



Art

“It’s not what you look at that matters, it’s what you see.” Henry David Thoreau

At Caton Primary School, we believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists, as well as learning about the life of the artist and their influences. The art curriculum builds on previous learning and children get chance to revisit key skills in greater depth each year. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project. Caton Primary uses Access Art as a framework to ensure progression of skills and a broad coverage and studies are adapted to fit the context and themes that are covered in the school curriculum. Local artists will be invited to come into school and a trip for each key stage will be arranged eg. visits to art galleries and exhibitions with the purpose of inspiring the children. Art is taught in mixed year group and alternated with DT throughout the year. Alongside this the development of art skills and the use of sketchbooks are encouraged all year round.

EYFS and Art

Within the EYFS curriculum, this subject is covered in some of the aspects of Characteristics of Effective Learning as well as the specific areas of Creative Arts and Design and the core area of PSED.

Playing and exploring - Plan and think ahead about how they will explore or play with objects, Make independent choices

Active learning - Keep on trying when things are difficult.

Creating and thinking critically - Review their progress as they try to achieve a goal. Check how well they are doing.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Creative Arts and Design - Provide children with regular opportunities to engage in the arts, enabling them to explore and play with a wider range of media and materials. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on previous learning, refining ideas and their ability to represent them. Create collaboratively, sharing ideas, resources and skills.

Purpose and aims of art and design (NC programmes of study)

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art form.

KEY STAGE ONE:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

KEY STAGE TWO:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history

Reception / KS1			
KNOWLEDGE and Coverage (Year 1 and Year 2)			
	Autumn	Spring	Summer
Reception	How can we explore colour? - Experimenting with mixing primary colours to make new colours using paint and coloured water. What can we see? - Exploring mark making with a variety of media - chalk, paint, pastel, ink, pencil, felt pens, crayons. <i>Finding circles</i> - linked to maths <i>Observation and imaginative drawings</i> <i>Collaging with wax crayon rubbings</i> Andy Goldworthy - natural art at forest school <i>Autumn Floor Textiles</i> How can we build Worlds? Junk model houses/buildings inspired by photos of their own houses	Colour mixing - Using primary colours to make secondary colours following a chart How can we build, explore materials and marks ? - Using collage to create animals Using wax resist, paint, mixed media to create landscapes/backgrounds <i>Painting the savannah</i> Exploring printing- <i>string printing, repeat pattern printing roller</i>, monoprinting Can represent their ideas through mark-making in response to movement, music and sounds. - <i>Markmaking and sound</i> Exploring different surfaces/textures <i>Drawing on pebbles, transforming objects</i> Exploring 3D materials Creating own pets from junk model, playdough, clay	Colour mixing - Experimenting with creating darker and lighter shades using paint How can we use our imaginations? Creating imaginary landscapes for fictional superheroes Fruit and veg heads (superheroes) Mark making and sound What can we See? Still life compositions by Cezanne - fruit and veg (link to healthy eating)
Cycle A	Spirals - Using drawing, collage and mark making to explore spirals. Introducing sketchbooks.	Simple Print making - Simple ways to make print. Use line, colour and texture to explore pattern, sequencing and symmetry. Understand that there is a relationship between the plate and the print negative/positive (from experience) Recall body prints in R - 1. Observational drawings of natural objects 2. Rubbings from natural objects - sketchbooks 3. Plasticine prints using natural objects and printing pads. Idea of multiple prints. Need to keep plate intact 4. Foam printing - using original observational drawings as basis 5. Cutting out excess prints to create picture 6. Choose a method of printing and produce a	Be an Architect - exploring architecture and creating architectural models. 1. What is architecture? Remind children of the unit on Caton. 2. Make drawings of architecture in Caton, using handwriting pens, quick sketches. 3. Introduce Hundertwasser the Architect 4. Design your own architectural invention in a sketch book. Explore different materials, fastening and joining. 5. Creating their invention 6. Present, Reflect, Review

		piece of art	
Cycle B	Explore and Draw - artists can be collectors and explorers (drawing and composition skills)	Making Birds - sculptural project beginning with making drawings from observation, exploring media, transforming drawings from 2D to 3D	Expressive painting - Explore how painters sometimes use paint in an expressive and gestural way. Colour mixing and experimental mark making

