



Art at Chacewater School

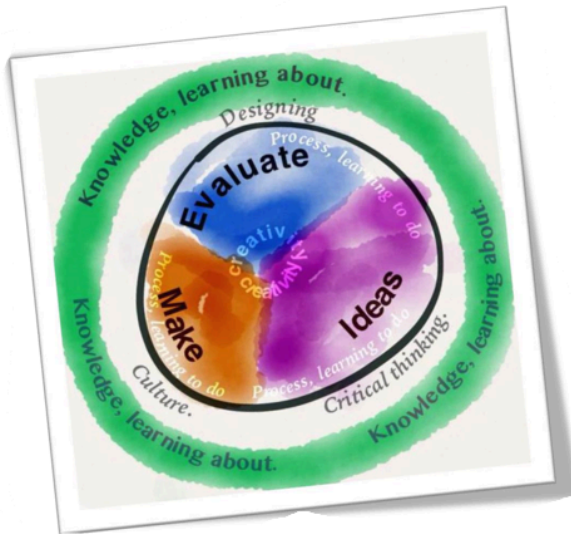
<p>Intent</p>	<p>Through Art, we want to engage, inspire and challenge our children by introducing them to a broad range of techniques, materials and artists, craftspeople and designers. We want to equip them with the knowledge and skills to experiment, explore, take risks, invent and create. It will enable them to be authentic and explore their own identity as well as being curious about respecting and connecting with others. Most importantly, we want our children to foster a positive, life-long relationship with the subject and have fun. When considering the content of our art and design curriculum we thought carefully about our locality, both Chacewater, Cornwall and our wider heritage. We have made deliberate choices about studying a range of significant artists, some of who were born locally and these are referred to throughout our curriculum.</p> <p>Art is a subject that gives children the opportunity to express ideas, attitudes and values. It is a means of communication that plays a significant role in their lives and which children will have used from a very early age. All of our children use sketchbooks to document their learning and creative journeys; where they have the opportunity to record, review and revisit their ideas. We feel these are a vital part of developing our children to work as artists, craft makers and designers.</p> <p>The foundation of our art and design curriculum is taken directly from the Early Learning Goals and the National Curriculum. Pupils require sufficient time to develop mastery of skills and opportunities to create learning outcomes. We support this by using Access Art as a scheme of learning in Reception to Year 6. All lessons begin by introducing the Artist and follow a sequence of lessons that give opportunities to: generate ideas, make, evaluate and develop knowledge. All children evidence their artwork in their own sketchbook.</p>
<p>Implementation</p>	<p>At Chacewater School, Art is taught alongside DT. To ensure high quality teaching and learning outcomes, Art is sequenced into six lessons and taught three times a year in Early Years – Year 6. In order to secure progression, we focus on the three statutory requirements: drawing, painting and 3D sculpture from the National Curriculum. Teachers create lessons using high quality resources from 'Access Art' to plan and sequence lessons. Art is a practical, and creative subject. Through active participation, children learn to explore their imagination, generate ideas, acquire skills and apply judgement. They are taught about the materials and techniques they use and about the world of art, craft and design, recognising the achievements of artists, designers and craftspeople from many different times and cultures. All lessons are evidenced in a sketchbook, which progresses with the child as they move up through school.</p> <p>Where suitable, opportunities are taken to make links across whole school learning and visits to The Tate Museum, St Michael's Mount, The Eden Project and local Art galleries to ensure children are exposed and learn about local heritage.</p>
<p>Impact</p>	<p>Art is a subject that gives children the opportunity to express ideas, attitudes and values. It is a means of communication that plays a significant role in their lives and which children will have used from a very early age. All of our children use sketchbooks to</p>

document their learning and creative journeys; where they have the opportunity to record, review and revisit their ideas. We feel these are a vital part of developing our children to work as artists, craft makers and designers.

Flow chart of lesson sequence (generate ideas, making, evaluation)

Underpinning the National Curriculum objectives, we use the below framework to plan and sequence lessons:

1. **Generating Ideas:** The skills of designing and developing ideas inspired by an Artist and generating our own ideas in a sketchbook.
2. **Making and imitating:** The skills of making art, craft and design to produce an end piece of work through a sequence of lessons.
3. **Evaluating:** The skills of judgement and evaluation of our own work and the work of others.
4. **Knowledge:** The diagram shows a conceptual framework for the subject that indicates the reflexive relationship of the three 'process' objectives (learning to do) and the supporting knowledge objective (learning about).



'L E A P' Into Art at Chacewater

<u>L</u>ocal	<ul style="list-style-type: none">• The Eden Project• The Tate in St Ives• St Micheal's Mount• Barbara Hepworth Museum• Cover a range of Cornish artists• Visits / collaborative art / interactive workshops with an artist / designer
<u>E</u>ngaging	<ul style="list-style-type: none">• High quality learning resources using Access Art• Use a range of artists, designers, architects
<u>A</u>spirng & Ambitious	<ul style="list-style-type: none">• We have made deliberate choices about studying a range of significant artists, some of who were born locally and these are referred to throughout our curriculum.
<u>P</u>owerful & purposeful	<ul style="list-style-type: none">• Pupil voice – evaluations through sharing, generating ideas and discussions• 'See My Work' opportunities for children to share their sketchbooks with parents and other classes in school.• Sequence of lessons to build upon skills and techniques for progression in drawing, painting and 3D.

Yearly Artist Coverage

Artist: Access Art learning pathway

Talking points: embed this artist when 'generating ideas,' supports discussion, exposes new artists and retrieval.

Local artists: focus alongside the main artist

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Acorns						
Seedlings	DT	Artist: Molly Haslund	Artist: Andrea Butler	DT	DT	Local Artist: Tony Plant
Buds	Artist: Alice Fox	DT	Artist: Marela Zacarias <i>Talking point: Van Gogh, Charlie French</i>	DT	DT	Artist: Chris Kenny
Young oaks	DT	Artist: Laura Mckendry	Artist: Alice Kettle		Artist: Quentin Blake	DT
Bur Oaks	DT	Artist: Laura Carlin	Artist: Paul Cezanne	DT	Artist: Marcus Coates	DT
Red Oaks	Artist: Louise Fili	DT	Artist: Kevork Mourad	DT	Architect: Shoreditch Sketcher Local Artist: Barbara Hepworth	DT
Mighty Oaks	Artist: Mike Barrett	DT	Artist: Lubaina Himid	Local Artist: Terry Frost	DT	DT

Drawing, Painting and 3D Sculpture

<p>Drawing Painting and colour 3D Sculpture Artist: Access Art Artist: local</p>	<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p>Year 1</p>	<p>Autumn 2 Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks. Artist: Artist: Molly Haslund</p>	<p>Spring 1 Making Birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird. Artist: Andrea Butler</p>	<p>Summer 2 Simple Printmaking Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry. Local Artist: Tony Plant (Cornish)</p>
<p>Year 2</p>	<p>Autumn 1 Explore & Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills. Artist: Rosie James</p>	<p>Spring 1 Expressive Painting Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes. Artist: Marela Zacarias (Charlie French, Vincent Van Gogh)</p>	<p>Summer 2 Stick Transformation Project Explore how you can transform a familiar object into new and fun forms. Artist: Chris Kenny</p>
<p>Year 3</p>	<p>Autumn 2 Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance. Artist:</p>	<p>Spring 2 Cloth, Thread, Paint Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece. Artist: Alice Kettle</p>	<p>Summer 1 Telling Stories Through Drawing & Making Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film. Artist: Quentin Blake</p>
<p>Year 4</p>	<p>Autumn 2 Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing. Artist: Laura Carlin</p>	<p>Spring 1 Exploring Still Life Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired artwork. Artist: Paul Cezanne</p>	<p>Summer 1 Sculpture, Structure, Inventiveness & Determination What can artists learn from nature? Artist: Marcus Coates</p>
<p>Year 5</p>	<p>Autumn 1 Typography & Maps</p>	<p>Spring 1 Making Monotypes</p>	<p>Summer 1 Architecture: Dream Big or Small?</p>

	<p>Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p> <p>Artist: Louise Fili</p>	<p>Combine the monotype process with painting and collage to make visual poetry zines.</p> <p>Artist: Kevork Mourad</p>	<p>Explore the responsibilities architects have to design us a better world. Make your own architectural model.</p> <p>Artist: Shoreditch Sketcher Local Artist: Barbara Hepworth</p>
Year 6	<p>Autumn 1 Exploring Identity</p> <p>Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p> <p>Artist: Mike Barrett</p>	<p>Spring 1 2D Drawing to 3D Making</p> <p>Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p> <p>Artist: Lubaina Himid</p>	<p>Spring 2 Brave Colour</p> <p>Exploring how artists use light, form and colour to create immersive environments.</p> <p>Artist: Local Artist: Terry Frost</p>

Lesson sequencing and assessment questions for evaluations

Drawing



Painting



3D Sculpture



Year 1

1

2

3

4

5

6

Assessment prompts/
questions

Autumn 2: Spirals

Artist: Molly Haslund



Introduce **Molly** **Haslund**

LF: to be able to write a fact about an artist.

A4 page in a sketchbook showcasing her work. Mark making using artists' own work.

LF: to be able to draw from my fingertips, wrist, elbow, shoulder and body using graphite sticks and 2B pencils.

LF: to draw a "snail drawing" using oil pastels and chalk to mark make.

LF: to be able to make a drawing using a continuous line.




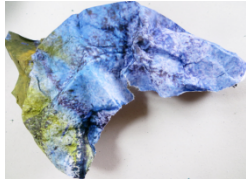


LF: to be able to draw from observation and experimental mark-make using soluble pens.

LF: to be able to talk about what I like in my drawings, and what I'd like to try again.

Tell me about what you are making


What might you do next?

Tell me about what you have made

<p>Spring 1: Making Birds (3D)</p> <p>Artist: Andrea Butler</p> 	<p><u>Introduce Andrea Butler in sketchbook</u></p> <p>LF: to be able to write a fact about an artist.</p> <p>A4 page in a sketchbook showcasing her work. Mark making using artists' own work.</p>	<p>LF: To be able to experiment with a variety of drawing materials to make marks that describe what I can see.</p>  <p><i>Use photos and films of birds, take in details and overall shapes, and then make drawings.</i></p>	<p>LF: To be able to draw a feather from observation.</p> 	<p>LF: to be able to fold, tear, crumple and collage paper to transform it from 2d to 3d.</p>  <p><i>Pupils are not working towards a fixed outcome, instead they are developing making and creativity skills.</i></p>	<p>LF: to be able to use a variety of materials to make a 3d sculpture of a bird that can stand.</p> 	<p>LF: to be able to share my opinion about my work and what went well.</p>		
<p>Summer 2: Simple Printmaking</p> <p>Artist: Tony Plant (Cornish)</p> 	<p><u>Introduce Tony Plant</u></p> <p>LF: to be able to write a fact about an artist.</p> <p>A4 page in a sketchbook</p>	<p>LF: to explore printing patterns using different body parts and the three primary colours.</p> <p>(hands/fingertips/palms)</p>	<p>LF: to be able to print make using plasticine.</p> <p>Skills: control pressure, mark making, repeat a pattern, line, pattern.</p>	<p>LF:</p> <p>To be able to use junk modelling materials to create a 3D lighthouse shape</p>	<p>LF: Use Papier Mache technique to cover and model a lighthouse and base.</p>	<p>LF:</p> <p>Paint the surface of the lighthouse and add natural objects</p>		

	showcasing his work. Mark making using artists' own work. Focus on real shells and sand art.	Children to recognise primary colours				at the base.		
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Year 2

	1	2	3	4	5	6	Assessment prompts/ questions
<p>Autumn 1: Explore and draw Artist: Alice Fox</p> 	<p>Introduce Alice Fox in sketchbook LF: to be able to explore and respond to an artist's work</p> <p>A4 page in a sketchbook showcasing her work. Mark making using artists' own work.</p>	<p>LF: to explore composition to arrange natural objects I have collected.</p> <p>(leaves, twigs, sticks, pebbles, stones)</p>	<p>LF: to be able to observational draw a leaf using a continuous line with a pencil and a handwriting pen.</p>	<p>LF: To be able to use wax crayons to create compositions inspired by autumn leaves.</p>	<p>LF: to draw a leaf using mixed media to enhance detail and colour.</p> <p>Watercolour paint, wax crayon, water soluble pens.</p>	<p>LF: to be able to evaluate my artwork. And compare this with the work from Alice Fox.</p> <p>Post it notes used for evaluation</p>	<p>Tell me about that you are making</p> <p>What might you do next?</p> <p>Which materials might you use?</p> <p>What have you discovered?</p> <p>Tell me about what you have made</p> <p>What would you like to explore more of?</p>
<p>Spring 1: Expressive painting Artist: Marela Zacarias</p>	<p>Introduce Marela Zacarias in sketchbook LF: to be able to explore an artist's work.</p> <p>A4 page in a sketchbook showcasing</p>	<p>LF: to be able to recognise primary colours and mix secondary colours and experiment with hues by changing the amount of</p>	<p>LF: To be able to identify different brushwork used by old masters Van Gogh and Cezanne.</p> <p>Pupils will respond</p>	<p>LF: To be able to use a continuous line to make a loose drawing from a still life using pencil and a soluble pen.</p>	<p>LF: To be able to introduce colour by using paper and paint to create a gestural painting with mark making.</p>	<p>LF: To be able to reflect on my work based on the work from the artist.</p>	<p>A very practical unit. I should have evidenced more in sketch books upon reflection - making took a long time. You could do this in partners / groups. The skill is to build and</p>



her work.
Mark making using artists' own work.

primary colour I add.

through class discussion and creating visual notes in their sketchbooks. Pupils will record similar brush marks that they see in paintings and capture the colour that stands out to them.

