



**Tudor Grange
Academies Trust**



Primary Art and Design Curriculum Map

TGPASJ



Art and Design Curriculum Map



Year 1

National Curriculum	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		
Year 1	Autumn Term	Spring Term	Summer Term
Access Art Unit	Drawing and Sketchbooks - Spirals	Surface and Colour – Inspired by Flora and Fauna	Working in 3D – Making Birds
Technical Knowledge	Understand that drawing is a physical activity. Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Use colour (pastels, chalks) intuitively to develop spiral drawings. Draw from first hand observation, observing detail. Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Use sketchbooks to: - Develop experience of primary and secondary colours - Practice observational drawing - Explore mark-making	Draw from paused film, observing detail using pencil, graphite, handwriting pen. Draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Develop experience of primary and secondary colours. Understand collage is the art of using elements of paper to make images Understand we can create our own papers with which to collage. Collage with painted papers exploring colour, shape and composition.	Understand that there is a relationship between drawings on paper (2d) and making (3d). Understand that we can transform 2d drawings into 3d objects. Draw from paused film, observing detail using pencils, graphite or handwriting pens. Understand that collage is the art of using elements of paper to make images. Understand we can create our own papers with which to collage. Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Use a combination of two or more materials to make sculpture.



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			Use construction methods to build.
Cultural Knowledge	Featured artists: Molly Haslund, Hoang Tien Quyet, Eric Carle, Joseph Redoute, Jan Van Kessel Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made. Reflect upon the artists' work and share response verbally ("I liked...").		
Critical Knowledge	Understand that we may all have different responses in terms of our thoughts and the things we make. Understand that we may share similarities. Understand that all responses are valid. Present own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Begin to share their response about peers' work.		
Vocabulary	Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite, Chalk, Pen Drawing Surface (Paper, Ground) Oil Pastel, Dark, Light, Blending Mark Making Colour, Pattern Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places" Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour Reflect, Discuss, Share, Think	Flora Fauna Line, Shape, Colour, tones, hues, tints Observe, Graphite, Handwriting Pen Oil Pastel, Graphite, Handwriting Pen Collage, Painted paper, cut, tear, arrange, play, composition, elements. Minibeast/Insect Author, Illustrator Present, Reflect, Share, Discuss	Lines, Shapes, Mark Making, Texture Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil Observation, Close study, Blending, Texture Explore, Discover Transform, Fold Tear Crumple Collage Sculpture, Structure, Balance Texture, Personality, Character, Installation Flock Collaboration Present, Reflect, Share, Discuss



Year 2

National Curriculum	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		
Year 2	Autumn Term	Spring Term	Summer Term
Access Art Unit	Drawing and Sketchbooks – Explore and Draw	Surface and Colour – Expressive Painting	Working in 3D – Stick Transformation Project
Technical Knowledge	Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore composition and qualities of natural objects found in the local area through arranging, sorting & representing. Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Use own observational drawings to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet.	Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Understand that primary colours can be mixed together to make secondary colours of different hues. Understand the concept of still life. Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using homemade tools. Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.	Understand when we make sculpture by adding materials it is called Construction. Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.



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	Collage with drawings to create invented forms. Combine with making if appropriate. Use drawing exercises to focus an exploration of observational drawing, combined with experimental mark making, using graphite, soft pencil or handwriting pen. Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Create final drawings which explore composition. Work in sketchbooks to: - Explore the qualities of different media. - Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. - Explore colour and colour mixing. - Make visual notes about artists studied.		
Cultural Knowledge	Featured Artists: Andy Goldsworthy, Hassan Hajjaj, Marela Zacarias, Charlie French, Chris Kenny Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. Reflect upon the artists' work and share your response verbally ("I liked...").		



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Critical Knowledge	Understand that artists take their inspiration from around them, collecting and transforming. Understand that, in art, we can experiment and discover things for ourselves. Understand that we may all have different responses in terms of our thoughts and the things we make, that we may share similarities and that all responses are valid. Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Talk about intention. Share responses to peers' work, appreciating similarities and differences. Document work using still image (photography) or by making a drawing of the work.		
Vocabulary	Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition Photograph, Focus, Light, Shade, Colour, Pattern Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page Sense of Touch Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape, Reflect, Present, Share, Discuss, Feedback	Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto Brush, Mark making Tools, Palette Knife, Home-Made Tools, Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention Still Life, Line, Rhythm, Gesture, Mark Composition, Positive shapes, Negative shapes Present, Share, Reflect, Discuss, Feedback,	Design Through Making, Play, Explore, Experiment, Fasten, Construct, Respond, Think Form, Personality, Character, Material, Object, Sculpture Find, Imagine, Select, Discard, Edit, Transform, Create Line, Shape, Form, Angle, Scale, Structure, Balance, Sculpture, Colour, materials, Texture Test, Explore, Add, Present, Share, Reflect, Respond, Feedback Photograph, Film, Document, Lighting, Focus, Angle, Composition, Record