Being reviewed

Lower Key Stage 2			
KNOWLEDGE and Coverage (Year 3 and Year 4)			
	Autumn	Spring	Summer
Cycle A	Gestural Drawing with Charcoal - making loose, gestural drawings with charcoal, shapes, line, form and shadow Disciplinary content: use of different types of charcoal, using the whole body to draw. Substantive content: Chiaroscuro, cave art Outcome - To produce cave art for a Stone Age settlement	Still Life - exploring colour/tone, shape and composition (rule of thirds) Disciplinary content: colour mixing, drawing 3D objects using 2D shapes Substantive content: What still life is and the rule of thirds. Outcome - still life painting (water colours) with a variety of colour tones.	Telling stories through drawing and making - using drawing and clay to create a character inspired by a text of their choice. Disciplinary content: Creating texture using a range of oil pastel techniques. Creating shapes and texture in clay using hands/fingers and tools. Joining clay using scratch and slip. Substantive content: Know that sketchbooks can be used to respond to a text such as by Inbal Leitner. Know what texture is in drawing and in 3D modelling. Know that three dimensional art is called Sculpture. Know that clay is a mouldable material used to make 3D models and sculptures. Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces together.

			Outcome - 3D Sculpture of one of the characters from a text.
Cycle B	Storytelling through drawing - Explore how artists create sequenced drawings to share and tell stories. Comic strips/poetry	Exploring pattern - Exploring how we can use colour, line and shape to create patterns	Sculpture, Structure, Inventiveness and Determination - what can artists learn from nature?

Being reviewed

Upper Key Stage 2			
Knowledge and Coverage (Year 5 and 6)			
	Autumn	Spring	Summer
Cycle A	Typography and maps - exploring how we can create through drawing and design and use our skills to create personal and visual maps. Disciplinary content: shading with a pencil, to select an appropriate typography to match a theme Substantive content: how artists convey meaning and impact using typography to match their themes e.g. the rambling artist, Paula Scher, Tolkien, AA Milne Outcome - Create own imagined map using themed typography	Colourful botany Disciplinary content: colour mixing and observational drawing, collage Substantive content: work of Mary Delany, Charles Darwin. Colours can be mixed to create shades and tones. Outcome - produce a piece of art that reflects a page from a botanists sketchbook	Digital Media and Activism - explore how artists use their skills to speak on behalf of communities. Make art about things you care about. Disciplinary content: selecting images for maximum impact/purpose (pare a collage back), layering images and typography, colour changes, zooming and cropping, rotating Substantive content: colour wheel (opposite and complimentary sides) and using colour picker to inform choices, intellectual property Outcome - create a digital collage for a cause of their choice
Cycle B	2D drawing to 3D making - Explore how 2D drawings can be	Making monotypes - combine the monotype process with	Mixed media land and City Scapes - Explore how artists use a variety of

	transformed to 3D objects - understand and use graphic design to create visual impactful packaging.	painting and collage to make visual poetry.	media to capture the spirit of the place.
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Being reviewed

