

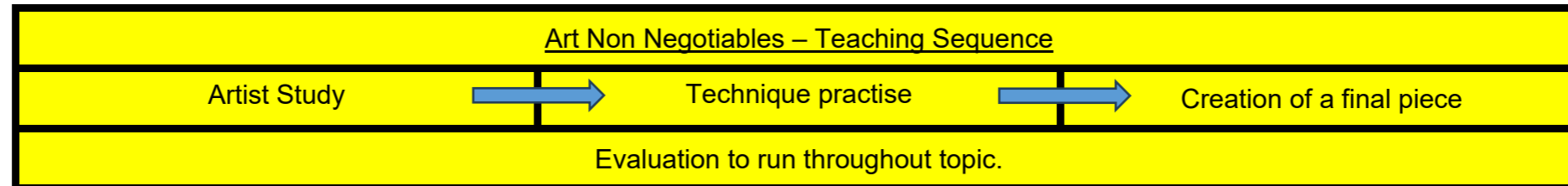
# Art

<b>Knowledge</b> Artists demonstrate Knowledge of significant artists and their techniques.	<b>Generating</b> Artists use a variety of techniques to generate, plan and record ideas.	<b>Making</b> Artists use a variety of different techniques and media to create art.	<b>Evaluating</b> Artists evaluate their own and others' work.	<b>Vocabulary</b> Artists use appropriate subject-specific vocabulary.
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	Knowledge	Generating	Making	Evaluating	Vocabulary
N	<p><b>Disciplinary Knowledge</b> To understand that different media can be combined to create new effects.</p> <p><b>Substantive Knowledge</b> To begin to be interested in and describe the texture of things.</p>	<p><b>Disciplinary Knowledge</b> To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p><b>Substantive Knowledge</b> To explore colour and how colours can be changed. To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects.</p>	<p><b>Disciplinary Knowledge</b> To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p><b>Disciplinary Knowledge</b> To develop a preference for forms of expression.</p>	
Rec	<p><b>Disciplinary Knowledge</b> To use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p><b>Substantive Knowledge</b> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><b>Substantive Knowledge</b> To explore what happens when they mix colours. To experiment to create different textures.</p>	<p><b>Disciplinary Knowledge</b> To construct with a purpose in mind, using a variety of resources. To create simple representations of events, people and objects.</p> <p><b>Substantive Knowledge</b> To use simple tools and techniques competently and appropriately. To select tools and techniques needed to shape, assemble and join materials they are using. To choose particular colours to use for a purpose. To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><b>Disciplinary Knowledge</b> To select the appropriate resources and adapt work where necessary</p>	
Year 1	<p><b>Disciplinary Knowledge</b> Learn how to recognise and describe some simple characteristics of different kinds of art</p> <p><b>Substantive Knowledge</b> Name primary colours and group colours into similar shades.</p>	<p><b>Disciplinary Knowledge</b> Record ideas in a sketch book or journal Draw from or talk about experiences, creative ideas or observations</p> <p><b>Substantive Knowledge</b> Describe the sensory properties of a range of different materials and decide which ones to use.</p>	<p><b>Substantive Knowledge</b> Use lines of different thickness to represent a shape or outline. Apply paint using a range of tools (e.g large brushes, hands, feet, rollers and pads) Handle and manipulate rigid and malleable materials and say how they feel. Create simple mono prints using a range of printing utensils. Cut and tear paper and glue it to a surface. Take a self-portrait or a photograph of someone else, Create a simple pattern using colours and shapes.</p>	<p><b>Disciplinary Knowledge</b> Outline personal likes and dislikes regarding their own work Outline personal likes and dislikes regarding a piece of art..</p>	primary colours, shades, line, shape, rigid, malleable, printing, mono prints, artist, photograph, self-portrait, modelling,
Year 2	<p><b>Disciplinary Knowledge</b> To Learn that different forms of creative works are made by artists from different cultures and times. To explain the use of technique and tools that they have chosen to use. Describe how different colours make them feel.</p> <p><b>Substantive Knowledge</b> To Learn and describe the work of some artists. Identify primary and secondary colours. Understand and explain how to mix secondary colours from primary</p>	<p><b>Disciplinary Knowledge</b> To create a simple sketch book to record their observations and use them to review and revisit ideas. Develop ideas from a variety of starting points, including the natural world, man-made objects, fantasy and stories.</p> <p><b>Substantive Knowledge</b> Choose appropriate materials and techniques for a given project.</p>	<p><b>Substantive Knowledge</b> Use line and tone to draw shape, pattern and texture and to show light and shade. Mix paint colours to suit a task. Use modelling materials to create an imaginary or realistic form. Cut and tear fabrics and papers, attaching them using different joining techniques. Use a zoom feature to show an object in detail.</p>	<p><b>Disciplinary Knowledge</b> Explain the main successes and challenges encountered when completing a piece of art work. Explain what they like/dislike about an art work comparing it with other pieces of art.</p>	primary colours, secondary colours, colour mixing, tone, light, shade, technique, tools, shape, pattern, texture, zoom, multi-coloured prints
Year 3	<p><b>Disciplinary Knowledge</b> To explain the ways of using some of the tools and techniques they have chosen to work with.</p> <p><b>Substantive Knowledge</b> To Learn and describe the work of some artists, craftspeople, architects and designers. Identify primary, secondary and tertiary colours on a wheel. Understand and explain how to mix secondary and tertiary colours. Group colours into warm and cool</p>	<p><b>Disciplinary Knowledge</b> To create a sketch book to record their observations and use them to review and revisit ideas. Identify interesting aspects of objects as a starting point for work.</p> <p><b>Substantive Knowledge</b> Explain the purpose of a given task and identify the ideal materials and tools for the job.</p>	<p><b>Substantive Knowledge</b> Use a range of drawing media to draw natural and man-made items giving attention to pattern, shape and form. Copy and create patterns and textures with a range of paints and other materials. Use printing to create patterns and textures from natural and man-made items. Use modelling materials and tools to create a 3d piece of art, choosing the one most appropriate to a given task. Make repeat pattern prints for decorative purposes using various materials. Use line to add surface detail to a drawing, print or painting.</p>	<p><b>Disciplinary Knowledge</b> Make suggestions for ways to adapt/improve their own art work</p> <p><b>Substantive Knowledge</b> Use a range of artistic vocabulary to compare art works of a particular genre or movement..</p>	primary, secondary, tertiary colours, colour wheel, colour mixing, warm and cold colours, starting point, research, materials, techniques, tools, media, multi-media, natural, man-made, shape, tone, pattern, texture, modelling, repeat patterns, collage, creative vision, pallet, surface detail
