The Oak Tree Federation

Art - Curriculum Progression Map

Cycle A Term 1	Roald Dahl (Whole school topic)						
	EYFS	**YR1**	**YR2**	**YR3**	**YR4**	**YR5**	**YR6**
Overarching key questions	How does William Morris use pattern in his art?	How does Yayoi Kusama create the impression that the art keeps going?		Abstract art is something Georgia O'Keefe is famous for. What is abstract art?		How can art and the environment affect one another?	
Early Learning Goals (EYFS) **National Curriculum**	**Pupils will be learning to:** Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	**Pupils should be taught:** To use 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.		**Pupils should be taught to:** Create sketchbooks to record their observations and 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 (e.g., pencil, charcoal, paint, clay) About great artists, architects and designers in history			
End points	Explore pattern and colour through a printed pattern in the style of William Morris.	Know that we can use a variety of brushes, holding them in a variety of ways to work on different scales.		Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings.		Understand the processes, intentions an outcome of different artists, using visual notes in a sketchbook to help consolidate and own the learning.	
Concepts	Painting and printing	Painting and printing		Drawing		3D / Textiles	
Element of art focus	Pattern / Shape	Colour / Pattern		Tone / Line		Texture / Shape	
Vocabulary	**Painting** Brush marks finger painting **Printing** sponge press push hand print	**Painting** Landscape Portrait Blending Blocking in **Printing** tile block line layer		**Drawing** portrait light dark tone Hatching Overlapping Symmetry Proportion Background		**3D** form structure texture shape **Textiles** overlapping layering texture effect	

	mix paint colours blue red yellow white black	finger print natural man made object vegetable cut fruit cut	Palette Secondary colours Primary colours neutral colours cool warm mixed bright light still life plain colour wheel tints shades, watercolour wash sweep dab bold brush stroke acrylic paint watercolour	colour shape printing printmaking woodcut relief printing objects rolling pressing stamping rubbing fruit block sponge pattern	shadow line pattern texture form shape tone outline Images Composition Depth Highlight	Middle ground Foreground Hard soft pencil pastel rubber charcoal fine liner marker pen ICT software	mark soft join tram cast wire coil slab slip carve pattern plan design	colour decoration fabric weave pattern
Artist, craftsperson or designer		William Morris		Yayoi Kusama		Georgia O'Keefe		Andy Goldsworthy
Substantive and disciplinary knowledge	1	Look at the work of William Morris and recognise examples of his patterns.		Look at the work of Yayoi Kusama and recognise examples of her artwork.		Use their sketchbook to collect and record visual information from different sources focusing on Georgia O'Keefe.		Use their sketchbook to collect and record visual information from different sources focusing on Andy Goldsworthy.
	2	Use different media in paint to explore patterns that can be made.		Explore colour through mixing secondary colours and shades		Use research to inspire drawings from memory and imagination.		Describe the different qualities involved in modelling, sculpture and construction.

	3	Explore what happens when you mix colours.	Explore making different sized polka dots through the use of a variety of tools and techniques including the use of different brush sizes and types.		Use different media to achieve variations in line, texture, tone, colour, shape and pattern.		Develop skills in using clay inc. slabs, coils, slips, etc.	
	4	Choose particular colours to use when experimenting / copying patterns by William Morris.	Use different types of paint and media to create different textures e.g., use of sawdust.		Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary.		Plan a sculpture through drawing and other preparatory work	
	5	Explore creating own patterns in the style of William Morris.	Make marks in print with a variety of objects, including natural and made objects carrying out different printing techniques e.g., mono print, block, relief and resist printing.		Explore relationships between line and tone, pattern and shape, line and texture.		Use recycled, natural and manmade materials to create sculpture. Make a mould and use plaster safely.	
	6	Reflect on work and evaluate finished pieces, sharing with peers.	Reflect on work and evaluate finished pieces, sharing with peers.		Reflect on work and evaluate finished pieces, sharing with peers.		Be expressive and analytical to adapt, extend and justify their work.	
Cycle A Term 3		**Scaly Skin (Dinosaurs)**			**Belonging to a community**		**Swords and Sandals**	
		EYFS	YR1	YR2	YR3	YR4	YR5	YR6
Overarching key questions		How does Michelle Reader use recycled materials to create art?	Why is Stephen Wiltshire known as 'The Human Camera'?		What art style is Henri Matisse known for?		What materials would Schwitters use to compose his artistic creations?	
End points		**Use simple tools and techniques competently and appropriately.**	**Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.**		**Understand that we can create imagery using natural pigments and light.**		**Understand we may all have different responses in terms of our thoughts and the things we make. To know that we may share similarities and understand all responses are valid.**	
Concepts		3D / Textiles	Drawing and sketching		Painting and printing		Collage	
Element of art focus		Texture / Shape	Colour / Tone		Colour / Tone / Line		Pattern / Line / Shape	