PROGRESSION OF SKILLS FROM EYFS TO YEAR 6

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing and sketchbooks	Be able to enclose shapes and represent objects/people by including some basic features such as eyes, mouth, arms etc Explore mark making using a range of media - pencils, crayons, chalk, pastels Draw from the imagination and from observation. Add detail to drawings to show features and feelings eg. sharp teeth because the crocodile is dangerous or a sad face because the person/animal is hurt	Draw from imagination and observation and attempt to include the key features. Have increasing control when using a range of drawing tools to make distinctive marks. Draw on different surfaces/textures. Investigate and produce a range of textures by describing, naming, rubbing and copying.	Make observational drawings of small objects, drawn to scale. Draw experiences, feelings and movement. Investigate tone by drawing light/dark lines using pencil. Investigate textures and produce an expanding range of patterns. Make visual notes about artists studied Explore the qualities of different media	Experiment with various pencils Brainstorm pattern, colour, line and shape Create initial sketches for painting Discuss shadows, light and dark. Have an awareness of how pattern can be used to create texture. Make visual notes using the 'show me what you see' technique when looking at other artists' work.. Experiment with pigments made from the local environment	Consider scale and proportion Create accurate observational drawings Work on a variety of scales Produce drawings using IT Identify and draw the effect of light Develop techniques to create intricate patterns - range of media Make visual notes to record ideas and processes discovered by looking at other artists. Make gestural drawings with charcoal using the whole body	Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements (line,tone, pattern, texture) Draw from different viewpoints considering horizon lines Begin to consider perspective Use different techniques for purpose eg, different styles of shading. Work from a variety of sources including observation and photographs to develop own work. Explore using negative and positive space to see and draw a simple element/object. Use a grid system to scale up an image Use collage to add tonal marks to the 'flat' image.	Draw for a sustained period of time over a number of sessions. Select appropriate media and techniques to achieve a specific outcome. Develop their own style. Use tone in drawings to achieve depth. Develop drawing with perspective and focal points. Adapt drawings according to evaluations and discuss further developments Explore line weight rhythm, grip, mark making and shape to explore how 2D can become 3D through the manipulation of paper Experiment with different media to and marks to capture the energy of a landscape.
Surface & Colour Painting Collage Printing	.Recognise and name the primary colours being used Experiments mixing primary colours to create new colours. Experiments with different size	Knows which primary colours to mix to make secondary colours. Explores using a range of brush sizes and tools. Experiments with	Can confidently mix all secondary colours and talk about why they have selected colours for their artwork. Uses a range of	Can darken/lighten a colour by adding black or white to create a range of shades. Explore a variety of media to create colour (paint,	Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing	Mix colours with confidence, building on previous knowledge. Discuss how colour can be used to express ideas, feelings and mood	Select colour to express feelings. Make independent decisions as to which materials are best to use, which kinds of marks and which methods to

	brushes and tools Learns how to mix colours in a palette and to wash paintbrushes when moving to a different colour.	holding a paintbrush in different positions to create different effects Explore different media and techniques to create different effects Discuss and use warm and cold colours. Can explain why colours may be used for different purposes Collage with painted papers exploring colour, shape and composition	paint, watercolour, acrylic. Selects a brush size to suit what they are painting. Knows how to hold the paintbrush to suit the task eg. pencil grip for precision, mid handle grip for broad strokes. Collage with drawings to create invented forms	crayon, coloured pencils, textiles, ink, pastels) To consider lighting, surface, foreground and background when painting still life. Demonstrates increasing control of a paintbrush to create a variety of marks/lines to create certain effects. To use monoprint to make a creative response to an original artwork.	confidence. Observe colour and suggest why it has been used. Select colour to reflect mood. Begin to discuss how they are influenced by the works of others artists. To use different tones to capture 3D form in 2 dimensions. Combine collage and printing. Explore positive and negative shapes, line, colour and composition.	and capture your response to a place. Confidently control the types of marks made and experiment with different effects and textures. Combine monoprinting with painting and collage to create a cohesive artwork Think about light and dark, movement and energy.	use to create a desired effect. Purposefully control the types of marks, brushstrokes used to create a desired effect. Use colours and brushstrokes to create atmosphere and light effects Explore how you can paint to capture your response to a place.
Sculpture Working in 3D		Use a combination of two or more materials to make a sculpture. Explore handling, feeling and manipulating a range of materials. Cut shapes using scissors and other modelling tools in a safe way. Use a variety of construction methods to build and join. Work in a playful and exploratory way using the 'Design through Making' philosophy responding to a simple brief.	Create models from direct observation and imagination. Confidently use several techniques to join materials together and apply decorative techniques Discuss the work of other sculptors and relate these to their own ideas and designs. Construct with a variety of materials considering form, colour and perspective. Use the 'Design through Making' philosophy to playfully construct to a loose brief.	Plan, shape mould and make constructions from different materials including clay. Show an awareness of how texture, form and shape can be transferred from 2D to 3D. Demonstrate awareness in environmental sculpture. Use the 'Design through Making' philosophy and reflect at all stages to inform future making	Use modroc or clay to model characters inspired by literature. Make an armature to support a sculpture. Make slip to join and secure pieces of clay together. Produce more intricate surface patterns using a range of processes. Adapt work when necessary and explain why. Discuss the work of other sculptors and how these have influenced their own work/designs.	Develop an understanding of different ways of finishing work eg glaze, varnish, paint. Understand that a range of media can be selected (due to their properties) for different purposes. Make a sculpture which combines several materials and take creative risks. Independently recognise problems and adapt work when necessary - taking inspiration from other sculptors.	Recognise sculptural forms in the environment and use these as inspiration for their own work. Demonstrate experience in relief and freestanding work using a range of media. Independently select sculpture as a method of producing work if this fits the criteria of the task.
Purpose/visual literacy/ Articulation		Reflect upon the artists work and share your response verbally ("I liked...") Present your own artwork (journey and	Reflect upon the artists work and share your response verbally ("I liked... because") Present your own artwork (journey and	Reflect upon the artists work and share your response verbally ("I liked... I didn't understand ... It reminded me of ...")	Reflect upon the artist's work and share your response verbally ("I liked... I didn't understand ... It reminded me of ... It	Reflect upon the artist's work and share your response verbally ("I liked... I didn't understand ... It reminded me of .. It links to ...") Present your own artwork (journey and final outcome) reflect and share verbally ("I enjoyed... This went well, I would have liked .. next time I	

		final outcome) reflect and share verbally ("I enjoyed... This went well") Some children may feel able to share their response about their peers work.	final outcome) reflect and share verbally ("I enjoyed... This went well") Talk about intention Share response to peers work appreciating similarities and differences	Present your own artwork (journey and final outcome) reflect and share verbally ("I enjoyed... This went well, I would have liked .. next time I might....") Talk about intention Work collaboratively to present outcomes to others where appropriate. Present as a team. Listen to feedback about your own work and respond.	links to ...") Present your own artwork (journey and final outcome) reflect and share verbally ("I enjoyed... This went well, I would have liked .. next time I might....I was inspired by..) Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Listen to feedback about your own work and respond	might....I was inspired by..) Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Listen to feedback about your own work and respond Discuss the ways in which artists have a responsibility to themselves and society. What purpose does art serve?
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Assessment in Art (explanation of the judgements)

The criteria for establishing which of the three grades to award are as follows:

Exceeding:

Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery which are above the norm for their peer group.

Assessment in each of the strands could be described as:

1. Generating Ideas: Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.
2. Making: Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.
3. Evaluating: Showing greater: judgement; autonomy; independence; perception; subtlety.
4. Knowledge: Showing greater: breadth; contextual understanding; explanation;

Meeting:

Pupils who are meeting the expectations in full will typically be providing consistent evidence of achievement which shows that they have understood and confidently achieved the assessment criteria. They are working at a standard which is appropriate for their peer group.

Developing:

Pupils who have yet to meet the expectations in full will typically be providing evidence of achievement which is consistently less resolved and confident than their peer group

Assessment in Art EYFS and KS1

Early Years and Key Stage 1			
	EYFS	Yr. 1	Yr. 2
Skills	By the end of the EYFS pupils should be able to:	By the end of Yr. 1 pupils should be able to:	By the end of Yr. 2 pupils should be able to:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	1. work purposefully responding to colours, shapes, materials etc. 2. create simple representations of people and other things	1. recognise that ideas can be expressed in art work 2. experiment with an open mind <i>(for instance, they enthusiastically try out and use all materials that are presented to them)</i>	1. try out different activities and make sensible choices about what to do next 2. use drawing to record ideas and experiences
Making <i>Skills of Making Art, Craft and Design</i>	3. work spontaneously and enjoy the act of making/creating 4. sustain concentration and control when experimenting with tools and materials	3. try out a range of materials and processes and recognise that they have different qualities 4. use materials purposefully to achieve particular characteristics or qualities	3. deliberately choose to use particular techniques for a given purpose 4. develop and exercise some care and control over the range of materials they use. <i>(for instance, they do not accept the first mark but seek to refine and improve)</i>
Evaluating <i>Skills of Judgement and Evaluation</i>	5. recognise and describe key features of their own and others' work	5. Show interest in and describe what they think about the work of others	5. When looking at creative work express clear preferences and give some reasons for these <i>(for instance, be able to say "I like that because...")</i>
	By the end of the EYFS pupils should know:	By the end of Yr. 1 pupils should know:	By the end of Yr. 2 pupils should know:
Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i>	6. that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. 7. how to explain what they are doing	6. how to recognise and describe some simple characteristics of different kinds of art, craft and design 7. the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.	6. that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. 7. and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary <i>(for instance, they know the names of the tools and colours they use)</i>

Note: National Curriculum Attainment Targets for KS1

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The KS1 Programme of Study requires that pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

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Assessment in Art at lower KS2

Key Stage 2 Years 3 and 4		
	Yr. 3	Yr. 4
Skills	By the end of Yr. 3 pupils should be able to:	By the end of Yr. 4 pupils should be able to:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	- gather and review information, references and resources related to their ideas and intentions. - use a sketchbook for different purposes, including recording observations, planning and shaping ideas.	- select and use relevant resources and references to develop their ideas. - use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i>
Making <i>Skills of Making Art, Craft and Design</i>	- develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. - select, and use appropriately, a variety of materials and techniques in order to create their own work.	- investigate the nature and qualities of different materials and processes systematically. - apply the technical skills they are learning to improve the quality of their work. <i>(for instance, in painting they select and use different brushes for different purposes)</i>
Evaluating <i>Skills of Judgement and Evaluation</i>	take the time to reflect upon what they like and dislike about their work in order to improve it <i>(for instance they think carefully before explaining to their teacher what they like and what they will do next)</i>	regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
	By the end of Yr. 3 pupils should know:	By the end of Yr. 4 pupils should know:
Knowledge <i>Knowledge about art processes and context</i>	- about and describe the work of some artists, craftspeople, architects and designers - and be able to explain how to use some of the tools and techniques they have chosen to work with.	- about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. - about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.
<i>Note: The threads in this Assessment Criteria Table are:</i>	1 is about researching and developing ideas 2 is the sketchbook thread, recording and experimenting 3 is about exploring and developing skills and techniques 4 is about applying and using technical skills and acquiring mastery 5 is about making judgements 6 is about the knowledge of art, cultural context etc. 7 is about the knowledge of media, processes, techniques etc.	

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Assessment in Art at Upper KS2

KS2 Years 5 and 6		
	Yr. 5	Yr. 6
Skills	By the end of Yr. 5 pupils should be able to:	By the end of Yr. 6 pupils should be able to:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	- engage in open ended research and exploration in the process of initiating and developing their own personal ideas - confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.	- independently develop a range of ideas which show curiosity, imagination and originality - systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i>
Making <i>Skills of Making Art, Craft and Design</i>	- confidently investigate and exploit the potential of new and unfamiliar materials <i>(for instance, try out several different ways of using tools and materials that are new to them)</i> - use their acquired technical expertise to make work which effectively reflects their ideas and intentions.	- Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques - Independently select and effectively use relevant processes in order to create successful and finished work
Evaluating <i>Skills of Judgement and Evaluation</i>	regularly analyse and reflect on their progress taking account of what they hoped to achieve.	provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work
	By the end of Yr. 5 pupils should know:	By the end of Yr. 6 pupils should know:
Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i>	- research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. - how to describe the processes they are using and how they hope to achieve high quality outcomes	- how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. - about the technical vocabulary and techniques for modifying the qualities of different materials and processes.

Note: National Curriculum Attainment Targets for KS2

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay)
- About great artists, architects and designers in history.

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