Year 4	<p><b>Disciplinary Knowledge</b> Understand and demonstrate how the tools they have chosen to work with should be effectively and safely used.</p> <p><b>Substantive Knowledge</b> To Learn about (and be able to describe) some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Identify and explain how to create different tones of a colour using strips of paper. Understand the difference between creating tints and shades of a colour. Use Knowledge of tints and shades to create monochromatic colour schemes.</p>	<p><b>Disciplinary Knowledge</b> To use a sketch book to record their observations, ideas and starting points and to use them to review and revisit ideas.</p> <p><b>Substantive Knowledge</b> Select and record visual and other information to develop ideas on a theme. Investigate, combine and organise visual materials and processes when making something</p>	<p><b>Disciplinary Knowledge</b> Draw from close observation to capture details. Use a variety of techniques to create a desired effect. Use techniques that have been taught combined with your own ideas.</p> <p><b>Substantive Knowledge</b> Create a photo montage of visual images to achieve a particular purpose. Take a picture from an unusual or thought provoking view point. Use complimentary and contrasting colours for effect. Use tone to emphasis form in drawing and painting.</p>	<p><b>Disciplinary Knowledge</b> Comment on similarities/differences between own and others work, describing what they feel about both.</p> <p><b>Substantive Knowledge</b> Compare and comment on a number of art works on a similar theme explaining the approaches taken by different artists or genres.</p>	artists, crafts people, designer, techniques, tones, shades, tints, monochromatic colour schemes, visual, observational, motif, stencil, mono and repeat print, photograph montage, digital image, view point, complimentary colours, contrasting colours, effect, approach, genre
Year 5	<p><b>Disciplinary Knowledge</b> Understand how to describe the processes they are using and how they hope to achieve high quality outcomes. To Learn how to research and discuss the ideas and approaches of various artists and designers; taking account of their particular cultural context and intentions.</p> <p><b>Substantive Knowledge</b> Paint a colour wheel including primary, secondary and tertiary colours. Identify and use complementary colours in a pattern. Understand how complementary colours have been used in famous paintings to make colours stand out.</p>	<p><b>Disciplinary Knowledge</b> To use a sketch book that includes different media to record their observations, ideas and starting points and to use them to review and revisit ideas.. Explain how an idea has developed over time.</p> <p><b>Substantive Knowledge</b> Combine a range of media within a piece of work and explain the desired effect.</p>	<p><b>Substantive Knowledge</b> Use simple rules of perspective in drawings of figures and buildings. Use paint application techniques to create mood and atmosphere in a painting. Carve and sculpt materials using a range of tools and finishing techniques (e.g. etching and smoothing) Create a detailed block for printing using string, card, foam or lino. Add black and white to paint to create subtle tints and tones, light and shade. Use cross-hatching to add tonal detail.</p>	<p><b>Disciplinary Knowledge</b> Compare and comment on ideas/methods/approaches in own and others work (relating to context) Explain how a piece of art work makes them feel, explaining views by reference to effects (e.g. colour and patterns)</p>	research, artists, approaches, techniques, art history, genre, culture, intention, mood, processes, outcomes, primary, secondary and tertiary colours, complimentary and contrasting colours, colour wheel, multi-media, perspective, still-life, paint application techniques, mood, atmosphere, finishing techniques, carve, sculpt, etch, smooth, printing block, tints, tones, light, shade, frottage art, cross-hatching, texture, form, artistic effect
Year 6	<p><b>Disciplinary Knowledge</b> To Learn, describe, interpret and explain the work, ideas and practices of some significant artists, designers and architects, taking account of the influence of different historical, cultural and social contexts in which they worked.</p>	<p><b>Disciplinary Knowledge</b> To use a sketch book that includes different media to record their observations, ideas and starting points and to use them to review and revisit ideas</p>	<p><b>Disciplinary Knowledge</b> Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work.</p> <p><b>Substantive Knowledge</b></p>	<p><b>Disciplinary Knowledge</b> Explain how studying other artists 'work has influenced and developed their own. Adapt and refine own work in the light of evaluations.</p>	research, artists, approaches, techniques, art history, genre, culture, intention, mood, atmosphere, influence, processes, neutral colours, colour mixing rules, primary, secondary, tertiary, complimentary, contrasting and harmonious colours, colour wheel, tone, shade, tint, light, form, pattern, texture, paint brush strokes and application

