

# Christ the Sower Ecumenical Primary School



## Art and Design

### The Christ the Sower Primary School Vision

At Christ the Sower Ecumenical Primary School we provide the 'good earth' for all our children to flourish and achieve their **full potential**; so that every child can learn and explore who they are created to be. With the **highest of expectations**, we, individually and collectively, will care for, nurture and develop each and every child.

*A loving place where we all care, learn and grow together.*

# Understanding Different Types of Knowledge in Art

## Substantive Knowledge (know that...)

Substantive knowledge is the subject-specific content of art and design which is taught through research and practice. Substantive knowledge covers a range of topics including History of Art and Modern Art Practice. Substantive knowledge can broadly be defined by art movements, knowledge of artists and artistic disciplines. The substantive knowledge of Art and Design is outlined in the National Curriculum. At CTS, our substantive knowledge is progressive; built upon year after year through procedural knowledge and complimented by the learning of disciplinary knowledge.

## Disciplinary Knowledge (know that because...)

The disciplinary knowledge of Art and Design incorporates the discrete artist skills and techniques (components) which are explicitly taught in reference to the principles of Art and Design. Disciplinary knowledge also refers to contextual studies of specific artists and artworks and the language of art in which we use to analyse and discuss Art and Design. Disciplinary knowledge is broken down into components that culminate together to create a composite outcome. *'Broadly, disciplinary knowledge introduces pupils to specialized forms of knowledge, modes of thought and experience which are the symbolic products of past human endeavours to better know the world and the people in it.'* (Cuthbert and Standish 2021)

## Procedural knowledge (know how...)

Procedural knowledge is the understanding of how art is made. It is its journey from research, to ideas, to practise, making, presenting, and evaluating. Procedural knowledge teaches children how to approach the learning of art and design and the stages they much go through in order to create an effective and informed creative artwork. Procedural knowledge is represented by the stages of 'visual literacy', 'generating ideas', 'create' and 'present'.

- **Visual Literacy:** The study of art history, art theory, specific artists and historical, social and economic contexts.
- **Generating ideas:** The opportunity to use mediums and materials, explore material properties & uses, and the chance to develop skills & ideas through practical approaches.
- **Create:** Invitation to plan creatively, make outcomes using original ideas, and the opportunity to adapt, refine and change creative outcomes.
- **Present:** The chance display and talk about our own creations and engage in critical discussions about own work and the work of our peers



# National Curriculum Programmes of Study and EYFS Framework

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Development Matters 4-5 Years:</b></p> <ul style="list-style-type: none"> <li>Explore, use &amp; refine a variety of artistic effects to <b>express their ideas and feelings</b>.</li> <li>Return to &amp; build on their previous learning, <b>refining ideas &amp; developing</b> their ability to represent them.</li> <li>Create <b>pictures/collages</b> using a <b>range of techniques</b>. Create collaboratively, sharing ideas, resources and skills</li> </ul> <p><b>ELG 16a:</b> Safely use and explore a variety of <b>materials, tools and techniques</b>, experimenting with <b>colour, design, texture, form and function</b></p> <p><b>ELG 16b:</b> <b>Share</b> their creations, <b>explaining</b> the process they have used</p> <p><b>ELG 16c:</b> Make use of props and materials when role playing characters in narratives and stories.</p>	<p>1. To use a <b>range of materials</b> creatively to design and make products</p> <p>2. To use <b>drawing, painting and sculpture</b> to develop and share their ideas, experiences and imagination</p> <p>3. To develop a <b>wide range</b> of art and design <b>techniques</b> in using <b>colour, pattern, texture, line, shape, form and space</b></p> <p>4. To learn about the work of a range of <b>artists, craftmakers and designers</b>, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>1. To create <b>sketch books</b> to record their observations and use them to review and revisit ideas</p> <p>2. To improve their <b>mastery of art and design techniques</b>, including drawing, painting and sculpture with a <b>range of materials</b> [for example, pencil, charcoal, paint, clay]</p> <p>3. To learn about <b>great artists, architects and designers in history</b></p>				

