



Crooks Barn Art Progression Map

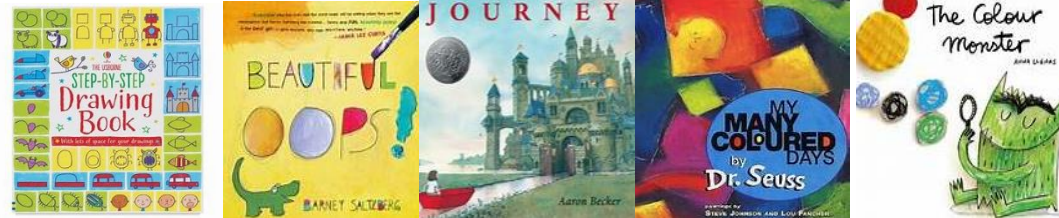


CURRICULUM INTENT

At Crooksbar Primary School, our curriculum is underpinned by our academy trust values of being ready, respectful and safe. It is through these values that we develop the whole child. It is our intention that through our art curriculum, children will be equipped with the skills that they need to be **ready** for the challenges that they will face in the future. Through the study of a diverse range of artists and craft people, the children will be encouraged to be **respectful** of different cultures and races and by being given the opportunity to use a range of different media and techniques, the children will know how to **safely** use tools to create different effects. Our art curriculum aims to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Our integrated curriculum allows children to develop skills in drawing, painting, sculpture and other art, craft and design techniques whilst at the same time exploring and evaluating the works of great artists, craft makers and designers of both the past and present. Our aspiration is to ensure that children are engaged, inspired and challenged throughout learning about different artistic skills. Crooksbar Primary School is not an ethnically diverse school and as a result of this, we use art as a means of introducing children to different cultures and communities which they may not have had the opportunity to encounter before. This is done through the study of international artists and traditional styles of art from different cultures.

PROGRESSION OF KNOWLEDGE AND SKILLS EYFS

Texts to support learning



Development Matters Guidance & Early Learning Goal

EYFS Statutory Educational Programme:

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.


EYFS – Expressive arts and design	
3 – 4 year olds (Development Matters)	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.
Reception (Development Matters)	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
ELG	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.



Implementation – ‘Expressive arts and design’ is taught through themes the identified themes and concepts and lays the foundations for Key Stage 1.



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Nursery	<p>Self Portrait Painting Learning to mix paints Primary colours</p>	<p>Collage Collage of autumnal leaves</p>	<p>Paper Sculpture - make a paper igloo Sewing a simple snowflake pattern on card</p>	<p>Collage Children to take photographs of different coloured objects to create a collage to retell the story in the style of Hannah Hoch.</p>	<p>Painting / Collage Paint a sunflower in the style of Georgia O’Keeffe Mix media to create a sunflower</p>	<p>Drawing Create sketches of vehicles inspired by picture book Journey by Aaron Becker.</p>
Reception	<p>Painting Self Portrait Mixing colours for a purpose – to make the Colour Monster Secondary colours</p>	<p>Printing - Light & Dark using scratch pads. Clay Sculpture Diva lamps Abstract Printing in the style of Abhishek Kumar</p>	<p>Painting Mixing and categorising cool colours Inuit Art-printing inspired by Kenojuak Ashevak</p>	<p>Collage Take a photograph of woodland in the local area and edit it.</p>	<p>Drawing / Collage Create a portrait in the style of Giuseppe Archimboldo.</p>	<p>Transient Art Junk DNA – Making compositions with junk materials</p>