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<p>To Learn, explain and use technical vocabulary and techniques for modifying the qualities of materials and processes.</p> <p><b>Substantive Knowledge</b> Study artists that use neutral colours that don't appear on the colour wheel.(black, white, grey, brown and beige) Discover different ways to mix these colours using primary and complimentary colours. Identify harmonious colours and artists that use them.</p>	<p>Explain intentions when developing ideas identifying any changes and improvements made as work progresses.</p> <p><b>Substantive Knowledge</b> Describe how the techniques and themes used by other artists and genres have been developed in their own work.</p>	<p>Use paint techniques characteristic of a specific genre. (particular brush strokes, colours and paint application techniques) Create abstract forms, choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre. Embellish a 3d form using collage techniques, (decoupage) Combine images using digital technology, colour, size and rotation. Mix and use colour to reflect mood and atmosphere. Use pattern to add detail, movement and interest to a piece of work. Use pen and ink to add line, tone and perspective using a tonal ink wash.</p>	<p><b>Substantive Knowledge</b> Describe and explain the ideas, methods and techniques used to create art work on a particular theme or genre.</p>	<p>techniques, multi-media, landscape painting, figure drawing, abstract forms, digital software, abstract prints, experimentation, colour, shape size, movement, juxtaposing, develop, adapt, refine, evaluate,</p>
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### Nursery

Art is taught through-out the curriculum. Children experience, painting, printing using objects, food and hands, free drawing and drawing using stencils, cutting using scissors and tearing. They have free access to materials, glue, paint, glitter, felts, pencils, crayons, paper, card, loose parts, playdough, cutters and rolling pins. They do self-portraits both free drawing and using collage materials. Artwork is based around weekly books or children are encouraged to follow their own interests. Children experience art using a variety of loose parts to produce transient art pieces.