## Substantive Knowledge

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Recognise that their <b>ideas</b> can be <b>expressed</b> in art work</li> <li><b>Create freely</b> to record their ideas</li> <li>Recognise some <b>key art works and artists</b></li> </ul>	<ul style="list-style-type: none"> <li>Recognise that <b>ideas</b> can be <b>expressed in artwork</b></li> <li>Create and explore with an <b>open mind</b></li> <li>Use contextual knowledge as a <b>stimulus for creativity</b></li> <li>Create <b>original outcomes</b></li> </ul>	<ul style="list-style-type: none"> <li>Use contextual knowledge as a stimulus for creativity, <b>making links between own work and the work of others</b></li> <li>Try out different activities and make <b>sensible choices</b> about what to do next</li> <li><b>Use sketchbooks</b> to record ideas and experiences.</li> <li>Create original, <b>knowledge informed outcomes</b></li> </ul>	<ul style="list-style-type: none"> <li>Gather and review <b>information, references and resources</b> related to their ideas and intentions</li> <li><b>Use a sketchbook for different purposes</b>, including recording observations, planning and shaping ideas.</li> <li>Create <b>original, knowledge informed outcomes.</b></li> <li><b>Analyse and evaluate</b> own artwork and the work of others</li> </ul>	<ul style="list-style-type: none"> <li>Select and use relevant resources and references to <b>develop their ideas</b></li> <li><b>Use sketchbooks purposefully</b> to improve understanding, inform ideas and plan for an outcome.</li> <li>Create <b>original, knowledge informed outcomes</b></li> <li><b>Analyse and evaluate</b> own artwork and the work of others</li> </ul>	<ul style="list-style-type: none"> <li>Engage in <b>open-ended research</b> and <b>exploration in the process</b> of initiating and developing their own personal ideas.</li> <li><b>Confidently use sketchbooks</b> for a variety of purposes including recording observations; developing ideas; <b>testing materials; planning/record information</b></li> <li>Create original, knowledge informed outcomes</li> <li>Analyse and evaluate own artwork and the work of others</li> <li><b>Understand that artwork is made for a purpose</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Independently</b> develop a range of ideas which show <b>curiosity, imagination and originality</b></li> <li><b>Systematically investigate</b>, research and test ideas and plans using sketchbooks and other appropriate approaches</li> <li>Create original, knowledge informed outcomes</li> <li><b>Analyse and evaluate</b> own artwork and the work of others, <b>making links and comparisons.</b></li> <li>Understand that artwork is made for <b>a purpose and has a specific audience</b></li> </ul>

