-style-type: none"> To use printing techniques 	Can they use printing methods?	
Year 5 Term 1	How can you make a street scene seem realistic?			
Link to prior learning	Year 2 term 3 Year 3 term 1			
Vocab	3D	Perspective	Parallel Perpendicular	
Learning objectives	Context	Skills		Knowledge
To compare art work from the past	What works of art might you see in European art galleries?	<ul style="list-style-type: none"> To make notes about pieces of art in a sketchbook. 	<ul style="list-style-type: none"> Can they compare a range of European artists? Can they recognise changes between medieval European art to renaissance art? 	
To investigate the work of an artist	How does Canaletto bring a European city to life in his painting? http://www.artisancam.org.uk/flashapps/exploreperspective/canaletto.php	<ul style="list-style-type: none"> To make notes about pieces of art in a sketchbook. 	<ul style="list-style-type: none"> Can they compare a range of European artists? Can they explain how perspective has been used in art work to show distance? 	
To draw with perspective	How can you use perspective in drawing 3D objects?	<ul style="list-style-type: none"> To practise using perspective in a sketch book. To draw objects in 3D. To use perspective in a drawing. 		

To draw with perspective	How can you draw a street scene using perspective? https://www.bbc.co.uk/bitesize/clips/zvq6sbk	<ul style="list-style-type: none"> To use lines to help with perspective by finding a vanishing point. To draw objects in 3D. To use perspective in a drawing. 					
Year 5 Term 2	What is the purpose of the Bayeux tapestry?						
Links to prior learning	Year 4 term 2 Year 4 term 3						
Vocab	Tapestry	textiles	fabric	weaving	thread	spinning	sewing
Learning objectives	Context		Skills		Knowledge		
To investigate textiles from the past	What do you think this piece of textile art shows us?		<ul style="list-style-type: none"> To record ideas in a sketch book To use weaving. 		<ul style="list-style-type: none"> Can children explain the importance of the Bayeux Tapestry? Can children explain why textiles were important to those in the past? 		
			SEND – Pupils with Physical and sensory needs may need a larger needle, thicker thread and use BINCA				
To compare artists	How is modern textile art different to the past?		<ul style="list-style-type: none"> To record ideas in a sketch book 		<ul style="list-style-type: none"> Can children compare historical textile work with that of today? 		
To use different stitches	How was the tapestry created? What medium has been used?		<ul style="list-style-type: none"> To use sewing stitches 				
To communicate through textile	What can we tell through the use of textile art?		<ul style="list-style-type: none"> To use sewing and textile to communicate. 				
To weave	How can we use weaving in our textile work? https://www.instructables.com/id/how-to-weave-on-a-cardboard-loom/		<ul style="list-style-type: none"> To weave 		<ul style="list-style-type: none"> Can children understand how weaving was used in the past? 		
Year 5 Terms 5 & 6	Who has painted the sea in the past? J.M Turner						

Links to prior learning	Year 1 term 2						
Vocab	blotting	collage	water colours	hue	seascape	primary colours	secondary colours
Learning objectives	Context		Skills			Knowledge	
To find out about an artist	Who was J. M. W. Turner and what did he paint?		<ul style="list-style-type: none"> To record ideas in a sketchbook 			<ul style="list-style-type: none"> Can they recall knowledge about the life of a famous artist 	
To use water colours	How can we make colours by diluting using water colours to create a range of hues appropriate for paintings of the sea?		<ul style="list-style-type: none"> To use water colours effectively 			<ul style="list-style-type: none"> Can they use dilution to create different hues using water colour? 	
To use techniques to add texture to a painting.	How can we use the techniques of blotting and adding salt to watercolours to create different effects of texture and patterning?		<ul style="list-style-type: none"> To use a range of techniques to create an effect 			<ul style="list-style-type: none"> Can they understand what blotting is? 	
To use collage	How can we create a collage from paper the sea waves created previously? Use Watercolor Seascape Collages Ms. Amsler's Artroom (wordpress.com) to base ideas on.		<ul style="list-style-type: none"> To use collage 			<ul style="list-style-type: none"> Can they recognise what a collage is and how to create it? 	
Year 6 Term 1	Who paints the rainforest the best?						
Link to prior learning	Year 5 term 1						
Vocab	Perspective	Layers	Background	Natural	Foreground	landscape	
Learning objectives	Context		Skills			Knowledge	
To compare the work of artists	Which artists interpretation of the rainforest do you prefer and why?		<ul style="list-style-type: none"> To use sketchbooks to record ideas. Can they give preferences in their sketch book? 			<ul style="list-style-type: none"> Can they compare the work of different artists e.g. Margaret Mee, Henri Rousseau, Oenone Hammersley.? 	
To use tone and colour	How can you create different shades of green when adding colour to a leaf drawing?						

	SEND – if pupil is colour blind may need to use alternative colour	<ul style="list-style-type: none"> To draw/sketch with a degree of accuracy. To change tone of colours 	<ul style="list-style-type: none"> Can they explain the types of pencils that could be used to create a darker tone? 			
To draw accurately	Which animals could we draw to add to a rainforest scene?	<ul style="list-style-type: none"> To use sketchbooks to record ideas. To draw/sketch with a degree of accuracy. 				
To recognise perspective in art work	How can you tell which animal is closest in the art work looked at?	<ul style="list-style-type: none"> To use perspective in the whole picture. 	<ul style="list-style-type: none"> Can they experiment with a style in their sketch book? 			
To use layering and overlapping in art work	What techniques have been used to make the rainforest landscape realistic?	<ul style="list-style-type: none"> To use perspective in the whole picture. To choose an appropriate material to draw with e.g. pastels, pencils 	<ul style="list-style-type: none"> Can they explain the techniques they have used? 			
To create a piece of art based on an artist	What will you include in your rainforest art work? What medium will you use?	<ul style="list-style-type: none"> To choose an appropriate material to draw with e.g. pastels, pencils To create a piece of work based on an artist 				
Year 6 Term 2	What is in a Tudor portrait?					
Links to prior learning	Year 5 term 1					
Vocab	Impression	Representation	Symbolism	Expression	Portrait	Self portrait
Learning objectives	Context		Skills		Knowledge	
To record ideas about the work of a famous portrait artist (Holbein)	Who painted these portraits?		<ul style="list-style-type: none"> To use sketchbooks to record ideas. 	<ul style="list-style-type: none"> Can the children recall who Hans Holbein was? 		

To record ideas about what a portrait shows us.	Who are the people in these portraits? When did they live? What can we tell about the way that they lived?	<ul style="list-style-type: none"> To use sketchbooks to record ideas. 	<ul style="list-style-type: none"> Can the children explain how Tudor portraits were used to portray wealth? 				
To develop drawing skills	How can we accurately draw facial features?	<ul style="list-style-type: none"> To use lines and marks to draw a portrait. To draw with a degree of accuracy and perspective in terms of size. To use tone and shading. 					
To use perspective when drawing	Where should we position facial features on a face?	<ul style="list-style-type: none"> To draw with a degree of accuracy and perspective in terms of size. 					
To recreate a portrait	How can we recreate a Tudor portrait?	<ul style="list-style-type: none"> To use lines and marks to draw a portrait. To use tone and shading. To draw with a degree of accuracy and perspective in terms of size. To make their own colours using white and black to make light and dark colours. To create a piece of work based on an artist To show facial expressions in a face. 					
Year 6 Term 3	What would you want from a self-portrait?						
Links to prior learning	Year 6 term 2						
Vocab	Impression	Representation	Symbolism	Expression	Portrait	Self portrait	Artistic style
Learning objectives	Context		Skills		Knowledge		

To record ideas on self portraits	What are the different ways that you can create a self-portrait?	<ul style="list-style-type: none"> • To use sketchbooks to record ideas. 	<ul style="list-style-type: none"> • Can they acknowledge and artistic style?
To practise an artistic style	Can you practise your drawing of facial features further?	<ul style="list-style-type: none"> • To use lines and marks to draw a portrait. • To draw with a degree of accuracy and perspective in terms of size. • To show facial expressions in a face. • To use tone and shading. 	
To choose an artistic style	What artistic style will you use for a self portrait?	<ul style="list-style-type: none"> • To choose an artistic style. 	<ul style="list-style-type: none"> • Can they draw upon learned artistic styles for self portraits? • Can they choose a style and explain how they will create it? • Can they explain what has influenced their art work?
To replicate the work of an artist	How will you use the artistic style chosen to create your self portrait?	<ul style="list-style-type: none"> • To choose an artistic style. • To show facial expressions in a face. • To create a piece of work based on an artist 	<ul style="list-style-type: none"> • Can they draw upon learned artistic styles for self portraits? • Can they choose a style and explain how they will create it? • Can they explain what has influenced their art work?