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Year 3

National Curriculum	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		
Year 3	Autumn Term	Spring Term	Summer Term
Access Art Unit	Drawing and Sketchbooks – Gestural Drawing with Charcoal	Surface and Colour – Working with Shape and Colour	Working in 3D – Telling Stories through Drawing and Making
Technical Knowledge	Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. Make marks using charcoal. Use hands as tools. Explore qualities of marks available using charcoal. Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow. Option to explore making gestural drawings with charcoal using the whole body. Work in sketchbooks to: Explore the qualities of charcoal. Make visual notes using a variety of media using the	Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. Understand that screen prints are made by forcing ink over a stencil. Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning. Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking to make a creative response to an	Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Know that clay and Modroc are soft materials which dry/set hard. Know that an armature is an interior framework which support a sculpture. Use Modroc or air-dry clay to model characters inspired by literature. Consider form, texture, character, structure. Make an armature to support the sculpture.



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	"Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. Develop mark making skills.	original artwork. Explore positive and negative shapes, line, colour and composition.	
Cultural Knowledge	Featured Artists: Laura McKendry, Edgar Degas, Rosie Hurley, Henri Matisse, Claire Willberg Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. Understand that artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Reflect upon the artists' work, and share responses verbally ("I liked... I didn't understand... it reminded me of...").		
Critical Knowledge	Understand that we may all have different responses in terms of our thoughts and the things we make, that we may share similarities and that all responses are valid. Present own artwork (journey and any 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. Share responses to peers' work, appreciating similarities and differences. Listen to feedback about own work and respond. Document work using still image (photography) or by making a drawing of the work.		
Vocabulary	Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body. Mark Making, Sweeping, Fast, Slow, Gentle, Energetic. Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint. Hands, Handprints, Tools, Positive & Negative Shapes, Silhouette, Drama, Lighting, Shadow, Atmosphere, Narrative Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance, Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback	"Show Me What You See", Response, Sketch, Note, Line, Shape, Capture, Share Cut, Direct, Try, Explore, Test, Colour, Shape, Elements, Composition, Arrange Negative, Positive, Shape Photograph, Composition, Lighting, Focus, Present, Share, Reflect, Respond, Feedback	Sketchbooks, Brainstorm, Explore, Experiment, Test, Try Out Respond Response Line, Shape, Wash, Layer, Pen, Watercolour, Exaggerate, Gesture Sculpture, Armature, Structure, Cover, Modroc, Clay, Construct, Model, Character, Personality Present, Share, Reflect, Respond, Feedback, Photograph, Lighting, Composition, Focus, Intention,



Year 4

National Curriculum	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		
Year 4	Autumn Term	Spring Term	Summer Term
Access Art Unit	Drawing and Sketchbooks – Storytelling through Drawing	Surface and Colour – Exploring Still Life	Working in 3D – Sculpture, Structure, Inventiveness and Determination
Technical Knowledge	Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Use sketchbooks to:	Understand that still life is the name given to the genre of painting (or making) a collection of objects/elements. Know that still life is a genre which artists have enjoyed for hundreds of years and which contemporary artists still explore today. Explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. Consider lighting, surface, foreground and background. Use close observation and try different hues and tones to capture 3D form in 2 dimensions.	Develop construction skills, creative thinking and resilience by making sculpture which combines a variety of materials. Use tools to construct. Take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making.



