

Drawing Y1 - Artist: Megan Coyle End Points: Self-portrait Media: Pencil						
	Lesson number and focus	Connecting Learning (Retrieval practice) 5-10 minutes	Vocabulary Focus 5 minutes	Direct Instruction	Practice	Evaluation and Assessment (Plenary) 5 – 10 minutes
	1. Learning Focus Artist Study What is a portrait? Introduce Megan Coyle's work and explore lines: curved, wavy, outline.	Can the chn recall any artist from EYFS that used drawing?	Identify vocab to be used in sequence of lessons. curved, wavy, outline.	Artist: Megan Coyle Look at Megan Coyle's portraits; identify lines and patterns within the collages. Introduce curved and wavy lines using pencils—model drawing soft vs hard pressure	Children draw faces using only simple outlines and varied lines (thick, thin, curved)	Can children name the work and artist? Can children apply associated vocab?
	2. Disciplinary Knowledge Development – Split into 4 sessions 1)Observe and draw facial features with careful pencil control.	Pupils recap previous week's learning – can they recall the artist/work and use the displayed vocabulary to label the artwork shown?	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson. curved, wavy, outline, soft, hard, texture	Use mirrors to look closely at eyes, noses, mouths. Model drawing each feature using curved and wavy lines for accuracy.	Children practise drawing features separately, using soft and hard pencil pressure.	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments?
	2)Learn simple rules of facial proportions (eyes halfway, nose and mouth positioned evenly) 3)Explore how to create texture and pattern using pencil only.	Pupils recap previous week's learning – can they recall the artist/work and use the displayed vocabulary to label the artwork shown?	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson. outline, proportion, thick, thin, soft, hard	Demonstrate placing facial features on an oval face shape. Discuss using thick/thin lines for different parts (outline of face vs small details)	Children create their own face layout with correct proportions using light pencil first.	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments?

	4)Develop shading to create depth and texture in portraits.	Pupils recap previous week's learning – can they recall the artist/work and use the displayed vocabulary to label the artwork shown?	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson. texture, pattern, curved, wavy, soft, hard	Look at Megan Coyle's use of collage patterns and translate them into pencil mark-making (lines, dots, swirls). Experiment with hatching, stippling, and wavy lines to suggest hair, fabric, backgrounds.	Apply to a practice portrait: add patterns or textures to clothes or hair.	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments?
		Pupils recap previous week's learning – can they recall the artist/work and use the displayed vocabulary to label the artwork shown?	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson. shading, soft, hard, texture, thick, thin	Demonstrate shading by pressing softly/hard and using thick and thin lines to change effects. Encourage adding texture through shading or line pattern.	Children practise adding shading to their facial features (around the nose, under the chin).	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments?
	3. Application of Knowledge (end point) Apply all skills to create a self-portrait in pencil .	Recap previous week's learning – what did they practise making?	Recap essential vocab from the unit curved, wavy, pattern, outline, texture, soft, hard, shading	Recap the skills developed over the previous weeks learning.	Children create final outcome: self=portrait- Lightly sketch outline and features with correct proportion . Add detail using curved, wavy, thick and thin lines . Add texture, pattern, and shading for hair, clothes, or background.	Have children used appropriate techniques? Begin to use language of evaluation. Why did they choose final design?
	4. Evaluation and Assessment	Set the class up as an art gallery for the children to be able to give feedback about the different skills that have been used in each self-portrait.	Share evaluation sentence stems including key vocabulary.	Model evaluating final portraits.	Children evaluate own learning and peers using key vocab after gallery walk around.	Have children evaluated work appropriately using sentence stems and associated vocabulary/ techniques?