Art - Curriculum Progression Map

Vocabulary		3D / Textiles	Drawing / Pattern	Painting / Printing	Collage
		3D push pat roll mark squash clay playdough junk modelling stick cut glue thumb finger **Textiles** material over under weave ribbon cut stick	**Drawing** Sketch Background Line drawing dot figure drawing portrait self-portrait detail landscape cityscape building pastels bold size shading faded Tone Pattern Texture Form Space Colour Shape Illustration Faint Straight Loose Free thin thick pencil chalk pastel rubber feltip	**Painting** Bleeding shade hue Tint Tone Tertiary colours colour foreground middle ground background abstract emotion warm blend mix line pattern tone texture fresco acrylic watercolour **Printing** line pattern texture colour shape layer block printing ink polystyrene printing tiles inking rollers repeated patterns observation replicate precision	**Collage** shape form arrange fix create accurate pattern mixed media design plan add
Artist, craftsperson or designer		Michelle Reader	Stephen Wiltshire	Henri Matisse	Kurt Schwitters
Substantive and disciplinary knowledge	I	Look at the work of Michelle Reader and how she creates art using recycled materials.	Use a sketchbook to gather and collect artwork and ideas inspired by the artist Stephen Wiltshire.	Look at the style of art used by Henri Matisse and create a colour palette by mixing a variety of colours to know which primary colours make secondary colours. Create and use a developed colour vocabulary. Using colour language such as tint, tone, shade, hue.	Look at the work of Kurt Schwitters and how he uses materials to compose his artistic creations. Look at the potential of the uses of material. Collect ideas in your sketchbooks.

Art - Curriculum Progression Map

	2	Collect a range of recycled materials and plan your creation inspired by Michelle Reader.	Explore the use of line, shape and colour.	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.	Explore using different techniques, colours and textures etc when designing and making pieces of work inspired by Kurt Schwitters.
	3	Select the tools and techniques needed to shape, assemble and join materials you are using.	Layer different media, e.g., crayons, pastels, felt tips, charcoal and ballpoint.	Work confidently on a range of scales e.g., thin brush on small picture etc. Talk about the processes used to produce a simple print.	Use a range of scavenged scrap materials to create collage in the style of Kurt Schwitters.
	4	Choose particular colours to use for a purpose.	Draw for a sustained period of time from the figure and real objects, including single and grouped objects.	Research, create and refine a print using a variety of techniques used by Henri Matisse.	Use ideas from Kurt Schwitters, locate materials from school to design a Merz or Merzbau to represent the Oak Tree Federation.
	5	Design and create a figurative sculpture in the style of Michelle Reader.	Create a cityscape drawing in the style of Stephen Wiltshire.	Print using a variety of materials, objects and techniques including layering to create different effects and textures with paint. Select broadly the kinds of material to print with in order to get the effect they want	Use your design to make a Merz or Merzbau that represents the Oak Tree Federation.
	6	Reflect on work and evaluate finished pieces, sharing with peers.	Reflect on work and evaluate finished pieces, sharing with peers.	Explore pattern and shape, creating designs for printing. Resist printing including marbling, silkscreen and cold-water paste.	Be expressive and analytical to adapt, extend and justify their work.

Cycle A Term 5	Bounce			Romans Rule!		Up the chimney	
	EYFS	YR1	YR2	YR3	YR4	YR5	YR6
Overarching key questions	What techniques does Pablo Picasso use in his art?	What is the coiling technique used by Louise Goodman?		What art technique does Thomas Gontar use? How is it different to Henri Matisse?		What style of art did Claude Monet invent?	

The Oak Tree Federation

Art - Curriculum Progression Map

End points	Create simple representations of events, people and objects.	Understand when we make sculpture by adding materials it is called Construction.		Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).		Understand that there is a tradition of artists working from land, sea or cityscapes.
Concepts	Drawing	3D / Textiles		3D / Textiles		Painting
Element of art focus	Pattern / Line / Shape	Texture / Shape		Texture / Shape		Pattern / Line / Shape
Vocabulary	**Drawing** Doodle Drawing Scribble shape line mark make stick chalk pen pencil finger	**3D** sculpture statue model work work of art 3D land art sculptor carving installation shapes materials pyramid abstract geometric tools natural recycled manufactured clay straw card rolling cutting pinching moulding lines texture	**Textiles** fabric weaving woven placemat loom alternate over under decoration decorative batik dye dye wax resist crayons ink apply set glue stitch needle thread	**3D** rectangular concrete terrace architect 2D shape brim peak buckle edging trimmings shape form shadow light marionette puppet form malleable cut combine join detail	**Textiles** pattern line texture colour shape stuffing turn thread needle textiles decoration print dye stitch material weave join	**Painting** Wash Dry brush complimentary contrasting Visual interest blend shape abstract absorb colour impressionism impressionists acrylic oil watercolour

The Oak Tree Federation

Art - Curriculum Progression Map

Artist, craftsperson or designer		Pablo Picasso	Louise Goodman	Henri Matisse / Thomas Gontar	Claude Monet
Substantive and disciplinary knowledge	1	Explore the work of Pablo Picasso and how he uses shape and colour in his work.	Explore the work of Louise Goodman and experiment with, construct and join recycled, natural and man-made materials.	Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.	Show an awareness of how paintings are created (composition). And work from a variety of sources, inc. those researched independently exploring ideas in their sketch books.
	2	Use a variety of pens and pencils to explore line and shape changing the thickness of your lines and shapes.	Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. and explore a variety of techniques, e.g., weaving, finger knitting, fabric crayons, sewing and binca.	Experiment with a range of media e.g., overlapping, layering etc.	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Carry out preliminary studies, test media and materials and mix appropriate colours.
	3	Use a variety of pens and pencils to explore line and shape in your own drawings.	Understand the safety and basic care of materials and tools and explore manipulating clay in a variety of ways, e.g., rolling, kneading and shaping.	Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.	Explore and create shades and tints using black and white.
	4	Explore and experiment with colour in your drawings.	Explore shape and form and design a clay pot inspired by the work of Louise Goodman.	Plan, design, make and adapt models. Use a variety of materials and name the tools and materials they have used.	Choose and explore appropriate paint, paper and implements to adapt and extend their work.
	5	Look closely at the work, created by Pablo Picasso to create your own observational drawing.	Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models inspired by the work of Louise Goodman.	Construct a simple clay base for extending and modelling other shapes.	Create imaginative work from a variety of sources in the style of Claude Monet.

	6	Reflect on work and evaluate finished pieces, sharing with peers.	Reflect on work and evaluate finished pieces, sharing with peers.	Talk about their work understanding that it has been sculpted, modelled or constructed.	Refine and alter ideas and explain choices using an art vocabulary.

The Oak Tree Federation

Art - Curriculum Progression Map

Cycle B Term 1	Marvellous Me (Whole school topic)						
	EYFS	**YR1**	**YR2**	**YR3**	**YR4**	**YR5**	**YR6**
Overarching key questions	What is unique about the artwork created by Giuseppe Arcimboldo?	What methods did Paul Klee use in his artwork?		What do Leonardo da Vinci, Frida Kahlo, Chris Offili use in their artwork?		Pablo Picasso and Andy Warhol used different art making techniques, what were these?	
Early Learning Goals (EYFS) **National Curriculum**	**Pupils will be learning to:** Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	**Pupils should be taught:** To use 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.		**Pupils should be taught to:** Create sketchbooks to record their observations and 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 (e.g., pencil, charcoal, paint, clay). About great artists, architects and designers in history.			
End points	Construct with a purpose in mind, using a variety of resources.	Understand collage is the art of using elements of paper to make images.		Understand that charcoal is a drawing medium that lends itself to loosen, gestural marks made on a larger scale.		Understand the processes, intentions an outcome of different artists, using visual notes in a sketchbook to help consolidate and own the learning.	
Concepts	Collage	Collage		Drawing and sketching		Collage	
Element of art focus	Texture / shape	Colour / Pattern		Colour / Line		Line / Tone / Texture	
Vocabulary	**Collage** cut stick glue choose	**Collage** collage squares gaps mosaic combine cut glues torn sort		**Drawing** portrait light dark tone Hatching Overlapping Symmetry Proportion Background		**Collage** shape form arrange fix	

		pattern shape colour material	features texture cut materials place mixing arrange	shadow Middle ground line Foreground pattern Hard texture soft form pencil shape pastel tone rubber outline charcoal Images fine liner Composition marker pen Depth ICT software Highlight	create accurate pattern mixed media design plan add
Artist, craftsperson or designer		Giuseppe Arcimboldo	Paul Klee	Leonardo da Vinci, Frida Kahlo, Chris Offili.	Pablo Picasso, Andy Warhol
Substantive and disciplinary knowledge	1	Explore the work of Giuseppe Arcimboldo and recognise what was different about the materials he used in some of his artwork.	Explore art work created by the artist Paul Klee. What do you think the mood is in his paintings?	Use their sketchbook to collect and record visual information from different sources. Collect images and information independently in a sketchbook.	Explore the work of Pablo Picasso and Andy Warhol, making comparisons and recording these in sketchbooks.
	2	Experiment with different paints and different ways of ripping, tearing, cutting different types of paper to create collage.	Create tints and shades in warm colours.	Experiment with different grades of pencil and other implements.	Explore how lines can be made thinner or thicker and how the tint and shade of colour can be changed.
	3	Explore texture and shape through everyday objects. Create big collaborative art pieces using these items (fruits, vegetables, flowers and books).	Create tints and shades in cool colours.	Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	Explore adding texture to a range of different media.

Art - Curriculum Progression Map

	4	Use everyday objects to create a collage in the style of Giuseppe Arcimboldo.		Recreate a drawing of Paul Klee's Senecio.		Explore relationships between line and tone, pattern and shape, line and texture.		Use different techniques, colours and textures etc when designing and making pieces of work.
	5	Explore creating your own collages using different everyday objects to those used by Giuseppe Arcimboldo.		Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. to create textured collages inspired by the art work of Paul Klee.		Plan and draw for a sustained period of time at their own level.		Use a range of media to create collage.
	6	Reflect on work and evaluate finished pieces, sharing with peers.		Reflect on work and evaluate finished pieces, sharing with peers.		Refine and alter their drawings as necessary.		Be expressive and analytical to adapt, extend and justify their work.
Cycle B Term 3		**Superheroes!**				**Under the canopy**		**Frozen Kingdom**	
		EYFS	YR1	YR2	YR3	YR4	YR5	YR6
Overarching key questions		Why did Wassily Kandinsky paint shapes?	Is there a story or narrative in the artwork by Mark Ashkenazi?		What techniques did Henri Rousseau use?		What was Peter Thorpe famous for?	
End points		**Select the appropriate resources and adapt work where necessary.**	**Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet.**		**Know that screen prints can be used to create prints which use thicker lines and / or shapes.**		**Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.**	
Concepts		Painting and printing	Painting and printing		Painting and printing		Painting and printing	
Element of art focus		Colour / Line	Tone / Line		Line / Tone / Texture		Pattern / Line / Shape	
Vocabulary		**Painting** Brush, Brush marks, finger painting, mix, paint, colours, blue, red / **Printing** sponge, press, push, hand print, finger print, natural, man made, object	**Painting** Landscape, Portrait, Blending, Blocking in, Palette, Secondary colours, Primary colours, neutral colours / **Printing** tile, block, line, layer, colour, shape, printing, printmaking, woodcut		**Painting** Bleeding, shade, hue, Tint, Tone, Tertiary colours, colour, foreground, middle ground / **Printing** line, pattern, texture, colour, shape, layer, block printing ink, polystyrene, printing tiles		**Painting** Wash, Dry brush, complimentary, contrasting, Visual, interest, blend, shape, abstract / **Printing** Hapa-Zome, hammering, pattern, shape, layering, tile, block, colour, arrange	

Art - Curriculum Progression Map

	yellow	vegetable	cool	relief printing	background	inking rollers	absorb	collograph
	white	cut	warm	objects	abstract	repeated patterns	colour	mono
	black	fruit cut	mixed	rolling	emotion	observation	impressionism	block
			bright	pressing	warm	replicate	impressionists	relief printing
			light	stamping	blend	precision	acrylic	accurate
			still life	rubbing	mix		oil	
			plain	fruit block	line		watercolour	
			colour wheel	sponge	pattern			
			tints	pattern	tone			
			shades,		texture			
			watercolour		fresco			
			wash		acrylic			
			sweep		watercolour			
			dab					
			bold brush					
			stroke					
			acrylic paint					
			watercolour					

Artist, craftsperson or designer	Wassily Kandinsky		Mark Ashkenazi		Henri Rousseau		Peter Thorpe	

Substantive and disciplinary knowledge	1	Explore the work of Wassily Kandinsky and his use of shape.		Make rubbings using a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.		Explore pattern and shape, creating designs for printing, ready to print using a variety of materials, objects and techniques including layering.		Carry out preliminary studies, test media and materials and mix appropriate colours, working from a variety of sources, inc. those researched independently.	
	2	Use a variety of tools and techniques including the use of different brush sizes and types e.g., large brush on large paper etc.		Build a repeating pattern and recognise pattern in the environment.		Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.		Explore techniques, inc. the use of poly-blocks, relief, mono and resist printing, building up layers and colours/textures.	
	3	Mix and match colours using artefacts and objects.		Make marks in print with a variety of objects, including natural and made objects.		Research, create and refine a print using a variety of techniques.		Design a print in the style of Peter Thorpe.	

