

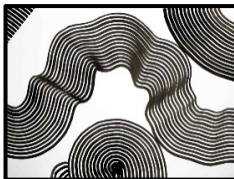



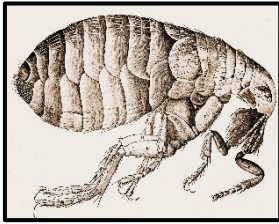







Rishton Methodist Primary School



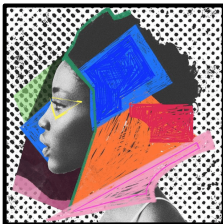

Art and Design Curriculum

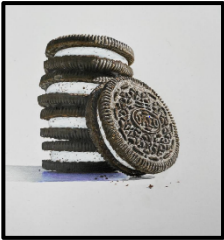



Our Year 1 Art and Design curriculum builds directly on the learning undertaken in the EYFS Expressive Arts and Design early learning goal. During their time in early years, children will have used and explored a variety of materials, tools and techniques which allow them to experiment with colour, design, texture, form and function. They will have engaged with the arts in a way that develops their artistic and cultural awareness, as well as their understanding, self-expression and ability to communicate through the arts. These skills, knowledge and experiences underpin the learning that takes place in Year 1 and across the KS1 and KS2 curriculum.


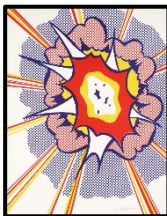


	Autumn 1	Spring 1	Spring 2	Summer 2
Year One	<p>Focus: 3D</p> <p>Artist Study: Start 3D art by exploring and analysing Antony Gormley. Explore the artwork of Antony Gormley and other 3D clay artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary – malleable, texture, rolling, join and kneading.</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Zoom in and explore kneading and rolling clay. Make known shapes using clay such as sausages and spheres. <input type="checkbox"/> Practise making 3D shapes by cutting a flat piece of clay and manipulating these into their linking 3D shape e.g. circle to sphere. <input type="checkbox"/> Create texture by twisting, pinching, piercing and indenting. <p>Create: Focus on 3D art, making a human model in the style of Antony Gormley.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind. Ensure a photo or photocopy of the final piece is in the sketch books.</p>	<p>Focus: Collage</p> <p>Artist Study: Start collage by exploring and analysing Eric Carle. Explore the artwork of Eric Carle and other collage artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary – Crepe paper, magazines, crumple, tear, tissue paper and overlap.</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Zoom in and investigate the texture and properties of different collage media. How well does it cut? Does it crumple? Is it easy to fold? <input type="checkbox"/> Explore the shapes found in Eric Carle's artwork (prepare these prior to the lesson) Children replicate an animal using the provided collage shapes e.g. circles, rectangles and ovals. <p>Create: Focus on collage, making an animal in the style of Eric Carle. Using a range of previously explored media.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind. Ensure a photo or photocopy of the final piece is in the sketch books.</p>	<p>Focus: Drawing</p> <p>Artist Study: Start drawing by exploring and analysing Sumit Mehndiratta. Explore the artwork of Sumit Mehndiratta and other drawing artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary – Vertical, horizontal, soft, hard, broad, narrow, shape and fine.</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Zoom in and explore mark making with different media e.g. pencils, crayons, fine liners. Focus on how different vertical and horizontal marks (broad and fine) can be made with the same media. <input type="checkbox"/> Model how to make a scallop shape from the WAGOLL art. Children experiment and invent new shapes. <p>Create: Focus on drawing, making an abstract line drawing in the style of Sumit Mehndiratta.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>	<p>Focus: Painting</p> <p>Artist Study: Start painting by exploring and analysing Clarice Cliff. Explore the artwork of Clarice Cliff and other painting artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary – Brush, scale, colour mixing, primary colours, layering, blending, water colour, poster paint, gouache paint and acrylic paint.</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Zoom in and start by producing the primary and secondary colour wheel. Complete a colour hunt as a whole class, finding objects that match the primary and secondary – creating a large colour wheel in the hall. <input type="checkbox"/> Explore different brush techniques by painting within a set outline. Children are to compare the properties of different brush heads. <p>Create: Focus on painting, making a piece of art-deco art in the style of Clarice Cliff. Children are to ensure both colour and brush heads are chosen for a desired outcome.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>
	 <p>Antony Gormley</p>	 <p>Eric Carle</p>	 <p>Sumit Mehndiratta</p>	 <p>Clarice Cliff</p>

	Autumn 1	Spring 1	Spring 2	Summer 2
Year Two	<p>Focus: Digital Media</p> <p>Artist Study: Start digital media by exploring and analysing Henri Matisse. Explore the artwork of Henri Matisse and other digital artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary – digital source, graphics, image, effect, lines, shapes, manipulate, filter, crop</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use an online creator to look at different tools for mark making e.g. changing the size of lines, manipulating shapes, erase and fill tools, adding colours, textures and filters. <input type="checkbox"/> Understand cropping, warping, wrapping, positioning and layering. <input type="checkbox"/> Build colour palettes and discuss tones and shades and complementary colours. <p>Create: Focus on creating a digital collage in the style of Henri Matisse.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>	<p>Focus: Textiles</p> <p>Artist Study: Start textiles by exploring and analysing different Gujarati wall hangings. Explore a range of textile artists who create hangings.</p> <p>Vocabulary – fabric, texture, thread, knot, fray, fringe, twist, plait, stitch, decoration, cord, dye, weave, textile</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Change and modify threads and fabrics through knotting, fraying, fringing, pulling threads, twisting, plaiting. <input type="checkbox"/> Cut and shape different fabrics by using scissors/snips. Apply the shapes with glue and simple stitching techniques. <input type="checkbox"/> Apply decoration using beads, buttons, feathers etc. looking at the best way to attach these to other fabrics. <p>Create: Focus on recreating a wall hanging in the style of a traditional Gujarati using coloured fabrics, stitches, plaits and embellishments.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>	<p>Focus: Drawing</p> <p>Artist Study: Start drawing by exploring and analysing Robert Hooke. Explore the artwork of Robert Hooke and other tonal pencil artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary – tone, light, dark, shade, blend, pattern, tonal scale, pressure, pencil grade.</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Investigate and understand tone by creating tonal scales comparing different pencil grades. <input type="checkbox"/> Investigate and understand blending by altering pressure on the pencil. Practise further by applying to simple geometric shapes. <input type="checkbox"/> Investigate textures and patterns by describing, naming, rubbing and copying. <input type="checkbox"/> Add detail and patterns by translating what they see onto the paper. <p>Create: Focus on creating a tonal drawing in the style of Robert Hooke's microscopic illustrations.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>	<p>Focus: Printing</p> <p>Artist Study: Start printing by exploring and analysing Karen Lederer. Explore the artwork of Karen Lederer and other printing artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary – roller, palette, mono-print, ink, stencil, pattern, printing block, press print, motif, rubbing</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Experiment with different print types to see the shapes, textures and designs that can be made from a range of sources; corks, pen lids, sponges, stencils, netting etc <input type="checkbox"/> Make simple repeating pattern prints using rollers and safe print. <input type="checkbox"/> Design simple printing blocks and practise making more complex patterns. <input type="checkbox"/> Experiment with overprinting using different colours and textures. <p>Create: Focus on creating a layered print piece in the style of Karen Lederer using different printing and collage techniques.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>
	 <p><i>Henri Matisse</i></p>	 <p><i>Gujarati Wall Hangings</i></p>	 <p><i>Robert Hooke</i></p>	 <p><i>Karen Lederer</i></p>

	Autumn 1	Spring 1	Spring 2	Summer 2
Year Three	<p>Focus: Drawing</p> <p>Artist Study: Start drawing by exploring and analysing Paul Cezanne. Explore the artwork of Paul Cezanne and other still life drawing artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary - geometric, organic, object, arrangement, light, dark, shading, tone, grip, blend, pressure, scale, composition, grades, proportion, expression, emotion,</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens etc. <input type="checkbox"/> Experiment with different grades of pencil and other implements to create lines and marks. <input type="checkbox"/> Begin to show an awareness of objects having a third dimension. <input type="checkbox"/> Practise copying shapes and forms of objects into paper by observing and looking. <p>Create: Focus on creating a still life piece in the style of Paul Cezanne using a range of shading techniques to show three dimensions.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>	<p>Focus: Painting</p> <p>Artist Study: Start painting by exploring and analysing Trisha Lamoreaux. Explore the artwork of Trisha Lamoreaux and other textured painting artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary - tertiary colours, complimentary colours, surface, acrylic, composition, pigment, impasto, proportion, tints, texture, watercolour</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. <input type="checkbox"/> Work on a range of scales e.g. thin brush on small picture etc. <input type="checkbox"/> Mix colours and know which primary colours make secondary colours and begin to use more specific colour language. <input type="checkbox"/> Begin to mix and use tints and shades to create more depth and add 3D elements. <p>Create: Focus on creating a landscape painting in the style of Trisha Lamoreaux using texture.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>	<p>Focus: 3D (Sculpture)</p> <p>Artist Study: Start sculpture by exploring and analysing Elizabeth Fritsch. Explore the artwork of Elizabeth Fritsch and other sculpture artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary - smooth, shape, pinch pot, thumb pot, ceramic, glaze, score, slip, sculpture, sculptor, three dimensional, detail, impressing, form, organic shape, scale, coil, slab, kiln, mould, throw</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practice modelling clay in different ways focusing on the key vocabulary and the different shapes and techniques. <input type="checkbox"/> Construct a simple base for extending and modelling other shapes. <input type="checkbox"/> Understand what a slip is and how to use one effectively. <input type="checkbox"/> Create surface patterns and textures in a malleable material. <p>Create: Focus on creating a clay pot in the style of Elizabeth Fritsch and also traditional Roman Clay Face pots.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>	<p>Focus: Printing</p> <p>Artist Study: Start printing by exploring and analysing Favianna Rodriguez. Explore the artwork of Favianna Rodriguez and other print artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary – relief, impress, positive shape, negative shape, carve,</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create printing blocks using relief and impressed methods to compare the end effect. <input type="checkbox"/> Look at collagraphs and how they are created. Create simple shapes for printing. <input type="checkbox"/> Create repeating patterns using different printing blocks (impressed and relief). <input type="checkbox"/> Print with two colour overlays. <p>Create: Focus on creating a printed piece in the style of Favianna Rodriguez using both relief and impressed techniques.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>
	 <p>Paul Cezanne</p>	 <p>Trisha Lamoreaux</p>	 <p>Elizabeth Fritsch</p>	 <p>Favianna Rodriguez</p>

	Autumn 1	Spring 1	Spring 2	Summer 2
Year Four	<p>Focus: Collage</p> <p>Artist Study: Start collage by exploring and analysing Megan Coyle. Explore the artwork of Megan Coyle and other collage artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary – overlap, positive shape, negative shape, organic shape, geometric shape, montage, composition, tactile, uneven, raised, coarse, glossy</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent texture <input type="checkbox"/> Begin to show an awareness of objects having a third dimension. <input type="checkbox"/> Use collage as a means of collecting ideas and information and building a visual vocabulary. <p>Create: Focus on recreating a collage to illustrate a scene in the style of Megan Coyle.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>	<p>Focus: Drawing</p> <p>Artist Study: Start drawing by exploring and analysing Giorgio Morandi. Explore the artwork of Giorgio Morandi and other still life artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary - contrast, observational drawing, shadow, gradient, symmetry, precision, cross hatch, stippling</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Experiment with different grades of pencil and other implements e.g. charcoal, graphite, chalk etc to achieve variations in tone. <input type="checkbox"/> Apply tone in a drawing in a simple way. <input type="checkbox"/> Create textures with a wide range of drawing implements by cross hatching and stippling. <input type="checkbox"/> Apply a simple use of pattern and texture in a drawing. <p>Create: Focus on creating a realistic 3D still life drawing with texture, in the style of Giorgio Morandi.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>	<p>Focus: Digital Media</p> <p>Artist Study: Start digital art by exploring and analysing Neu Tokyo. Explore the artwork of Neu Tokyo and other digital artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary – graphics package, control, brush tool, brush type, style, shape tool, cut, duplicate, warp, skew, manipulate</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision, change the type of brush to an appropriate style. <input type="checkbox"/> Create shapes by making selections to cut, duplicate, repeat, warp, skew etc. <input type="checkbox"/> Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose. <p>Create: Focus on creating a self-portrait through digital media in the style of Neu Tokyo.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>	<p>Focus: Textiles</p> <p>Artist Study: Start textiles by exploring and analysing stitching techniques used by Mary Corbett. Explore the embroidery of Mary Corbett and other textile artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary – embroidery, running stitch, back stitch, chain stitch, French knot, paste resist</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop skills in stitching, cutting and joining through practise and experimenting. <input type="checkbox"/> Use weaving and stitching techniques to create different textural effects. <input type="checkbox"/> Experiment with paste resist and dying fabrics to achieve different colours, patterns and textures. <p>Create: Focus on creating a piece of textile art including embroidery techniques by Mary Corbett and examples of dyed fabrics.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>
	 <p>Megan Coyle</p>	 <p>Giorgio Morandi</p>	 <p>Neu Tokyo</p>	 <p>Mary Corbett</p>

	Autumn 1	Spring 1	Spring 2	Summer 2
Year Five	<p>Focus: Drawing</p> <p>Artist Study: Start realism drawings by exploring and analysing Marie-Noelle Erasmus. Explore the artwork of Marie-Noelle and other realism artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary – realism, personal style, viewfinder, close up, macro,</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop close observation skills using view finders to focus on details within images. <input type="checkbox"/> Use dry media to make different marks, lines, patterns and shapes within a drawing. <input type="checkbox"/> Experiment with wet media to make different marks, lines, patterns, textures and shapes. <input type="checkbox"/> Explore colour mixing and blending techniques with coloured pencils focusing on tone, blending and shade. <input type="checkbox"/> Use different techniques for different purposes i.e. shading, hatching within their own work. <input type="checkbox"/> Start to develop their own style using tonal contrast and mixed media. <p>Create: Focus on creating a realistic still-life drawing in the style of Marie-Noelle Erasmus.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>  <p><i>Marie-Noelle Erasmus</i></p>	<p>Focus: Collage</p> <p>Artist Study: Start collage by exploring and analysing Elaine Hughes. Explore the artwork of Elaine Hughes and other collage artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary – manipulate, arrangement, suitability, application, complex shape, jagged, pitted</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify, collect, create and use a variety of media for collaging. Look at the ways in which they can be shaped and placed in different compositions. <input type="checkbox"/> Accurately cut more complex shapes from different media. <input type="checkbox"/> Add collage to a painted, printed or drawn background. <input type="checkbox"/> Arrange materials to create a desired effect and stick down with accuracy. <p>Create: Focus on creating their own collage choosing, suiting, arranging and applying media in the style of Elaine Hughes</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>  <p><i>Elaine Hughes</i></p>	<p>Focus: Painting</p> <p>Artist Study: Start painting by exploring and analysing Louis Mbughuni. Explore the artwork of Louis Mbughuni and other atmospheric painting artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary – neutral, sombre, pastel, enhanced, mood, monochromatic, harmonious, contrasting</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. <input type="checkbox"/> Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. <input type="checkbox"/> Develop a painting from a drawing. <input type="checkbox"/> Mix and match colours to create atmosphere and light effects. Be able to identify and work with complementary and contrasting colours. <p>Create: Focus on creating a painting which creates atmosphere in the style of Louis Mbughuni.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>  <p><i>Louis Mbughuni</i></p>	<p>Focus: Digital Media</p> <p>Artist Study: Start digital media by exploring and analysing JoMo (Jomotopia). Explore the artwork of JoMo and other digital collage artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary – visuals, layering, transparency, filter, composition, import, scan, retrieve</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Record, collect and store visual information using digital cameras etc. <input type="checkbox"/> Use a graphics package to create and manipulate new images. <input type="checkbox"/> Be able to Import an image (scanned, retrieved, taken) into a graphics package. <input type="checkbox"/> Understand that a digital image is created by layering. Create layered images from original ideas. <p>Create: Focus on creating a self-portrait as a digital collage, in the style of JoMo.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>  <p><i>JoMo</i></p>

	Autumn 1	Spring 1	Summer 2	Summer 2
Year Six	<p>Focus: Drawing</p> <p>Artist Study: Start drawing by exploring and analysing Charlotte Harris. Explore the artwork of Harris and other still life drawing artists (Donna Slade). Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary – perspective, focal point, composition, scale, proportion, foreground, background, middle ground,</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin to use simple perspective in their work using a single focal point and horizon. <input type="checkbox"/> Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. <input type="checkbox"/> Work from a variety of sources including observation, photographs and digital images. <input type="checkbox"/> Work in a sustained and independent way to create a detailed drawing. <p>Create: Focus on creating a realistic still life pencil drawing with perspective, tone and shade.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>	<p>Focus: Printing</p> <p>Artist Study: Start printing by exploring and analysing Roy Lichtenstein. Explore the artwork of Roy Lichtenstein and other print artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary – engrave, lino print, lithograph, pitted, matte, tessellated, geometric,</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create printing blocks by simplifying an initial journal idea. <input type="checkbox"/> Use relief or impressed method. <input type="checkbox"/> Create prints with three overlays. <input type="checkbox"/> Work into prints with a range of media e.g. pens, colour pens and paints. <p>Create: Focus on creating a layered print with added details in the style of Roy Lichtenstein.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind</p>	<p>Focus: 3D</p> <p>Artist Study: Start sculpture by exploring and analysing Jeff Koons. Explore the artwork of Jeff Koons and other sculpture artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary – freestanding, tactile, proportion</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shape, form, model and construct from observation or imagination. <input type="checkbox"/> Use recycled, natural and man-made materials to create sculptures. <input type="checkbox"/> Plan a sculpture through drawing and other preparatory work. <input type="checkbox"/> Develop skills in using clay including slabs, coils, slips, etc. <input type="checkbox"/> Produce textures in a malleable media. <p>Create: Focus on designing and creating a 3D model in the style of Jeff Koons.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>	<p>Focus: Textiles</p> <p>Artist Study: Start textiles by exploring and analysing Larysa Bernhardt. Explore the artwork of Larysa Bernhardt and other textile sculpture artists. Describe the work of notable artists, artisans and designers.</p> <p>Vocabulary – thread grade, stain, natural dye, batik, embellish, embroider, applique, close knit,</p> <p>Knowledge Development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use different grades of threads and needles to practise a variety of stitches. <input type="checkbox"/> Experiment with a range of media (varieties of materials) to overlap and layer creating interesting colours, textures and effects. <input type="checkbox"/> Begin to use fabrics to create 3D structures thinking about how to control the size and shape. <input type="checkbox"/> Use stitches, embroidery and embellishments to add detail to designs. <p>Create: Focus on designing and creating a 3D textile sculpture on a theme in the style of Larysa Bernhardt.</p> <p>Evaluate: Zoom out and children evaluate their artwork with their learnt skills in-mind.</p>
	 <p>Charlotte Harris</p>	 <p>Roy Lichtenstein</p>	 <p>Jeff Koons</p>	 <p>Larysa Bernhardt</p>