Drawing Y2 - <u>Artist</u> : Lieve Verschuier <u>End point</u> : Great fire of London Sketch <u>Media</u> – Pencil and Crayon						
Lesson number and focus	Connecting Learning (Retrieval practice) 5-10 minutes	Vocabulary Focus 5 minutes	Direct Instruction	Practice	Evaluation and Assessment (Plenary) 5– 10 minutes	
1. Artist Study Who was Lowry? What is the Industrial Revolution?	Pupils recap previous year group learning around drawing – artist, skills developed.	Identify vocab to be used in sequence of lessons. shape, form, sketch, light, dark, detail	Artist: Lieve verschuier Show Verschuier’s painting of the Great Fire. Discuss key features: buildings, flames, boats, smoke.	create a simple sketch of the burning skyline focusing on basic shapes (rectangles, triangles, curves).	Can children name the work and artist? Can children apply associated vocab and share opinions using sentence stems?	
	2. Disciplinary Knowledge Development – split into 3 sessions Observe and draw matchstick people using Lowry’s style. Draw industrial buildings using lines and shapes . Explore shadow, light, and dark to create mood.	Recap previous week’s learning – Who is the artist? What type of work did he create?	Identify vocab to be used in today’s lesson. Build on previous lesson and weave in new vocab within the lesson. shape, form, detail, sketch,	Demonstrate how to build houses from simple shapes and add detail (windows, doors, roofs). Practise drawing flame shapes —curved, jagged, tall	create a sketch combining houses and flames using light pencil.	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments?
	Recap previous week’s learning – Who is the artist?	Identify vocab to be used in today’s lesson. Build on previous lesson and weave in new vocab within the lesson. shape, form, detail, sketch,	models how pressing harder or softer with pencil/crayon changes light and dark areas.	Practise shading around windows, roofs, or along flames to show shadow . Children use pressure to create dramatic sky effects or smoky shadows.	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments?	

		Recap previous week's learning – Who is the artist?	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson. mark-making, shadow, texture, pressure	Experiment with scribbles, spirals, lines, and dots using crayons and pencils to create fire and smoke effects. Discuss how different marks can suggest movement or mood.	Apply these textures to a small practice scene (building + smoke)..	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments?
	4. Application of Knowledge (end point) (two lessons to create entire piece) Plan a scene showing an industrial landscape with people. Complete the full Industrial Revolution artwork using all skills.	Pupils recap previous week's learning – can they recall the artist/work and associated key vocabulary?	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson. L1 - sketch, shape, form, composition, pressure L2 – light and dark	Recap the different skills that were used to draw the buildings and matchstick people.	L1 – Pupils sketch their Great Fire of London scene: buildings, flames, sky, river. Plan where to use light and dark , where to add texture for smoke. Light pencil layout before adding any colour. L2 – Pupils use pencil for outlines, shading, and shadow ; crayons for flames, smoke, sky. Apply mark-making , careful pressure for tonal effects, and detail to bring scene to life.	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments?
	5. Evaluation and Assessment	Set the class up as an art gallery for the children to be able to give feedback about the different skills that have been used	Share evaluation sentence stems including key vocabulary.	Model evaluating final work. Recap Lowry's work to model the I do for this and then share an image of a pupil's work to apply the 'we do'.	Children evaluate own learning verbally. Ch use displayed key vocab to support.	Have children evaluated work appropriately using sentence stems and associated vocabulary/ techniques?

Drawing Y3 - Artist: Henri Rousseau End point: Animal art Media: Pencils and pastels						
	Lesson number and focus	Connecting Learning (Retrieval practice) 5-10 minutes	Vocabulary Focus 5 minutes	Direct Instruction	Practice	Evaluation and Assessment (Plenary) 5 – 10 minutes
	1. Artist Study	Pupils recap previous year group learning around drawing – artist, skills developed.	Identify vocab to be used in sequence of lessons. composition, proportion, observation, tone, highlight, mid-tone, texture, hatch, cross-hatch	Artist: Henri Rousseau Explore Rousseau's jungle paintings (The Tiger in a Tropical Storm, Surprised!)— discuss composition (foreground, background, positioning). Introduce proportion of large and small elements (big animal in foreground, small plants behind)	Sketch ideas for a jungle layout with leaves, plants, animals.	Can children name the work and artist? Can children apply associated vocab?
	2. Disciplinary Knowledge Development – split over 3 sessions	Pupils recap previous week's learning – can they recall the artist/work and use the displayed vocabulary to label the artwork shown?	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson. observation, texture, hatch, cross-hatch, composition	Look at real or photographed jungle leaves—notice shape, lines, veins . Model adding pastel to give depth	Practise hatch and cross-hatch to show texture in pencil. Add colour with pastel (blend for depth).	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments?
	Use observation to draw jungle leaves and create texture through mark-making. Draw animals with correct proportion and understand body positioning for movement . Explore tone — adding highlight ,	Pupils recap previous week's learning – can they recall the artist/work and use the displayed vocabulary to label the artwork shown? horizontal, vertical, diagonal, curved, wavy, spiral, thick, thin lines thickness	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson proportion, observation, composition	Study animals in motion (photos or video clips)—how legs bend, tails move. Demonstrate building an animal using simple shapes (circles, ovals) to get correct proportion .	Lightly sketch animals in dynamic poses for the jungle.	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments?

	mid-tone, and shadow.	Pupils recap previous week's learning – can they recall the artist/work and use the displayed vocabulary to label the artwork shown? horizontal, vertical, diagonal, curved, wavy, spiral, thick, thin lines thickness	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson tone, highlight, mid-tone, hatch, cross-hatch	Demonstrate shading an animal using pencil and pastel : where is the highlight ? where is the darkest shadow ?	Practise tonal gradients on animal shapes (smooth shading, hatching for fur texture)	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments?
	3. Application of Knowledge (end point) (two lessons to create entire piece)	Pupils recap previous week's learning – can they recall the artist/work and associated key vocabulary?	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson. L1 - composition, proportion, observation, texture L2 - tone, highlight, mid-tone, hatch, cross-hatch	Recap the different skills that were used to draw the buildings and matchstick people.	L1 – Pupils compose their full picture: animal (foreground), plants (background), movement shown through body positioning. Light sketch of the whole layout with pencil—thinking carefully about composition and proportion . L2 – Refine animal drawing (correct proportion and posture). Add tonal shading with highlight, mid-tone, dark using pencil and pastel. Apply hatch or cross-hatch for texture in plants, fur, or background.	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments?
	4. Evaluation and Assessment	Set the class up as an art gallery for the children to be able to give feedback about the different skills that have been used	Share evaluation sentence stems including key vocabulary.	Model evaluating final work. Recap Henri's work to model the I do for this and then share an image of a pupil's work to apply the 'we do'.	Children evaluate own learning verbally. Ch use displayed key vocab to support.	Have children evaluated work appropriately using sentence stems and associated vocabulary/ techniques?

Drawing Y4 - Artist: L.S Lowry End point: Industrial revolution drawings Media – Pencil						
	Lesson number and focus	Connecting Learning (Retrieval practice) 5-10 minutes	Vocabulary Focus 5 minutes	Direct Instruction	Practice	Evaluation and Assessment (Plenary) 6 – 10 minutes
	1. Artist Study	Can the chn recall any artist from KS1 or Y3 that used drawing?	Identify vocab to be used in sequence of lessons. perspective, scale, foreground, background, accuracy	Artist: Louis Wain Study Wain's famous playful and surreal cat artworks. Discuss how scale (size of cat vs background) affects mood and focus.	Practise sketching objects in the foreground (large) and background (small) using pencil.	Can children name the work and artist? Can children apply associated vocab?
	2. Disciplinary Knowledge Development – split into 4 sessions Practise drawing cats with attention to accuracy and expression. Plan the composition by adding simple background and foreground elements. Explore charcoal for smudging, blending, and creating contrast.	Pupils recap previous week's learning – can they recall the artist/work and use the displayed vocabulary to label the artwork shown?	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson accuracy, proportion, scale, foreground	Look closely at cat faces and body shapes (use photo prompts). Begin to think about where the cat will sit in the composition (foreground or background)	Lightly sketch cats with accurate features, exploring expressive poses inspired by Wain.	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments

		Pupils recap previous week's learning – can they recall the artist/work and use the displayed vocabulary to label the artwork shown?	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson perspective, background	Introduce basic perspective —objects shrink as they move back. Lightly sketch the layout showing foreground and background scale.	Pupils design surreal backgrounds (fantastical houses, plants, patterns) and bring things into the foreground	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments
		Pupils recap previous week's learning – can they recall the artist/work and use the displayed vocabulary to label the artwork shown?	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson blending, smudge, contrast, refine	Demonstrate blending and smudging using fingers, paper stumps, or tissue to soften lines and create shadows. Practise using charcoal to add depth and contrast to simple shapes and patterns.	Pupils experiment blending a small section of their planned drawing (sky, ground, fur).	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments
	3. Application of Knowledge (end point) (two lessons to create entire piece)	Pupils recap previous week's learning – can they recall the artist/work and associated key vocabulary?	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson. L1 - blending, smudge, contrast, background, foreground, refine L2 - accuracy	Recap the different skills that were used to draw the buildings and matchstick people.	L1 – Pupils begin full drawings— sketch first, then build up background using smudge and blend for atmospheric effect. Add soft shadows to give the cat form and depth. Emphasise scale : large cat vs distant objects L2 – Children finish adding shading, texture, and contrast . Refine outlines and details for accuracy .	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments?

	4. Evaluation and Assessment	Set the class up as an art gallery for the children to be able to give feedback about the different skills that have been used	Share evaluation sentence stems including key vocabulary.	Model evaluating final work. Recap Henri's work to model the I do for this and then share an image of a pupil's work to apply the 'we do'.	Children evaluate own learning verbally. Ch use displayed key vocab to support.	Have children evaluated work appropriately using sentence stems and associated vocabulary/ techniques?
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Drawing Y5 - Artist: Andy Warhol End point: Soup Can Media: Pencils, pastels, charcoal, pen or pen/ink						
	Lesson number and focus	Connecting Learning (Retrieval practice) 5-10 minutes	Vocabulary Focus 5 minutes	Direct Instruction	Practice	Evaluation and Assessment (Plenary) 7 – 10 minutes
	1. Artist Study	Pupils recall key previous learning for Drawing – Can chn recall media they used in previous years.	Identify vocab to be used in sequence of lessons. viewpoint, horizon, vanishing point, proportion, tonal value, gradation, texture, emphasis, focal point	Artist: Andy Warhol Look at Warhol's soup can series. Discuss Pop Art : bold, everyday items, repeated images. Introduce viewpoint : How does the position of the object affect how we see it?	Sketch a simple can from different viewpoints (from above, eye level, below).	Can children name the work and artist? Can children apply associated vocab?
	2. Disciplinary Knowledge Development – Spilt over 3 sessions Develop proportion and simple vanishing point understanding Develop understanding of tonal value, gradation (smooth transition of tone), and texture . Use emphasis and focal point to create striking imagery.	Pupils recap previous week's learning – can they recall the artist/work and use the displayed vocabulary to label the artwork shown?	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson proportion, vanishing point, horizon, viewpoint	Teacher demonstration: drawing cylinders (soup can shape) in proportion using vertical guidelines. Introduce the idea of horizon line and vanishing point for simple object alignment (line of cans getting smaller).	draw cans in proportion, using pencil to block out shapes.	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments
		Pupils recap previous week's learning – can they recall the artist/work and use the displayed vocabulary to label the artwork shown?	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson tonal value, gradation, texture, emphasis	Demonstrate gradation from dark to light using pencil, charcoal, or pastel. Apply tonal value to the side of a cylinder (shaded can) to show light and dark.	Experiment with texture using hatching, cross-hatching, or blending techniques.	

		Pupils recap previous week's learning – can they recall the artist/work and use the displayed vocabulary to label the artwork shown?	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson emphasis, focal point, texture, tonal value	Discuss Warhol's use of bold colour and repetition to create emphasis . Experiment with colour blocking and high contrast.	Pupils design can label or backgrounds that highlight the focal point (the soup can) using pastels or pen/ink outlines.	
	3. Application of Knowledge (end point) (two lessons to create entire piece)	Pupils recap previous week's learning – can they recall the artist/work and associated key vocabulary?	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson. L1 - composition, viewpoint, focal point, proportion, tonal value, gradation L2 - emphasis, texture	Recap the different skills that were used to draw the buildings and matchstick people.	L1 – Pupils sketch their full composition: Soup Can with clear viewpoint , correct proportion , and intentional emphasis . Plan the background (flat vs patterned), can design, and tonal contrasts . Discuss: Where is the focal point ? How will texture and tone support this? L2 – Pupils create final piece using pencil for outline, pastel/charcoal for tone, and pen/ink for details or bold outlines. Focus on: accurate proportion , smooth gradation , careful use of texture , clear focal point .	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments?
	4. Evaluation and Assessment	Set the class up as an art gallery for the children to be able to give feedback about the different skills that have been used	Share evaluation sentence stems including key vocabulary.	Model evaluating final work. Recap Henri's work to model the I do for this and then share an image of a pupil's work to apply the 'we do'.	Children evaluate own learning verbally. Ch use displayed key vocab to support.	Have children evaluated work appropriately using sentence stems and associated vocabulary/ techniques?