Progression Mapping Y1 – Y6



Year Group	Artist Studied	Generating Ideas	Drawing	Painting and Collage	Printing	Sculpture	Evaluating
<p>Year 1 & 2 Rotation A Autumn A</p> <p>What is symbolism?</p>	<p style="text-align: center;">Gustav Klimt</p>  <p style="text-align: center;">Know that Gustav Klimt is a European artist.</p> <p style="text-align: center;">Understand that Gustav Klimt uses symbolism in his artwork.</p>	<p>Use a sketchbook as a place to record individual response to the world</p> <p>Enjoy looking at artwork made by a diverse group of artists, craftspeople, architects and designers from different times and cultures.</p>	<p>Explore mark making to start to build mark-making vocabulary:</p> <ul style="list-style-type: none"> • line • dot • straight • curved • shape • pattern. <p>Use a sketchbook to gather and collect artwork:</p> <ul style="list-style-type: none"> • ideas • experiments • draft • finished pieces of work. <p>Begin to explore the use of line, shape and colour through the use of different media:</p> <ul style="list-style-type: none"> • pencil • charcoal • crayon • powder paint • pre-mixed paint 	<p>Use a variety of tools and techniques:</p> <ul style="list-style-type: none"> • sponges • vegetables • rollers • leaves • different sized brushes • colour wash <p>Mix and match colours to artefacts and objects natural and manmade.</p> <p>Mix secondary colours and shades and tones:</p> <ul style="list-style-type: none"> • orange • green • purple • add black to a colour to create a darker shade • add white to a colour to create a lighter tint. <p>Enjoy discovering the interplay between materials.</p>	<p>Explore pattern, line and texture.</p> <p style="text-align: center;">Make rubbings of different textured surfaces.</p> <p>Find natural and manmade objects to be used as tools to press into plasticine to create texture:</p> <ul style="list-style-type: none"> • twigs • stones • pinecones • shells • coin 		<p>Talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.</p> <p>Review what I have done and say what I think and feel about it through a sketchbook annotation.</p> <p>Identify what I might change in my current work or develop in future work.</p>




<p>Spring A</p> <p>What is cubism?</p>	<p>Pablo Picasso</p>  <p>Know that Pablo Picasso was a European artist from Spain.</p> <p>Understand that Pablo Picasso helped to develop cubism as an artform.</p>	<p>Enjoy looking at artwork made by a diverse group of artists, craftspeople, architects and designers from different times and cultures.</p>	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, ballpoints, chalk.</p> <p>Use a sketchbook to gather and collect artwork demonstrating the artistic process</p> <p>Begin to explore the use of line, shape and colour.</p>	<p>Use a variety of tools and techniques:</p> <ul style="list-style-type: none"> • sponges • vegetables • rollers • leaves • different sized brushes • colour wash <p>Mix and match colours to artefacts and objects through</p>	<p>Explore pattern, line and texture</p>	<p>Talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.</p> <p>Review what I have done and say what I think and feel about it e.g. annotate sketchbook.</p> <p>Identify what I might change in my current work or develop in future work.</p>
<p>Summer A</p> <p>What is expressionism?</p>	<p>Mackenzie Thorpe</p>  <p>Know that Mackenzie Thorpe is a European artist from the United Kingdom.</p> <p>Know that Mackenzie Thorpe is a local artist who was born in Middlesbrough.</p>	<p>Look at artwork made by a diverse group of artists, craftspeople, architects and designers from different times and cultures.</p>	<p>Undertake projects which explore observational drawing (drawing what you see), to record what is seen</p>	<p>Mix and match colours to artefacts and objects. Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix secondary colours and shades:</p> <ul style="list-style-type: none"> • orange • green • purple 	<p>Join clay pieces effectively using a score and slip technique.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p>	<p>Talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.</p> <p>Review what I have done and say what I think and feel about it e.g. annotate sketchbook.</p> <p>Identify what I might change in my current work or develop in future work.</p>
<p>Year Group 1 & 2</p> <p>Rotation B</p> <p>Autumn B</p>		<p>Use a sketchbook as being a place to record</p>	<p>Explore mark making to start to build mark-making vocabulary.</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p>	<p>Explore pattern, line and texture.</p>	<p>Talk to a peer or teacher about the artwork made and share what I have</p>