### Reception

Uses their increasing Knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking  
 Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.  
 Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.  
 Creates representations of both imaginary and real-life ideas, events, people and objects  
 Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes  
 Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping  
 Responds imaginatively to art works and objects, e.g. *this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth*  
 Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

<p><u>Autumn</u> Colour labelling and recognition Joining – glue Play doh Double hole punches Transient large scale art - supported</p>	<p><u>Spring</u> Joining – tape, blu tak string wool Transient large scale art – self directed</p>	<p><u>Summer</u> Observational drawing Opps to mix freely with paint Models and creations over time Joining – pins and split pins Single hole punch Transient art with smaller loose parts, self directed</p>
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### Year 1

<b>Topic 1</b>	Key Discipline: Colour (paint)	Artist: Wassily Kadinsky	Key Vocabulary: colour study, primary colours, secondary colours, warm colours, cool colours, abstract art, evaluate		
L1: Learn and describe Kadinsky's work.	L2: Learn primary colours.	L3: Learn how to mix colours to create shades.	L4: Learn how to sort similar shades	L5: Learn how to use different tools to paint a piece of art inspired by Kandinsky.	L6: Learn how to use different tools to paint a piece of art inspired by Kandinsky.
<b>Topic 2</b>	Key Discipline: Sculpture (clay)	Artist: Clarice Cliff	Key Vocabulary: sculpture, 3d model, clay, tools, carve, rolling, pulling, squeezing, pinching, carving, smoothing, joining		
L1: Learn and describe some simple characteristics of sculpture and Cliff's work.	L2: Learn how to handle and manipulate malleable materials (clay).	L3: Learn how to record ideas in a sketchbook.	L4: Learn how to select tools and techniques to shape.	L5: Learn how to use tools and techniques competently and appropriately.	L6: Learn how to apply paint using a range of tools.
<b>Topic 3</b>	Key Discipline: Printing	Artist: Giuseppe Arcimboldo	Key Vocabulary: observational drawing, self portrait, portrait, texture, printing		
L1: Learn and describe some simple characteristics and techniques of the work of Giuseppe Arcimboldo.	L2: Learn and describe some simple characteristics and techniques of the work of Giuseppe Arcimboldo.	L3: Learn how to draw from observation.	L4: Learn the sensory properties of a range of different materials and decide which ones to use.	L5: Learn how to create a self-portrait.	L6: Learn how to create a self-portrait.