**Procedural Knowledge**

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Visual Literacy</b>	<ul style="list-style-type: none"> <li>• Know that art <b>comes in many forms</b>.</li> <li>• Know that artists have <b>different styles</b>.</li> <li>• <b>Demonstrate preferences</b> for a particular artist or art form</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflect</b> upon the artists' work, and share your response verbally ("<b>I liked...</b>")</li> <li>• <b>Know how to recognise and describe</b> some simple characteristics of different kinds of art, craft, and design</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflect</b> upon the artists' work, and share your response verbally ("<b>I liked...</b>")</li> <li>• <b>Understand artists take their inspiration from around them</b>, collecting and transforming.</li> <li>• Know that <b>different forms of creative works are made by artists, craftspeople and designers, from all cultures and times</b></li> </ul>	<ul style="list-style-type: none"> <li>• Know about and <b>describe the work</b> of some artists, <b>craftspeople, architects and designers</b></li> <li>• <b>Reflect</b> upon the artists' work, and share your response verbally ("<b>I liked... I didn't understand... it reminded me of...</b>")</li> <li>• To understand that <b>visual artists</b> look to other art forms for <b>inspiration</b>.</li> <li>• Understand artists often <b>collaborate on projects, bringing different skills together</b>.</li> <li>• <b>Deconstruct and discuss</b> an original artwork, using the <b>sketchbooks to make visual notes</b> to nurture pupils own creative response to the work</li> </ul>	<ul style="list-style-type: none"> <li>• Know about and <b>describe some of the key ideas, techniques and working practices of a variety of artists</b>, craftspeople, architects and designers that they have studied</li> <li>• <b>Reflect</b> upon the artists' work, and share your response verbally ("<b>I liked... I didn't understand... it reminded me of... It links to...</b>").</li> <li>• Understand artists often <b>collaborate on projects, bringing different skills together</b>.</li> <li>• <b>Deconstruct and discuss</b> an original artwork, using the <b>sketchbooks to make visual notes to nurture pupils own creative response to the work</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know about and explain the ideas and approaches</b> of various artists, craftspeople, designers and architects, <b>taking account of their particular cultural context and intentions</b></li> <li>• <b>Reflect upon the artists' work</b>, and share your response verbally ("<b>I liked... I didn't understand... it reminded me of... It links to...</b>")</li> <li>• Understand the processes, intentions an outcome of different artists, using visual notes in a sketchbook <b>to help consolidate and own the learning</b></li> <li>• <b>Deconstruct and discuss</b> an original artwork, using the <b>sketchbooks to make visual notes to nurture pupils own creative response to the work</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>How to describe, interpret and explain the work</b>, ideas and working practices of some significant artists, craftspeople, designers &amp; architects <b>taking account of the influence of the different historical, cultural, social contexts</b></li> <li>• <b>Reflect upon the artists' work</b>, and share your response verbally ("<b>I liked... I didn't understand... it reminded me of... It links to...</b>")</li> <li>• <b>Understand the processes, intentions an outcome</b> of different artists, using visual notes in a sketchbook to help consolidate and own the learning</li> <li>• <b>Deconstruct and discuss</b> an original artwork, using the <b>sketchbooks to make visual notes to nurture pupils' own creative response to the work</b></li> </ul>

<b>Generate Ideas</b>	<ul style="list-style-type: none"> <li>• <b>Explore a range of art techniques:</b> drawing, painting, printing, collage, textiles, 3D work</li> </ul>	<ul style="list-style-type: none"> <li>• Try out a range of <b>materials and processes</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Deliberately choose</b> to use particular techniques</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Develop practical skills</b> by experimenting with, and testing the qualities of a <b>range of different materials and techniques.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate</b> the nature and qualities of <b>different materials and processes systematically</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Confidently investigate and exploit the potential of new and unfamiliar materials</b> (for instance, try out several different ways of using tools and materials that are new to them)</li> </ul>	<ul style="list-style-type: none"> <li>• Independently take <b>action to refine their technical and craft skills</b> in order to improve their <b>mastery of materials and techniques</b></li> </ul>
	<ul style="list-style-type: none"> <li>• Use a range of materials to <b>craft, build and join]</b></li> </ul>	<ul style="list-style-type: none"> <li>• Show interest in the work of others</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and exercise some <b>care and control over the range of materials</b> they use - for instance, they do not accept the first mark but seek to <b>refine and improve</b></li> </ul>				
	<ul style="list-style-type: none"> <li>• Show interest in the <b>work of others.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Know the names of some of the <b>tools, techniques and the formal elements</b> (colours, shapes, etc.) that they use</li> </ul>					
	<ul style="list-style-type: none"> <li>• <b>Copy the work of others</b></li> </ul>						

<b>Procedural Knowledge</b>							
	<b>Year R</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Create</b>	<ul style="list-style-type: none"> <li>• Work in a <b>playful, exploratory</b> way</li> </ul>	<ul style="list-style-type: none"> <li>• Work in a playful, exploratory way, <b>responding to a simple brief</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create with a <b>variety of materials</b> to make an outcome which <b>responds to a loose brief.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Select, and use appropriately, a <b>variety of materials and techniques</b> in order to create their own work in response to a brief</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Select, and use appropriately, a variety of materials and techniques</b> in order to create their own work in response to a brief.</li> <li>• <b>Apply the technical skills</b> they are learning to <b>improve the quality of their work.</b> (for instance, in painting they select and use different brushes for different purposes)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Select, and use appropriately, a variety of materials and techniques</b> to create their own work in response to a brief.</li> <li>• Use their <b>acquired technical expertise</b> to make work <b>which effectively reflects their ideas and intentions</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Select, and use appropriately, a variety of materials and techniques</b> in order to <b>create their own work in response to a brief.</b></li> <li>• Use their <b>acquired technical expertise</b> to make work which <b>effectively reflects their ideas and intentions.</b></li> <li>• Independently <b>select and use relevant processes</b> in order to create successful work.</li> </ul>

Disciplinary Knowledge							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	<ul style="list-style-type: none"> <li>Experiment with a range of drawing implements to explore lines (e.g. pencils, crayons, pastels, charcoal, chalk, wax pastels)</li> <li>Experiment with line - patterns, dots, and colour</li> <li>Observe and draw from real-life <b>using lines and patterns</b></li> <li>Draw <b>freely and with pleasure</b></li> </ul>	<ul style="list-style-type: none"> <li>Use and layer a variety of media – pencils, rubbers, crayons, pastels, felts, charcoal, chalk</li> <li>Experiment with line, shape, pattern and colour</li> <li>Observe and <b>draw landscapes, patterns and anatomy</b></li> <li>Use a sketchbook to <b>gather and develop ideas</b></li> </ul>		<ul style="list-style-type: none"> <li>Experiment with different grades of pencil; explain choices about use of media</li> <li>Use <b>different media to achieve variations in line, texture, tone, shape, pattern and colour; identify and draw the effect of light</b></li> <li>Use <b>scale and proportion</b> to draw anatomy increasingly accurately, <b>particularly bodies and faces of people</b></li> <li>Use a sketchbook to <b>research, collect and record</b></li> </ul>		<ul style="list-style-type: none"> <li>Make and explain informed choices about use of media and draw parallels between own drawings and those of other artists (including annotating the art of other people)</li> <li>Draw effect of light on people and objects from <b>different directions and develop the concept of perspective</b></li> <li>Produce increasingly accurate drawings of <b>people, landscapes and a range of other 3D objects</b></li> <li>Use a sketchbook to <b>research, collect, record and develop ideas independently, including the use of mixed media</b></li> </ul>	
<b>Painting</b>	<ul style="list-style-type: none"> <li>To begin to understand that <b>painting is different to drawing</b>; painting is about covering space and use of colour.</li> <li>Experiment with different <b>paint, brushes and brush sizes</b></li> <li><b>Name colours</b>; begin to <b>mix primary colours</b> to make others.</li> <li>Begin to <b>paint 'in the style of' key artists</b></li> </ul>	<ul style="list-style-type: none"> <li>Use different paint, brush sizes and shapes; <b>experiment with tools and techniques</b> – e.g. <b>layering, scraping through, sponge brushes</b></li> <li><b>Name colours, mix and match colours to objects</b>; begin to experiment with <b>black and white to make shades and tints</b></li> <li>Begin to work on <b>different scales</b>; begin to represent a <b>time, season, place or mood using colour and painting techniques</b></li> <li>Use a sketchbook to <b>gather and develop ideas</b></li> </ul>		<ul style="list-style-type: none"> <li>Choose <b>paints and implements appropriately</b> and experiment with a wider range of <b>different effects</b> – e.g. <b>layering, scraping, colour blocking, washes, thickening paint, scratching, dotting and splashing</b></li> <li>Mix colours and know which <b>prime colours make secondary colours</b>; experiment with <b>tone, shade and tint</b>.</li> <li>Work <b>confidently on different scales</b></li> <li>Use a sketchbook to <b>research, collect and record</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Test media and materials before independently</b> employing a range of effects, including texture with sand/sawdust</li> <li><b>Demonstrate knowledge about primary/secondary colours, warm and cold, complimentary and contrasting colours</b>; create shades independently using black and white; show the effect of <b>light and colour, texture and tone on natural and manmade objects</b></li> <li>Create imaginative work from a variety of sources and <b>show an awareness of painting composition</b></li> <li>Use a sketchbook to <b>research, collect, record and develop ideas independently, including the use of mixed media</b></li> </ul>	
<b>Printing</b>	<ul style="list-style-type: none"> <li>Know that we can make several copies of the same picture; experiment with the relief method</li> <li>Design and build <b>repeated patterns</b></li> </ul>	<ul style="list-style-type: none"> <li>Experiment with printing techniques – e.g. <b>monoprint, block, relief, rubbings, carbon printing</b></li> <li>Design and build <b>repeated patterns</b></li> <li>Use a sketchbook for <b>practising skills and recording knowledge</b></li> </ul>		<ul style="list-style-type: none"> <li>Research, create and refine a print <b>using a wider variety of techniques</b> – e.g. <b>marbling, screen printing and layering</b></li> <li>Design patterns of increasing <b>complexity, exploring pattern &amp; shape</b></li> <li>Use a sketchbook for <b>recording and developing print ideas</b></li> </ul>		<ul style="list-style-type: none"> <li>Choose a <b>taught printing method appropriate to the task and explain techniques</b>; explore colour mixing using <b>two coloured inks</b></li> <li>Design <b>complex patterns, including using repetition and symmetry</b></li> <li>Use a sketchbook for <b>recording, developing &amp; evaluating print ideas</b></li> </ul>	