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	- Practise drawing skills. - Make visual notes to record ideas and processes discovered through looking at other artists. - Test and experiment with materials. - Reflect.		
Cultural Knowledge	Featured Artists: Laura Carlin, Shau Tan, Paul Cezanne, Marcus Coates Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").		
Critical Knowledge	Understand that we may all have different responses in terms of our thoughts and the things we make, that we may share similarities and that all responses are valid. Present own artwork (journey and any 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. Share responses to peers' work, appreciating similarities and differences. Listen to feedback about own work and respond. Document work using still image (photography) or by making a drawing of the work.		
Vocabulary	Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, Composition, Sequencing, Visual Literacy, Narrative Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences	Personality Traits Exploration, Inventive, Challenge, Character, Personality, Explore, Discover Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse, Tools, Pliers, Scissors, Glue Guns, Construction Materials, Fastening Materials, Structure, Sculpture, Balance, Creative Risk, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,



Art and Design Curriculum Map



Year 5

National Curriculum

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

Year 5

Autumn Term

Spring Term

Summer Term

Access Art Unit

Drawing and Sketchbooks – Typography and Mats

Surface and Colour – Making Monotypes

Working in 3D – Architecture Dream big or Small?

Technical Knowledge

Understand that designers create fonts and work with typography.

Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.

Create fonts inspired by objects/elements around you. Use close observation as inspiration and use creative skills to transform into letters.

Draw over maps/existing marks to explore how you can make mark making more visually powerful.

Combine drawing with making to create pictorial/3D maps which explore qualities of your personality or otherwise respond to a theme.

Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper.

Understand that monotypes are single monoprints.

Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artist's book.

Combine mono type with painting and collage to make an "artist's book" inspired by poetry or prose.

Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.

Explore how print is combined with paint and collage to create a cohesive artwork.

Use sketchbooks to:

- Brainstorm ideas generated when reading poetry or prose.

Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better.

Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building.

Use sketchbooks to:

- Explore ideas relating to design, exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.



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	Use sketchbooks to: - Explore mark making. - Make visual notes to capture, consolidate and reflect upon the artists studied.		
Cultural Knowledge	Featured Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny, Kevork Mourad Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").		
Critical Knowledge	Understand that we may all have different responses in terms of our thoughts and the things we make, that we may share similarities and that all responses are valid. Present own artwork (journey and any 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. Share responses to peers' work, appreciating similarities and differences. Listen to feedback about own work and respond. Document work using still image (photography) or by making a drawing of the work. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?		
Vocabulary	Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Monotype, Artists Book, Installation Poetry, Evoke, Response, Translate, Mood, Sense, Layer, Combine, Multimedia Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement, Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location Design through Making, Model, Maquette, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences



Year 6

National Curriculum

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

Year 6

Autumn Term

Spring Term

Summer Term

Drawing and Sketchbooks – 2D Drawing to 3D Making

Surface and Colour – Exploring Identity

Working in 3D – Set Design

Technical Knowledge

Understand that there is often a close relationship between drawing and making. Understand that we can transform 2D drawings into 3D objects.

Understand that graphic designers use typography and image to create packaging which we aspire to use.

Understand that there are technical processes we can use to help us see, draw and scale up our work.

Explore using negative and positive space to “see” and draw a simple element/object.

Use the grid system to scale up the image above, transferring the image onto card.

Use collage to add tonal marks to the “flat image”.

Use sketchbooks to:

- Practise seeing negative and positive shapes.
- Using the grid method to scale up an image.

Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create to share your voice and passion with the world.

Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality.

Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.

Understand that designers & makers sometimes work towards briefs but always brings their own experience in the project to bear.

Understand that artists and designers add colour, texture, meaning and richness to our life.

Use charcoal, graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform (though not design) set design.

Understand that set designers can design/make sets for theatres or for animations.

Understand that designers often create scaled models to test and share ideas with others.

Understand that set designers can design/make sets for theatres or for animations.

Understand that designers often create scaled models to test and share ideas with others.



Art and Design Curriculum Map



	- Make visual notes to capture, consolidate and reflect upon the artists studied.		
Cultural Knowledge	Featured Artists: Lubaina Himid, Njideka Akunyili Crosby, Yinka Shonibare, Mike Barrett, Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson Look at the work of designers, artists, and craftspeople. Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").		
Critical Knowledge	Understand that we may all have different responses in terms of our thoughts and the things we make, that we may share similarities and that all responses are valid. Present your own artwork (journey and any 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. Share responses to peers' work, appreciating similarities and differences. Listen to feedback about own work and respond. Document work using still image (photography) or by making a drawing of the work.		
Vocabulary	2D Drawing 3D Object Packaging Negative space Grid method Scaling up Net, Typography, Graphic Design Collage Structure Balance Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Identity, Layer, Constructed, Portraiture Layering Digital Art, Physical Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences	Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative Lighting, Composition, Foreground, Background, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences