

Key Stage 3 Teaching and Learning Framework for Art

Our Creative Arts Curriculum is designed to provide the sensory and exploratory opportunities our pupils need whilst promoting creativity, communication and self expression. Pupils access the curriculum through timetabled lessons, optional collaborative singing with Sing and Sign and lessons from Artforms music. Artforms music is a service in Leeds with specialist teachers who can deliver music to pupils with SEN. They deliver bespoke lessons according to the needs of our learners. For some pupils, they have music lessons as a class, others have the option of joining the school band, led by Artforms and all pupils have the option of joining Sing and Sign sessions. Pupils who have been identified as demonstrating an ability to learn an instrument are provided with instrumental lessons as part of a small group. Please see separate plans for the music that is being delivered by Artforms.

Our curriculum follows a three yearly cycle, allowing pupils to build upon their prior learning and apply their learning in other areas of the curriculum in a different context. The framework below are the learning objectives for art.

| Cycle One | | | | | |
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| Autumn 1 | | | Autumn 2 | | |
| Portraits | | | Focus on David Hockney | | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> Pupils will be able to hold a range of objects. | <ul style="list-style-type: none"> Pupils will be able to understand the term 'portrait' | <ul style="list-style-type: none"> Pupils will be able to analyse a range of | <ul style="list-style-type: none"> Pupils will be able to hold a range of objects. | <ul style="list-style-type: none"> Pupils will analyse artwork created by | <ul style="list-style-type: none"> Pupils will increase their proficiency in using paint. |

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| <ul style="list-style-type: none"> • Pupils will be able to make marks using a range of materials, including chalk, pastels, paint • Pupils will use their hands to make marks • Pupils will be able to use a paint brush, sponges, crayons and chalk to make marks. • Pupils will be able to identify the features of a face and decorate it creatively eg with | <ul style="list-style-type: none"> • Pupils will learn about the different periods of art (impressionism , renaissance, cubism and modern) and how they differ in the way portraits are created. • Pupils will be able to identify influences of different artistic periods. • eg texture, colour, composition and mood) • Pupils will analyse | <p>portraits, using the words to describe the following:</p> <p>Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid) Texture (flat, polished, hard,</p> | <ul style="list-style-type: none"> • Pupils will be able to make marks using pastels, • Pupils will use their hands to make marks • Pupils will learn how to blend colours using a range of materials | <p>David Hockney.</p> <ul style="list-style-type: none"> • Pupils will be able to identify characteristics of his style and learn how this has changed over time. • Pupils will visit Saltaire Gallery to experience Hockney’s work first hand. • Pupils will be able to paint landscapes in the style of David Hockney. | <ul style="list-style-type: none"> • Pupils will analyse and evaluate their own work and that of others. • Pupils will study how Hockney has changed his approach, particularly in the use of technology, over time. |
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| <p>collage,paint, chalk, paint.</p> | <p>portraits from the following artists Van Gogh (impressionist); De Vinci (renaissance); Marie Laurencin (cubist influences); Jean Frida Kahlo (modern)</p> <ul style="list-style-type: none"> • Pupils will practise painting a portrait of themselves choosing a style to follow. • Pupils will be able to paint and draw with | <p>soft, shiny, reflective, Mark making (visible, thick, thin, heavy, light, regular, patterned, quick)</p> <ul style="list-style-type: none"> • Pupils will be able to name some artists and the artistic style of that period. • Pupils will be able to use a range of techniques to create portraits with | | | |
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| | <p>increasing accuracy.</p> <ul style="list-style-type: none"> • Pupils will use a range of materials to create portraits, eg paint, pastels and collage | <p>increasing accuracy and creativity.</p> | | | |
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| Spring 1 | | | Spring 2 | | |
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| Farah Atasi | | | Dumile Feni | | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> • Pupils will be able to hold a range of objects. • Pupils will be able to paint using a range of | <ul style="list-style-type: none"> • Pupils will analyse and evaluate a range works by Farah | <ul style="list-style-type: none"> • Pupils will be able to analyse Farah Atasi's work using the | <ul style="list-style-type: none"> • Pupils will develop their hand eye coordination • Pupils will develop | <ul style="list-style-type: none"> • Pupils will learn about the challenges Dumile faced as an artist in South Africa | <ul style="list-style-type: none"> • Pupils will be able to evaluate their creations using the appropriate language. |

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| <p>materials eg paintbrushes, sponges, potatoes for printing</p> <ul style="list-style-type: none"> • Pupils will explore the use of colour and colour mixing when painting. • Pupils will develop their hand eye coordination by making marks with a range of materials. • Pupils will explore arranging shapes to make pictures, in the style of Farah Atassi. | <p>Atassi, identifying characteristics of her artwork.</p> <ul style="list-style-type: none"> • Pupils will create an illustration for a scene from their class book in the style of Farah Atasi. • Pupils will evaluate their work and that of others. | <p>following language:</p> <p>Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid) Texture (flat, polished, hard, soft, shiny, reflective, Mark making (visible, thick, thin, heavy, light,</p> | <p>their fine motor skills.</p> <ul style="list-style-type: none"> • Pupils will explore a range of images created by Dumile Feni and say which they like or don't like. • Pupils will explore the use of pencil and charcoal in creating images and different textures. | <p>during apartheid.</p> <ul style="list-style-type: none"> • Pupils will analyse his work and identify common characteristics and themes. • Pupils will use charcoal to create a picture of the rivers and coasts in the style of Dumile Feni. | |
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| | | regular, patterned, quick). | | | |
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| Summer 1 | | | Summer 2 | | |
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| Creating scenery for a play | | | Making Puppets | | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> • Pupils will be able to hold a range of objects. • Pupils will be able to make marks using a range of materials, including chalk, pastels, paint • Pupils will use their hands to make marks | <ul style="list-style-type: none"> • Pupils will identify the scenery needed for their chosen play (A Midsummer Night's Dream). • Pupils will analyse different theatre scenes, | <ul style="list-style-type: none"> • Pupils will increase their proficiency in the handling of different materials. | <ul style="list-style-type: none"> • Pupils will explore through sensory activities, different puppets. Pupils will be able to say which puppets they like/ dislike. • Pupils will be able to make their own | <ul style="list-style-type: none"> • Pupils will research different ways in which they could make a puppet eg out of fabric or wood. • Pupils will design their own puppets for performing a play of 'A Midsummer Night's dream' | <ul style="list-style-type: none"> • Pupils will be able to independently research different puppets. Pupils will be able to create a number of designs for a puppet and select one, being able to explain why they have made the selection. • Pupils will be able to select from a range of materials and equipment, what they need to make their |

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| <ul style="list-style-type: none"> • Pupils will be able to use a paint brush, sponges, crayons and chalk to make marks. • Pupils will develop their fine motor skills by cutting and sticking. • Pupils will develop their hand eye coordination. | <p>exploring its role in telling a story.</p> <ul style="list-style-type: none"> • Pupils will create scenes to be used in ‘a Midsummer Night’s Dream’, identifying materials they will use. | | <p>sock puppets using some sewing techniques.</p> <ul style="list-style-type: none"> • Pupils will use their puppets during sensory stories. | <ul style="list-style-type: none"> • Pupils will select the appropriate materials and practise their cutting, fixing and moulding skills. • Pupils will evaluate their designs against an agreed set of criteria and consider ways in which they could improve their design next time. | <p>puppet and will do so independently and safely.</p> <ul style="list-style-type: none"> • Pupils will be able to evaluate their work and consider ways in which their product could be used by others. • Pupils will understand developments in design and technology, its impact on individuals, society and the environment and the responsibilities of designers, engineers and technologists. |
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| Cycle Two | | | | | |
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| Autumn 1 | | | Autumn 2 | | |
| Drawing and Painting | | | Using Clay: The Day of the Dead | | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |

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| <ul style="list-style-type: none"> • Pupils will be able to hold a range of objects. • Pupils will be able to make marks using a range of materials, including chalk, pastels, paint • Pupils will use their hands to make marks • Pupils will be able to use a paint brush, sponges, crayons and chalk to make marks. • Pupils will be able to identify the features of a face and decorate it | <ul style="list-style-type: none"> • Pupils will analyse illustrations from a range of artists eg Beatrix Potter, Quentin Blake, Kate Milner. • Pupils will identify their key characteristics , beginning to discuss tone, colour, texture and composition. • Pupils will use different materials to create their own illustrations | <ul style="list-style-type: none"> • Pupils will be able to analyse a range of illustrations using the words to describe the following: Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid) | <ul style="list-style-type: none"> • Pupils will develop their hand eye coordination through manipulating clay. • Pupils will develop their fine motor skills exploration of clay through rolling it, pinching it, moulding it. • Pupils will explore the texture of clay and learn about how its | <ul style="list-style-type: none"> • Pupils will develop their fine motor skills when working with clay. • Pupils will explore different ways in which they can mould and use clay eg by rolling, pushing, pinching. Cutting, slicing (eg making letters from templates then by rolling. • Pupils will analyse examples of skeletons made | <ul style="list-style-type: none"> • Pupils will analyse and evaluate their own work using the following language: Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid) Texture (flat, polished, hard, soft, shiny, reflective, Mark making (visible, thick, thin, heavy, light, regular, patterned, quick). |
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| <p>creatively eg with collage, paint, chalk</p> | <p>for their class book.</p> | <p>Texture (flat, polished, hard, soft, shiny, reflective, Mark making (visible, thick, thin, heavy, light, regular, patterned, quick)</p> <ul style="list-style-type: none"> • Pupils will be able to name some artists that painted famous portraits eg Vincent van Gogh, Johannes Vermeer, Giuseppe Arcimboldo • Pupils will be able to | <p>form can change.</p> <ul style="list-style-type: none"> • Pupils will use clay to make simple • Pupils will use instruments and cutters to create different designs. | <p>for 'The Day of the Dead', identifying key characteristics.</p> <ul style="list-style-type: none"> • Pupils will record their ideas for designs for 'Day of the Dead' skeletons. • Pupils will use clay to create a skeleton in the style of the 'Day of the Dead' following the theme of celebrating life through death. | |
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| | | use a range of techniques to create portraits with increasing accuracy and creativity. | | | |
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| Spring 1 | | | Spring 2 | | |
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| Designing and Making Sculptures | | | Focus on Uzma Sultan | | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> • Pupils will explore different environments. • Pupils will learn to use their preferred method of | <ul style="list-style-type: none"> • Pupils will use their visit to the sculpture park to identify different | <ul style="list-style-type: none"> • Pupils will be able to research environmental sculptures independent | <ul style="list-style-type: none"> • Pupils will be able to hold a range of objects. • Pupils will be able to paint using a | <ul style="list-style-type: none"> • Pupils will learn about Uzma Sultan; her background, where she lives, her | <ul style="list-style-type: none"> • Pupils will be able to analyse Uzma Sultan's work using the following language: Colour (bright, natural, dull, cool, artificial) |

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| <p>communication in different contexts.</p> <ul style="list-style-type: none"> • Pupils will learn how to stay safe in different environments. Pupils will explore the sculptures at the sculpture park, choosing words to describe them e.g. big, small, hard, soft, good, bad. • Pupils will work together to create their own sculpture that shows the public how they should look after the environment. | <p>sculptures and how they change the nature of the landscape.</p> <ul style="list-style-type: none"> • Pupils will make sketches and drawings of their findings to refer to in the classroom. • Pupils will design their own sculptures, ensuring they choose | <p>tly and be able to produce their own designs. They will be able to select which design they will make and use a range of tools and techniques to build a sculpture.</p> <ul style="list-style-type: none"> • Pupils will evaluate their finished product and consider | <p>range of materials e.g. paintbrushes, sponges, potatoes for printing</p> <ul style="list-style-type: none"> • Pupils will explore the use of colour and colour mixing when painting. • Pupils will develop their hand-eye coordination by making marks with a range of materials. • Pupils will explore arranging | <p>age and what she is doing now.</p> <ul style="list-style-type: none"> • Pupils will analyse and evaluate a range of works by Uzma Sultan, identifying characteristics of her artwork. • Pupils will create an illustration for a scene from their class book in the style of Uzma Sultan. • Pupils will evaluate | <p>Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull)</p> <p>Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid)</p> <p>Texture (flat, polished, hard, soft, shiny, reflective, Mark making (visible, thick, thin, heavy, light, regular, patterned, quick).</p> <ul style="list-style-type: none"> • Pupils will be able to evaluate and analyse their own and others' work using the language above. |
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| | <p>materials that are safe for the environment.</p> <ul style="list-style-type: none"> • Pupils will make their sculptures out of their chosen materials with a view to sending a message to others about looking after the environment. • Pupils will show their sculptures in an | <p>ways in which they could improve it.</p> | <p>shapes to make pictures, in the style of Farah Atassi.</p> | <p>their work and that of others.</p> | |
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| | <p>exhibition and respond to feedback, considering ways in which they can improve their designs next time.</p> | | | | |
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| Summer 1 | | | Summer 2 | | |
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| Protest Art | | | Street Art | | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> Pupils will be able to hold a range of objects. | <ul style="list-style-type: none"> Pupils will analyse and explore a range of | <ul style="list-style-type: none"> Pupils will be able to discuss protest | <ul style="list-style-type: none"> Pupils will be able to hold a | <ul style="list-style-type: none"> Pupils will analyse a range of different | <ul style="list-style-type: none"> Pupils will be able to analyse street art using the following language: |

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| <ul style="list-style-type: none"> • Pupils will be able to make marks using a range of materials, including chalk, pastels, paint • Pupils will use their hands to make marks • Pupils will be able to use a paint brush, sponges, crayons and chalk to make marks. • Pupils will begin to identify an increasing variety of colours • Pupils will look at a range of | <p>pictures and paintings depicted as protest art eg Banksy, Keith Haring, May Stevens.</p> <ul style="list-style-type: none"> • Pupils will identify key features of protest art and explore the imagery used. • Pupils will explore the image of a clenched fist in protest art and how it has been used through time. | <p>art using the following language:</p> <p>Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid) Texture (flat, polished, hard, soft, shiny, reflective,</p> | <p>range of objects.</p> <ul style="list-style-type: none"> • Pupils will be able to make marks using a range of materials, including chalk, pastels, paint • Pupils will use their hands to make marks • Pupils will identify street art in their community. | <p>street artists and begin to identify where they may have drawn inspiration from.</p> <ul style="list-style-type: none"> • Pupils will understand how street art has developed over time (see the Tate website for videos) and the Saatchi Gallery 'Beyond the Streets'. • Pupils will design their own street | <p>Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid) Texture (flat, polished, hard, soft, shiny, reflective, Mark making (visible, thick, thin, heavy, light, regular, patterned, quick)</p> |
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| <p>protest art images and say which they like/ dislike.</p> | <ul style="list-style-type: none"> • Pupils will create their own artwork of protest (of their choosing) choosing a particular style to follow. • Pupils will use different materials with increasing proficiency. • Pupils will draw with increased accuracy. | <p>Mark making (visible, thick, thin, heavy, light, regular, patterned, quick)</p> <ul style="list-style-type: none"> • Pupils will analyse their own and others work using the language above. | | <p>art following a theme and style of their choosing</p> | |
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| Autumn 1 | | | Autumn 2 | | |
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| Kandinsky and the Colour Wheel | | | Focus: Kurt Schwitters | | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> • Pupils will be able to hold a range of objects. • Pupils will be able to make marks using a range of materials, including chalk, pastels, paint • Pupils will use their hands to make marks • Pupils will be able to use a paint brush, sponges, crayons and chalk to make marks. • Pupils will develop their fine motor | <ul style="list-style-type: none"> • Pupils will understand who Kandinsky was. • Pupils will explore the colour wheel. • Pupils will analyse Kandinsky's work and identify key characteristics. • Pupils will understand that Kandinsky's work is | <ul style="list-style-type: none"> • Pupils will evaluate their own and others work using the language of art. | <ul style="list-style-type: none"> • Pupils will be able to hold a range of objects. • Pupils will develop their fine motor skills through exploring a range of materials and their properties eg tearing, scrunching, cutting paper of | <ul style="list-style-type: none"> • Pupils will analyse collages by Schwitters and analyse their impact. • Pupils will learn who Kurt Schwitters was and how he used litter and debris left in the street following WW1 to create his art. • Pupils will use a range of materials from | <ul style="list-style-type: none"> • Pupils will be able to analyse different collages using the language below: Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid) • Pupils will learn the names of great collage artists. • Pupils will be able to evaluate and analyse their own |

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| <p>skills by cutting and sticking.</p> <ul style="list-style-type: none"> • Pupils will develop their hand eye coordination. | <p>described as abstract art.</p> <ul style="list-style-type: none"> • Pupils will produce a work of art in the style of Kandinsky. | | <p>different thicknesses. Pupils will learn to stick materials to paper.</p> <ul style="list-style-type: none"> • Pupils will be able to use scissors safely and with increasing accuracy. • Pupils will be able to choose which materials they want to make for their collage. | <p>litter in their community to create a collage of their world in the style of.</p> <ul style="list-style-type: none"> • Pupils will create a collage using a variety of printed adverts, litter and print, inspired by Kurt Schwitters to create their interpretation of their world. | <p>and others' work using the language above.</p> |
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| Spring 1 | | | Spring 2 | | |
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| Pastels and Charcoal | | | Painting | | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> • Pupils will be able to hold a range of objects. • Pupils will be able to make marks using pastels, • Pupils will use their hands to make marks • Pupils will learn how to blend colours using pastels and chalks | <ul style="list-style-type: none"> • Pupils will learn how to blend colours using pastels. • Pupils will be able to create a scene from their class book using pastels e.g. • Pupils will evaluate their work and | <ul style="list-style-type: none"> • Pupils will analyse and evaluate their own and others' work using the language of art. | <ul style="list-style-type: none"> • Pupils will be able to hold a range of objects. • Pupils will be able to make marks using a range of materials, including chalk, pastels, paint • Pupils will use their hands to | <ul style="list-style-type: none"> • Pupils will analyse and explore a range of paintings by famous artists eg Mark Rothko, Yayoi Kusama and Caravaggio • Pupils will identify the themes and | <ul style="list-style-type: none"> • Pupils will be able to discuss paintings using the following language: Colour (bright, natural, dull, cool, artificial) Mood (calm, cheerful, depressing, aggressive, energetic, exciting, dull) Composition (layout, position, horizontal, vertical, symmetrical, flowing, formal, rigid) Texture (flat, polished, hard, soft, shiny, reflective, Mark making (visible, thick, thin, heavy, light, regular, patterned, quick) |

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| | <p>discuss how they can make further improvements next time.</p> <ul style="list-style-type: none"> • Pupils will create a scene using charcoal. • Pupils will develop the technique of shading and blending • Pupils will be able to evaluate their drawings. | | <p>make marks</p> <ul style="list-style-type: none"> • Pupils will be able to use a paint brush, sponges, crayons and chalk to make marks. • Pupils will begin to identify an increasing variety of colours | <p>characteristics of the paintings.</p> <ul style="list-style-type: none"> • Pupils will explore what happens when certain colours are mixed. • Pupils will paint in the style of their favourite artist. • Pupils will be able to paint with increasing accuracy. | |
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| Summer 1 | | | Summer 2 | | |
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| Patterns and Textiles | | | African Masks | | |
| Encountering | Developing | Enhancing | Encountering | Developing | Enhancing |
| <ul style="list-style-type: none"> • Pupils will explore a range of fabrics. • Pupils will learn how materials can be joined together using string or wool. • Pupils will develop their fine motor skills by threading fabric. | <ul style="list-style-type: none"> • Pupils will research ideas for a diversity quilt. • Pupils will collaborate to design the quilt through drawing and colour. • Pupils will begin to create patches of fabric to contribute to a diversity quilt. | <ul style="list-style-type: none"> • Pupils will be able to sew with accuracy and creativity. | <ul style="list-style-type: none"> • Pupils will explore a range of pictures of African masks and state which they like or dislike. • Pupils will explore the colours often found in African art through printing and painting. | <ul style="list-style-type: none"> • Pupils will analyse a range of African mask designs and identify their key characteristics. • Pupils will learn the function of African masks. • Pupils will learn the expressive power of | <ul style="list-style-type: none"> • Pupils will be able to analyse and evaluate their own and others' work using the language of art. |

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| | <ul style="list-style-type: none"> • Pupils will develop their fine motor skills by practising threading wool and cotton. • Pupils will design their own heritage and diversity quilt using different fabrics and images and materials eg silks, cotton, felt. | | | <p>simple shapes.</p> <ul style="list-style-type: none"> • Pupils will learn to use symmetry in design. • Pupils will develop an understanding of the effects of colour, pattern and texture in their designs. • Pupils will manipulate clay in order to create an African mask. | |
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| | | | | <ul style="list-style-type: none">• Pupils will decorate their masks using their painting skills. | |
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