Disciplinary Knowledge							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Mixed Media</b> including collage and textiles	<ul style="list-style-type: none"> <li>Begin to <b>explore different textiles</b>; undertake some simple <b>textile weaving</b> and decoration</li> <li>Begin to experiment with a <b>range of tools</b> and joins – e.g. cut, and glue material</li> <li>Make <b>collages using different media</b> – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages <b>to represent an idea</b></li> </ul>	<ul style="list-style-type: none"> <li>Begin to use and <b>explore different techniques</b> – e.g. embroidery, applique, fabric crayons</li> <li>Begin to experiment with <b>different joining techniques</b> – e.g. thread a needle, cut, glue, trim material, stitch and knot</li> <li>Make <b>collages using different media</b> – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea</li> <li>Use a sketchbook for <b>practising skills and recording knowledge</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Develop different techniques</b> – e.g. weaving, fabric crayons, embroidery, applique</li> <li><b>Develop skills</b> in stitching, cutting and joining.</li> <li>Experiment with <b>overlapping and layering in collages</b>, using a range of media – e.g. fabric, plastic, tissue, magazines, crepe paper</li> <li><b>Collect, refine and alter ideas</b> using sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of techniques, <b>complimentary/contrasting colours</b> and textures when designing and making, including tie die</li> <li>Choose to <b>join fabrics in different ways</b> – e.g. stitching with different threads and needles appropriate to task, stapling, pinning</li> <li>Use a wide variety of media to independently create a collage, including <b>overlapping and layering</b>; select and use a range of cutting tools; embellish decoratively using more layers of found materials to build <b>complexity to collage</b></li> <li>Collect, <b>refine, adapt, extend and evaluate</b> ideas</li> </ul>			
<b>3D Form</b> Clay, dough, boxes, wire, paper mache	<ul style="list-style-type: none"> <li><b>Manipulate and explore</b> using modelling materials – rolling, <b>kneading, pressing, pinching</b></li> <li><b>Construct</b> three dimensional shapes by <b>assembling and fixing items (junk modelling)</b> using man-made and natural materials</li> </ul>	<ul style="list-style-type: none"> <li><b>Transform found objects into sculpture</b>, using imagination and construction techniques including cutting, tying, sticking. Think about shape (<b>2d</b>), <b>form (3d)</b>, <b>texture</b>, colour and structure.</li> <li><b>Construct</b> with recycled, natural and man-made materials</li> <li>Use a sketchbook for <b>practising skills</b> and planning a design</li> </ul>	<ul style="list-style-type: none"> <li>Make <b>informed choices</b> about different 3D techniques –</li> <li><b>Construct</b> using modroc or air dry clay to model characters. Consider <b>form, texture, character, structure</b>.</li> <li>Use an <b>armature</b> to support the sculpture.</li> <li><b>Cut and join wood with support</b>; make a simple paper mache object using wire or assembled found materials</li> <li><b>Plan and design in a sketchbook</b>; make models</li> </ul>	<ul style="list-style-type: none"> <li>Construct with a variety of media, using tools. Think about <b>scale, foreground, background, lighting, texture, space, structure and intention</b>.</li> <li>Use a <b>combination</b> of materials, construction methods and tools.</li> <li>Reflect as part of the process so that you can understand how your <b>intention relates to the reality of what you are building</b></li> <li>Use <b>recycled, natural and man-made materials to create sculptures</b> with increasing independence; cut and join wood and make a model <b>using plaster or Modroc</b></li> <li><b>Plan, design, make and adapt models; evaluate</b> other sculptures</li> </ul>			



## Art and Design Long Term Plan

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Topic 1</b>	<b>Spirals</b> <b>Artist Study</b> – Molly Haslund (Mixed Media – Mark Making)	<b>Explore and Draw</b> <b>Artist Study</b> –Rosie James, Alice Fox (Mixed media – Paint and Collage)	<b>Gestural Drawing with Charcoal (3d effects)</b> <b>Artist study</b> –Edgar Degas, Laura McKendry, heather Hansen (Charcoal)	<b>Storytelling through drawing</b> <b>Artist Study</b> -Shaun Tan, Laura Carlin (sketching)	<b>Typography and Maps</b> <b>Artist study</b> – Grayson Perry, Paula Scher, Chris Kenny (Typography, drawing, collage)	<b>2D drawing to 3D making</b> <b>Artist Study</b> – Lubaina Himid, Clare Harrup (3D form)
<b>Topic 2</b>	<b>Exploring Watercolour</b> <b>Artist study</b> – Emma Burleigh Watercolor Painting	<b>Exploring Monoprint</b> <b>Artist study</b> –Leonardo Di Vinci, Xgac'o X'are (Printing)	<b>Cloth, Thread and Paint</b> <b>Artist study</b> – Alice Kettle, Hannah Rae (Textiles, painting, sewing)	<b>Exploring Still life</b> <b>Artist Study</b> -Cezanne, Baas Meeuws, Hirasho Sato, Hilary Pecis. (Painting, collage, sketching, relief)	<b>Architecture _ dream Big and Small.</b> <b>Artist Study</b> Shoreditch Sketcher. (3D form – architecture )	<b>Exploring Identity</b> <b>Artist study</b> – Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, (Mixed media)
<b>Topic 3</b>	<b>Making Birds</b> <b>Artist Study</b> – Andrea Butler (3d Form)	<b>Music and Art</b> <b>Artist Study</b> – Kandinsky, Tomoko Kawao (Painting- Mixed Media)	<b>Telling stories through Drawing and Making</b> <b>Artist Study</b> – Sir Quentin Blake, Ibnal Leitner, Rosie Hurley) (sketches/3D form – Modroc/clay)	<b>Structure, Inventiveness, and determination.</b> <b>Artist study</b> – Marcus Coates (3D form, sculpture, drawing, mixed media, collage)	<b>Making Monotypes</b> <b>Artist study</b> – Kevork Mourad (Printing)	<b>Activism</b> <b>Artist study</b> –Faith Ringgold, Shepard Fairey, Luba Lukova. (screen printing, drawing, mixed media)