### Year 2

## Art

<b>Topic 1</b>	Key Discipline: Aboriginal Art (sketching)	Artist: Clifford Possum Tjapaltjarri	Key Vocabulary: Aboriginal, the Dreaming, Kangaroo, emu, wombat, cross-hatching, symbol, story map, naturalistic, bone, organ, X-ray		
L1: Learn about creative works from another culture.	L2: Learn how to develop ideas through stories.	L3: Learn how to develop ideas from the natural world.	L4: Learn and describe the art work of Aboriginal people.	L5: Learn how to use lines to draw shape, pattern and texture.	L6: Learn how to use lines to draw shape, pattern and texture.
<b>Topic 2</b>	Key Discipline: Historical Portraits	Artist: Hans Holbein	Key Vocabulary: magnifying glass, zoom, object, oil painting, canvas portrait, artist, colour mixing, tone, light		
L1: Learn how to zoom to study a portrait in detail (Holbein artist study)	L2: Learn how to develop ideas from a starting point.	L3: Learn how to use line and tone to draw shape and texture.	L4: Learn and mix primary and secondary colours.	L5: Learn how to mix paint colours to suit a task.	L6: Learn successes and weaknesses of our own and others' work.
<b>Topic 3</b>	Key Discipline: Sculpture (clay)	Artist: Yayoi Kusama	Key Vocabulary: Yayoi Kusama, infinity room, stippling, circling, blotting, dotting, twisting, stroking, dabbing, potato printing, bubble wrap printing, cut out, negative, printing, mould		
L1: Learn and describe the work of Yayoi Kusama	L2: Learn how to choose appropriate techniques for a project	L3: Learn how to cut and tear paper, using different techniques to attach.	L4: Learn how to use modelling materials to create realistic forms.	L5: Learn how to use modelling materials to create realistic forms.	L6: Learn how to mix paint colours to suit a task.
<b>Year 3</b>					
<b>Topic 1</b>	Key Discipline: Printing	Artist: William Morris	Key Vocabulary: block printing, floral patterns, repeating patterns, arts and crafts movements, activist, textile design, industrial revolution		
L1: Learn how to use a 2-page spread to describe the life and work of William Morris	L2: Learn how to use a 2-page spread to describe the life and work of William Morris	L3: Learn how to create an observational drawing.	L4: Learn to design a stencil for printing.	L5: Learn to create a printing stencil.	L6: Learn to create a repeating printing pattern.
<b>Topic 2</b>	Key Discipline: 3D- sculpting (card)	Artist: David Boxley	Key Vocabulary: Tsimshian artworks, carving, sculpture, animals, spirit animals, symbols, figures, legends, stories, families, cultural heritage		
L1: Learn to use a 2-page spread to describe the life and work of David Boxley and his Aztec art. (Totem Poles)	L2: Learn to use a 2-page spread to describe the life and work of David Boxley and his Aztec art. (Totem Poles)	L3: Learn to draw aboriginal animals' faces using a variety of media and understand spirit animals in Totem poles.	L4: Learn to design their own spirit animal face in an Aztec style.	L5: Learn to create a 3d totem pole using their own and other children's designs.	L6: Learn to create Totem poles adding Aztec surface patterns and wings etc. Photograph their work.
<b>Topic 3</b>	Key Discipline: Drawing and Painting	Artist: Compare David Hockney and Pierre-Auguste Renoir	Key Vocabulary: Two Sisters on the Terrace, Mr and Mrs Clark and Percy, impressionism, broken brush strokes, modernism, minimalism, relationships, symbolism, meaning, colour, techniques		
L1: Learn to use a variety of appropriate media to create a 2-page spread to describe and compare the work of David Hockney and Pierre-Auguste Renoir	L2: Learn to use a variety of appropriate media to create a 2-page spread to describe and compare the work of David Hockney and Pierre-Auguste Renoir	L3: Learn how to do figure drawing	L4: Learn to photograph themselves with a friend and designing painting that expresses their relationship.	L5: Learn to paint a background wash.	L6: Learn to add detail to complete finished painting.
<b>Year 4</b>					
<b>Topic 1</b>	Key Discipline: Still life (sketching)	Artist: Paul Cézanne	Key Vocabulary: tone, tint, perspective, viewpoint, composition, stippling, cross-hatching, middle ground		
L1: Learn to comment on a number of art works on a similar theme explaining the approaches taken by different artists	L2: Learn to comment on a number of art works on a similar theme explaining the approaches taken by different artists	L3: Learn experiment with lines and shading	L4: Learn to draw observational drawings of fruit.	L5: Learn to draw from close observation to capture details and create a balanced composition.	L6: Learn to sketch a composition with perspective.
<b>Topic 2</b>	Key Discipline: Printing (Pop Art)	Artist: Andy Warhol	Key Vocabulary: art movement, consumer boom, blotted line technique, silkscreen printing, portray (emotions), comic style		
L1: Learn to compare and comment on several art works on a similar theme by Andy Warhol explaining the approaches taken by different artists	L2: Learn to compare and comment on several art works on a similar theme by Andy Warhol explaining the approaches taken by different artists	L3: Learn to design a colourful print.	L4: Learn to use the blotted line technique to print design.	L5: Learn to create a celebrity collage in Pop Art style.	L6: Learn to create a celebrity Pop Art collage.