Art - Curriculum Progression Map

	4	Explore using everyday objects to create line when painting and printing.	Use different types of paint and to create different textures e.g., use of sawdust.	Choose paints and implements appropriately and plan and create different effects and textures with paint according to what they need for the task.	Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours	
	5	Use colour and line to create artwork in the style of Wassily Kandinsky.	Carry out different printing techniques e.g., monoprint, block, relief and resist printing.	Use resist printing including marbling, silkscreen and cold-water paste.	Explore layering prints, printing on paper and fabric.	
	6	Reflect on work and evaluate finished pieces, sharing with peers.	Reflect on work and evaluate finished pieces, sharing with peers.	Reflect on work and evaluate finished pieces, sharing with peers.	Alter and modify work.	

Cycle B Term 5	Towers, Tunnels and Turrets			Let's Grow!		Footsteps through time	
	EYFS	YR1	YR2	YR3	YR4	YR5	YR6
Overarching key questions	What is Henry Moore's style of art?	What makes Van Gogh unique?		How does Ben Giles use texture and shape in his artwork?		What was the artist Stephen Wiltshire known for?	
End points	**Manipulate materials to achieve a planned effect.**	**Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find.**		**Understand that we can combine collage with other disciplines such as drawing, printmaking and making.**		**Understand that there are technical processes we can use to help us see, draw and scale up our work.**	
Concepts	3D / Textiles	Drawing and sketching		Collage		Drawing and sketching	
Element of art focus	Texture / Shape	Colour / Tone / Line		Pattern / Texture / Shape		Colour / Tone / Line	
Vocabulary	**3D** **Textiles** push material pat over roll under mark weave squash ribbon clay cut playdough stick junk modelling stick cut	**Drawing** Pattern Sketch Texture Background Form Line drawing Space dot Colour figure drawing Shape portrait Illustration self-portrait Faint detail Straight landscape Loose cityscape Free building thin		**Collage** texture shape form pattern mosaic colours materials effect refine precision overlapping		**Drawing** texture Media pattern Asymmetry form Cast shadow shape Contour line tone Cross hatching smudge Focal point blend Foreshortening mark Reflection hard Full range soft Linear light perspective heavy	

Art - Curriculum Progression Map

		glue thumb finger	pastels thick bold pencil size chalk shading pastel faded rubber Tone felt tip	tessellation montage	Placement mural Vanishing point fresco Still life graffiti. movement line
Artist, craftsperson or designer		Henry Moore	Van Gogh	Ben Giles	Stephen Wiltshire
Substantive and disciplinary knowledge	1	Explore the work of Henry Moore.	Use a sketchbook to gather and collect artwork.	Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.	Explore the work of Stephen Wiltshire and use a sketchbook to develop ideas.
	2	Experiment with constructing and joining recycled, natural and manmade materials and to use simple 2-D shapes to create a 3-D form.	Experiment with the visual elements; line, shape, pattern and colour.	Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.	Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.
	3	Explore sculpture with a range of malleable media	Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.	Experiment with a range of media e.g., overlapping, layering etc.	Demonstrate a wide variety of ways to make different marks with dry and wet media.
	4	Manipulate malleable materials in a variety of ways including rolling and kneading.	Layer different media, e.g., crayons, pastels, felt tips, charcoal and ballpoint.	Explore pattern, texture and shape and create artwork in the style of Ben Giles.	Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
	5	Manipulate malleable materials for a purpose, e.g., pot, tile	Draw for a sustained period of time from the figure and real objects, including single and grouped objects.	Choose collage or textiles as a means of extending work already achieved.	Use a variety of source material for their work and to work in a sustained and independent way from observation, experience and imagination.
	6	Reflect on work and evaluate finished pieces, sharing with peers.	Reflect on work and evaluate finished pieces, sharing with peers.	Refine and alter ideas and explain choices using an art vocabulary.	Identify artists who have worked in a similar way to their own work and

				develop ideas using different or mixed media, using a sketchbook.