Drawing Y6 - Artist: Lottie Reiniger

End Point: WW2 Silhouette image

Media - Pencils, pastels, charcoal, pen or pen/ink

	Lesson number and focus	Connecting Learning (Retrieval practice) 5-10 minutes	Vocabulary Focus 5 minutes	Direct Instruction	Practice	Evaluation and Assessment (Plenary) 8 – 10 minutes
	1. Artist Study	Pupils recall key previous learning for Drawing – Can chn recall media they used in previous years.	Identify vocab to be used in sequence of lessons. composition, perspective, tonal range, intricate, subtle, expressive, scale, depth, observation, rendering, form, visual language	Artist: Lottie Reiniger Explore Reiniger's cut-paper films (<i>The Adventures of Prince Achmed</i>). Discuss composition and how Reiniger uses form, scale, and silhouette to suggest narrative.	create quick pencil silhouette sketches (soldier shapes, objects like helmets, planes, searchlights).	Can children name the work and artist? Can children apply associated vocab?
	2. Disciplinary Knowledge Development – Spilt over 2 sessions Develop observation and accuracy when drawing WW2 figures and artifacts.	Pupils recap previous week's learning – can they recall the artist/work and use the displayed vocabulary to label the artwork shown?	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson observation, scale, form, composition	Study WW2 soldier photos: focus on form, pose, and proportion (rifles, helmets, backpacks). Discuss scale and the role of focal point in silhouette storytelling.	Practise careful observation to draw silhouetted soldier shapes .	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments
	Learn to use tonal range and subtle gradation for background effects. Plan a WW2 composition showing perspective, emphasis, and narrative .	Pupils recap previous week's learning – can they recall the artist/work and use the displayed vocabulary to label the artwork shown?	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson tonal range, depth, subtle, rendering, perspective	Demonstrate tonal rendering using charcoal, pastel, and pencil: soft skies, smoke, explosions, or moonlight. Explore depth by varying tone (foreground darker, background lighter).	Practise layering subtle backgrounds behind silhouettes.	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments

	1. Application of Knowledge (end point) (two lessons to create entire piece)	Pupils recap previous week's learning – can they recall the artist/work and associated key vocabulary?	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson. L1 - composition, perspective, scale, depth, expressive, visual language L2 - rendering, tonal range	Recap the different skills that were used to draw the buildings and matchstick people.	L1 – Pupils design their scene: soldier in foreground (large), distant objects (small)—apply perspective. Sketch composition with clear foreground, middle ground, background. Focus on creating a strong visual narrative: Is it reflective? Is it action-based? L2 – Pupils create the silhouette figure in pen/ink or black pastel/charcoal. Add atmospheric background using tonal blending and gradation. Focus on depth and subtlety—smoke, ruins, barbed wire, searchlights.	Look at partner/class work using visualiser or at the front. Can chn identify/discuss what they like/dislike about the features? Are they realistic? What lines have been used to draw the features? Can chn use the vocab in their assessments?
	2. Evaluation and Assessment	Pupils recap previous week's learning – can they recall the artist/work and use the displayed vocabulary to label the artwork shown?	Identify vocab to be used in today's lesson. Build on previous lesson and weave in new vocab within the lesson emphasis, focal point, texture, tonal value	Discuss Warhol's use of bold colour and repetition to create emphasis. Experiment with colour blocking and high contrast.	Pupils design can label or backgrounds that highlight the focal point (the soup can) using pastels or pen/ink outlines.	