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<b>Topic 3</b>	Key Discipline: Industrial Landscapes	Artist: LS Lowry	Key Vocabulary: Industrial landscapes, matchstick people, Northern England , perspective, foreground, mid-ground, back-ground, tints, shades, tones, muted		
L1: Learn to compare and comment on several art works on a similar theme by L S Lowry explaining the approaches taken by different artists	L2: Learn to draw and paint Lowry figures using different tools and techniques.	L3: Learn to mix colours tints, shades and tones.	L4: Learn to study and use perspective in our painting.	L5: Learn to create a composite picture in the style of Lowry.	L6: Learn to create a composite picture in the style of Lowry.
<b>Year 5</b>					
<b>Topic 1</b>	Key Discipline: Still Life (Impressionism)	Artist: Giorgio Morandi	Key Vocabulary: multi-media, primary, secondary, tertiary colours, complimentary, contrasting, colour wheel, application, blending, observation, proportion, perspective, illusion, form, composition		
L1: Learn to compare and comment on a number of art works on a similar theme by Giorgio Morandi explaining the approaches taken using a 2-page spread.	L2: Learn to compare and comment on a number of art works on a similar theme by Giorgio Morandi explaining the approaches taken using a 2-page spread.	L3: Learn to use cross-hatching to create tonal detail on sketches of collected bottles and jars	L4: Learn to compose a still life painting and wash back-ground using knowledge of complimentary colours.	L5: Learn to compose a Still life painting and wash back-ground using complimentary colours.	L6: Learn to add detail to finished still-life composition using a variety of media.
<b>Topic 2</b>	Key Discipline: 3D Modelling (clay)	Artist: Barbara Hepworth	Key Vocabulary: sculpture, application, observation, perspective, illusion, form, composition, abstract, natural, figure		
L1: Learn to compare and comment on several art works on a similar theme by Barbara Hepworth explaining the approaches taken using a 2-page spread.	L2: Learn to compare and comment on several art works on a similar theme by Barbara Hepworth explaining the approaches taken using a 2-page spread.	L3: Learn to use clay techniques including preparing, joining and building	L4: Learn to design a sculpture, making use of techniques learnt through artist study.	L5: Learn to create a final design, explaining how my ideas have changed over time.	L6: Learn to carve and sculpt materials using a range of tools and finishing techniques (e.g. etching and smoothing)
<b>Topic 3</b>	Key Discipline: Printing	Artist: Favianna Rodriguez	Key Vocabulary: social justice, printing, evaluate, reflect, review, effect, transfer, needle, eye		
L1: Learn to compare and comment on several art works on a similar theme by Favianna Rodriguez explaining the approaches taken using a 2-page spread.	L2: Learn to compare and comment on several art works on a similar theme by Favianna Rodriguez explaining the approaches taken using a 2-page spread.	L3: Learn to design an original monoprint for a canvas bag using stencils or/and polystyrene tiles.	L4: Learn to experiment using different techniques to create a print using fabric paints.	L5: Learn to print your design on a canvas bag.	L6: Learn to add detail and surface pattern by hand using fabric paints to complete design.
<b>Year 6</b>					
<b>Topic 1</b>	Key Discipline: A Sense of Place (Landscape painting)	Artist: Pieter Bruegel	Key Vocabulary: perspective, one point perspective, vanishing point, lines of perspective, horizon, mixed media, collage, every-day people		
L1: Learn, describe, interpret and explain the work, ideas and practices Pieter Bruegel, taking account of the influence of different historical, cultural and social contexts in which they worked.	L2: Learn, describe, interpret and explain the work, ideas and practices Pieter Bruegel, taking account of the influence of different historical, cultural and social contexts in which they worked.	L3: Learn about perspective and space in Hunters in the Snow.	L4: Learn to create a perspective collage of Hunters in the Snow.	L5: Learn to create a perspective collage of Hunters in the Snow	L6: Learn to add detail using a variety of media to show space and perspective in the finished piece.
<b>Topic 2</b>	Key Discipline: Abstract Cubism	Artist: Pablo Picasso	Key Vocabulary: Cubism, distortion, multiple views, abstract, Weeping Woman, portraits, modernism, colourful, expression, meaning		
L1: Learn, describe, interpret and explain the work, ideas and practices of Pablo Picasso, taking account of the influence of different historical, cultural	L2: Learn, describe, interpret and explain the work, ideas and practices of Pablo Picasso, taking account of the influence of different historical, cultural and	L3: Learn to study the elements of cubism.	L4: Learn to design an original portrait in a cubist style.	L5: Learn to create a portrait using a cubist style.	L6: Learn to finish a portrait using a cubist style.

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and social contexts in which they worked.	social contexts in which they worked.				
<b>Topic 3</b>	Key Discipline: Cityscapes (Collage)	Artist: Charles Fazzino	Key Vocabulary: 3d Pop Art, Contemporary art, collage, city scape, perspective, depth, space, levels, symbolism,		
L1: Learn, describe, interpret and explain the work, ideas and practices of Charles Fazzino, taking account of the influence of different historical, cultural and social contexts in which they worked.	L2: Learn, describe, interpret and explain the work, ideas and practices of Charles Fazzino, taking account of the influence of different historical, cultural and social contexts in which they worked.	L3: Learn about 3d Pop Art techniques.	L4: Learn how to design a city scape in a 3d Pop Art style.	L5: Learn to create a collage of a city scape of a well-known city in a Charles Fazzino style.	L6: Learn to create a collage of a well-known city in a Charles Fazzino style.