<p>What does neo-impressionism mean?</p>	<p>Jean Metzinger</p>  <p>Know that Jean Metzinger is a European artist from the France</p>	<p>individual response to the world.</p> <p>Look at artwork made by a diverse group of artists, craftspeople, architects and designers from different times and cultures.</p>	<p>Explore the use of line, shape and colour:</p> <ul style="list-style-type: none"> horizontal, vertical, diagonal, broken, zigzag, wavy and curved lines. 2D shapes e.g. Circles, squares, triangles, rectangles. 	<p>Mix and match colours to artefacts and objects.</p> <p>Mix secondary colours and shades:</p> <ul style="list-style-type: none"> orange green purple add black to a colour to create a darker shade add white to a colour to create a lighter tint. 			<p>enjoyed during the process, and what I like about the end result.</p> <p>Review what I have done and say what I think and feel about it e.g. annotate sketchbook.</p> <p>Identify what I might change in my current work or develop in future work.</p>
<p>Spring B</p> <p>What does abstract mean?</p>	<p>Wassily Kandinsky</p>  <p>Know that Wassily Kandinsky was a European artist from Russia.</p>	<p>Look at artwork made by a diverse group of artists, craftspeople, architects and designers from different times and cultures.</p> <p>Use a sketchbook to gather and collect artwork.</p>	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, ballpoints, chalk.</p> <p>Explore the use of line, shape and colour:</p> <ul style="list-style-type: none"> horizontal, vertical, diagonal, broken, zigzag, wavy and curved lines. 2D shapes e.g. Circles, squares, triangles, rectangles. 	<p>Use a variety of tools and techniques:</p> <ul style="list-style-type: none"> sponges vegetables rollers leaves different sized brushes colour wash 	<p>Use rollers or the backs of spoon to create pressure to make a print.</p>		<p>Talk to a peer or teacher about the artwork made and share what I have enjoyed during the process, and what I like about the end result.</p> <p>Review what I have done and say what I think and feel about it e.g. annotate sketchbook.</p> <p>Identify what I might change in my current work or develop in future work.</p>
<p>Summer B</p> <p>What does the word indigenous mean?</p>	<p>Henry Tayali</p>	<p>Look at artwork made by a diverse group of artists, craftspeople, architects and designers from</p>	<p>Explore mark making to start to build mark-making vocabulary.</p>	<p>Mix and match colours to artefacts and objects.</p> <p>Use a variety of tools and techniques:</p>	<p>Explore pattern, line and texture.</p> <p>Use rollers or the backs of spoon to create</p>		<p>Talk to a peer or teacher about the artwork made and share what I have enjoyed during the</p>


	 <p>Know that Henry Tayali was an African artist from Zambia.</p>	different times and cultures.	Begin to explore the use of line, shape and colour: <ul style="list-style-type: none"> horizontal, vertical, diagonal, broken, zigzag, wavy and curved lines. 2D shapes e.g. Circles, squares, triangles, rectangles. 	<ul style="list-style-type: none"> sponges vegetables rollers leaves different sized brushes colour wash 	pressure to make a print.		process, and what I like about the end result. Review what I have done and say what I think and feel about it e.g. annotate sketchbook. Identify what I might change in my current work or develop in future work.
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Year Group	Artist/ Artwork Studied	Generating Ideas	Drawing	Painting and Collage	Printing	Evaluating
Year 3 & 4 Rotation A Autumn A What are contrasting colours?	Andy Warhol  <p>Know that Andy Warhol was an American artist.</p>	Practise and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show what I have seen, drawing to experiment, collecting, sticking, writing notes.	Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination.	Continue to mix colours experientially: <ul style="list-style-type: none"> secondary colours contrasting colours change tint, shade and tone of colours. Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project.	Explore simple mono printing techniques using carbon paper, using observational drawing skills and mark making skills explored through drawing, and colour mixing skills.	Express and share an opinion about my artwork: <ul style="list-style-type: none"> What did I want to achieve? What do I like about it? What would I change? Discuss why the work was made, as well as how: <ul style="list-style-type: none"> what artistic processes were used what skills were needed
Spring A What are the three elements of graffiti art?	Bobzilla	Look at a variety of types of source material and understand the differences:	Develop mark-making skills through experimentation with various drawing media:	Explore painting on different surfaces, such as		Express and share an opinion about my artwork:



	 <p>Know that Bobzilla is a local artist from Middlesbrough.</p>	<ul style="list-style-type: none"> classical artwork contemporary artwork paintings illustrations street art (graffiti) 	<p>pencil, graphite, chalk, soft pastel, wax and charcoal.</p> <p>Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination.</p>	<p>fabric, and at different scales:</p> <ul style="list-style-type: none"> miniature A5, A4, A3 larger scale e.g. on walls and pavement. 		<ul style="list-style-type: none"> What did I want to achieve? What do I like about it? What would I change? <p>Discuss why the work was made, as well as how:</p> <ul style="list-style-type: none"> what artistic processes were used what skills were needed
<p>Summer A</p> <p>How did Livio Abramo combine different types of media to create artwork?</p>	<p>Rio-Brazil Livio Abramo</p>  <p>Know that Livio Abramo was a South American artist from Brazil.</p>	<p>Look at artwork made by artists, craftspeople, architects and designers.</p>	<p>Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal.</p> <p>Include figurative, still life and landscape.</p>	<p>Continue to mix colours experientially:</p> <ul style="list-style-type: none"> secondary colours contrasting colours change tint, shade and tone of colours. <p>Explore painting on different surfaces, such as fabric and different scales:</p> <ul style="list-style-type: none"> miniature A5, A4, A3 larger scale e.g. on walls and pavement. 		<p>Express and share an opinion about my artwork:</p> <ul style="list-style-type: none"> What did I want to achieve? What do I like about it? What would I change? <p>Discuss why the work was made, as well as how:</p> <ul style="list-style-type: none"> what artistic processes were used what skills were needed
<p>Year Group 3 & 3 Rotation B Autumn B</p> <p>How does Alaa Awad use ancient Egyptian images to create modern artwork?</p>	<p>Alaa Awad</p>	<p>Look at a variety of types of source material and understand the differences:</p> <ul style="list-style-type: none"> classical artwork 	<p>Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing</p>	<p>Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project.</p>	<p>Explore simple mono printing techniques using carbon paper, using observational drawing skills and mark making skills explored through</p>	<p>Express and share an opinion about my artwork:</p> <ul style="list-style-type: none"> What did I want to achieve? What do I like about it?


	 <p>Know that Alaa Awad is a North African artist from Egypt.</p>	<ul style="list-style-type: none"> contemporary artwork paintings illustrations street art (graffiti) <p>Look at artwork made by artists, craftspeople, architects and designers.</p>	<p>from memory and imagination.</p>		<p>drawing, and colour mixing skills.</p>	<ul style="list-style-type: none"> What would I change? <p>Discuss why the work was made, as well as how:</p> <ul style="list-style-type: none"> what artistic processes were used what skills were needed
<p>Spring B How did the Romans use art/ crafts to depict everyday life?</p>	<p>Roman Artwork/ Crafts</p> 	<p>Look at a variety of types of source material and understand the differences:</p> <ul style="list-style-type: none"> classical/ historical artwork contemporary artwork paintings illustrations street art (graffiti) 	<p>Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination.</p>	<p>Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project.</p>		<p>Express and share an opinion about my artwork:</p> <ul style="list-style-type: none"> What did I want to achieve? What do I like about it? What would I change? <p>Discuss why the work was made, as well as how:</p> <ul style="list-style-type: none"> what artistic processes were used what skills were needed
<p>Summer B Why are Ken Marschall's paintings used to depict the sinking of the Titanic in non-fiction history books?</p>	<p>The Titanic Ken Marschall</p> 	<p>Look at artwork made by artists, craftspeople, architects and designers.</p>	<p>Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal.</p> <p>Include figurative, still life and landscape.</p>	<p>Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project.</p>		<p>Express and share an opinion about my artwork:</p> <ul style="list-style-type: none"> What did I want to achieve? What do I like about it? What would I change? <p>Discuss why the work was made, as well as how:</p>

	Know that Ken Marschall is an American artist.					<ul style="list-style-type: none"> • what artistic processes were used • what skills were needed
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Year Group	Artist/ Artwork Studied	Generating Ideas	Drawing	Painting and Collage	Printing	Sculpture and Architecture	Evaluating
Year 5 & 6 Rotation A Autumn A What type of artwork did Katsushika Hokusai produce?	Katsushika Hokusai  Know that Katsushika Hokusai is a historical Japanese artist.	Understand the importance of a sketchbook and the need to draft work. Compare art from different cultures and countries to that of my culture and nationality: <ul style="list-style-type: none"> • What are the similarities? • What are the differences? Identify the similarities and differences between modern and historical pieces of artwork: <ul style="list-style-type: none"> • Subjects portrayed. • Resources used. • Artistic style. • Colours used. 	Draw expressively using my own personal style and in response to my choice of stimulus, showing the ability to develop a drawing independently. Explore scaling up drawings, bringing in all mark-making skills I have previously learnt.	Mix and match colours to create atmosphere, depth and different light effects.	Build up drawings and images of whole or parts of items using various techniques: <ul style="list-style-type: none"> • Hatching • Scribbling • Shading • Feathering • Stippling • Blending Combine artforms such as collage, painting and printmaking in mixed media projects.		Answer questions about the process, technique, idea or outcome that I have used. Make suggestions about other people's work, using things I have seen or experienced yourself.
Spring B How is Romero Britto's work influenced by Andy Warhol?	Romero Britto	Understand the importance of a sketchbook and the need to draft work.	Draw expressively using my own personal style and in response to my choice of stimulus, showing the ability to develop a	Start to develop my own style using tonal contrast and mixed media: <ul style="list-style-type: none"> • Collage • Printing • Drawing 	Build up drawings and images of whole or parts of items using various techniques: <ul style="list-style-type: none"> • Hatching • Scribbling 		Answer questions about the process, technique, idea or outcome that I have used.

	 <p>Know that Romero Britto is a contemporary Brazilian artist.</p>	<p>Compare art from different cultures and countries to that of my culture and nationality:</p> <ul style="list-style-type: none"> • What are the similarities? • What are the differences? 	<p>drawing independently. Explore scaling up drawings, bringing in all mark-making skills I have previously learnt.</p>	<ul style="list-style-type: none"> • Painting 	<ul style="list-style-type: none"> • Shading • Feathering • Stippling • Blending <p>Combine artforms such as collage, painting and printmaking in mixed media projects.</p>		<p>Make suggestions about other people's work, using things I have seen or experienced yourself.</p>
<p>Summer B How did the Vikings use art/ crafts to depict everyday life?</p>	<p>Viking artworks/ crafts</p> 	<p>Understand the importance of a sketchbook and the need to draft work.</p> <p>Compare art from different cultures and countries to that of my culture and nationality:</p> <ul style="list-style-type: none"> • What are the similarities? • What are the differences? <p>Identify the similarities and differences between modern and historical pieces of artwork:</p> <ul style="list-style-type: none"> • Subjects portrayed. • Resources used. • Artistic style. • Colours used. 	<p>Draw expressively using my own personal style and in response to my choice of stimulus, showing the ability to develop a drawing independently. Explore scaling up drawings, bringing in all mark-making skills I have previously learnt.</p>	<p>Mix and match colours to create atmosphere, depth and different light effects:</p> <ul style="list-style-type: none"> • Atmosphere- the sense of space, air and light in artwork. • Depth- creating the illusion of 3D or 2D effects. • Light effects- creating shade, tint or tone and identifying the luminous part of artwork in relation to the shadows. 	<p>Combine artforms such as collage, painting and printmaking in mixed media projects.</p> <p>Produce pictorial and patterned prints using different methods:</p> <ul style="list-style-type: none"> • Etching • Engraving • Digitally 		<p>Answer questions about the process, technique, idea or outcome that I have used. Make suggestions about other people's work, using things I have seen or experienced yourself.</p>

<p>Year Group 5 & 6 Rotation B Autumn B</p> <p>How can art be used to influence people?</p>	<p>WW11 Propaganda Art Evelyn Dunbar</p>  <p>Know that Evelyn Dunbar was an historical British artist.</p>	<p>Understand the importance of a sketchbook and the need to draft work.</p> <p>Identify the similarities and differences between modern and historical pieces of artwork:</p> <ul style="list-style-type: none"> • Subjects portrayed. • Resources used. • Artistic style. • Colours used. 	<p>Draw expressively using my own personal style and in response to my choice of stimulus, showing the ability to develop a drawing independently.</p>	<p>Mix and match colours to create atmosphere, depth and different light effects:</p> <ul style="list-style-type: none"> • Atmosphere- the sense of space, air and light in artwork. • Depth- creating the illusion of 3D or 2D effects. • Light effects- creating shade, tint or tone and identifying the luminous part of artwork in relation to the shadows. 	<p>Combine artforms such as collage, painting and printmaking in mixed media projects.</p>		<p>Answer questions about the process, technique, idea or outcome that I have used.</p> <p>Make suggestions about other people's work, using things I have seen or experienced yourself.</p>
<p>Spring B</p> <p>How did the Ancient Greeks use art/ crafts to depict important historical events?</p>	<p>Ancient Greek Artwork/ crafts</p> 	<p>Understand the importance of a sketchbook and the need to draft work.</p> <p>Compare art from different cultures and countries to that of my culture and nationality:</p> <ul style="list-style-type: none"> • What are the similarities? • What are the differences? <p>Identify the similarities and differences between modern and historical pieces of artwork:</p>	<p>Draw expressively using my own personal style and in response to my choice of stimulus, showing the ability to develop a drawing independently.</p>	<p>Start to develop my own style using tonal contrast and mixed media:</p> <ul style="list-style-type: none"> • Collage • Printing • Drawing • Painting 	<p>Produce pictorial and patterned prints:</p> <ul style="list-style-type: none"> • Etching • Engraving • Digitally <p>Build up drawings and images of whole or parts of items using various techniques:</p> <ul style="list-style-type: none"> • Hatching • Scribbling • Shading • Feathering • Stippling • Blending <p>Combine artforms such as collage, painting and</p>	<p>Explore the design of historical architecture by creating drawings of historical structures.</p>	<p>Answer questions about the process, technique, idea or outcome that I have used.</p> <p>Make suggestions about other people's work, using things I have seen or experienced yourself.</p>

		<ul style="list-style-type: none"> • Subjects portrayed. • Resources used. • Artistic style. • Colours used. 			printmaking in mixed media projects.		
<p>Summer B</p> <p>How did Zaha Hadid's Iranian heritage influence the buildings that she designed?</p>	<p>Zaha Hadid</p>  <p>Know that Zaha Hadid was a British architect.</p>	<p>Understand the importance of a sketchbook and the need to draft work.</p> <p>Compare art from different cultures and countries to that of my culture and nationality:</p> <ul style="list-style-type: none"> • What are the similarities? • What are the differences? 	<p>Draw expressively using my own personal style and in response to my choice of stimulus, showing the ability to develop a drawing independently.</p> <p>Explore scaling up and down drawings, bringing in all mark-making skills I have previously learnt.</p>	<p>Mix and match colours to create atmosphere, depth and different light effects.</p> <p>Start to develop my own style using tonal contrast and mixed media:</p> <ul style="list-style-type: none"> • Collage • Printing • Drawing • Painting 		<p>Explore the design of contemporary architecture by creating drawings of modern structures.</p> <p>Show an understanding of shape, space and form.</p> <p>Make informed choices about the 3D technique chosen.</p>	<p>Answer questions about the process, technique, idea or outcome that I have used.</p> <p>Make suggestions about other people's work, using things I have seen or experienced yourself.</p>