Summer 2: Stick Transformation Project

Artist: Chris Kenny



Introduce Chris Kenny in sketchbook
LF: to be able to explore an artist's work.

A4 page in a sketchbook showcasing his work.
Mark making using artists' own work.

LF: to be able to observational draw focusing on line and shape.

Children to look a work by Chris Kenny and draw different stick 'animations'

LF: to be able to create a stickman sourcing natural materials.

Children search for materials outside and collectively create a scene inspired by Stickman. 3D sculpture / background.

LF: To be able to join materials together using wool.

Children practice joining sticks together and manipulate materials to make a 3D sculpture. Focus on a design by making.

LF: to be able to create a stick man sculpture inspired by Chris Kenny.


Use material to fasten together. To understand how materials can be joined to make a 3D piece of artwork.



LF: To evaluate my stickman.

Can be done on the ipad - through talking and showing 3D models.

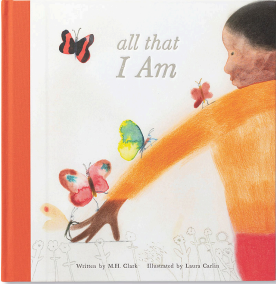

construct.


Year 3

Year 3							
	1	2	3	4	5	6	Assessment prompts/ questions
<p>Autumn 2: Gestural drawing with charcoal Artist: Laura Mckendry</p> 	<p>Introduce Laura Carlin LF: to be able to explore an artist's work.</p> <p>A4 page in a sketchbook showcasing his work. Mark making using artists' own work.</p>	<p>LF: To be able to discover the different markings that I can make with charcoal through gestural mark making.</p>	<p>LF: To be able to experiment with the types of marks of charcoal, using my hands as well as the charcoal to create texture and tone.</p>	<p>LF: To be able to create dynamic, atmospheric gestural drawings with charcoal.</p> <p>Landscape/background experimentation</p>	<p>LF: To be able to use light and dark tonal values in my work, to create a sense of drama.</p> <p>Emotions/tone/shadow/sketch</p>	<p>LF: to be able to reflect on my own artwork</p>	<p>Tell me about that you are making and what inspired you</p> <p>What might you do next?</p> <p>Tell me about the materials and techniques you are using</p> <p>What have you discovered?</p> <p>How do you feel about the end result?</p> <p>What kinds of problems did you encounter and how did you get around them?</p> <p>Tell me about things you really liked or enjoyed</p> <p>What would you like to explore more of?</p>



<p>Spring 2: Cloth, Thread, Paint Artist: Alice Kettle</p> 	<p>Introduce Alice Kettle LF: to be able to explore an artist's work.</p> <p>A4 page in a sketchbook showcasing her work. Mark making using artists' own work.</p>	<p>LF: To be able to develop my own mark making vocabulary by looking at how artists use a variety of marks.</p>	<p>LF: To be able to use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.</p>	<p>LF: To be able to use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.</p>	<p>LF: To be able to share my work with others and share my thoughts about the process and outcome. I can listen to feedback and take it on board</p>	<p>LF: additional lesson for making purposes / evaluations / sketchbook presentation</p>	
<p>Summer 2: Telling Stories through Telling and Making Artist: Quentin Blake</p> 	<p>Introduce Quentin Blake LF: to be able to explore an artist's work.</p> <p>A4 page in a sketchbook showcasing his work. Mark making using artists' own work.</p>	<p>LF:</p>	<p>LF:</p>	<p>LF:</p>	<p>LF:</p>	<p>LF:</p>	<p>Not on sequencing document: Check with Georgia again as the unit changed, Here is the link for the lesson plan for this unit:</p> <p>https://docs.google.com/document/d/1CeazTI67fRNGCBgW7EYkz_zbmBLkCmWo/edit</p>

Year 4

	1	2	3	4	5	6	Assessment prompts/ questions
<p>Autumn 2: Storytelling through Drawing Artist: Laura Carlin (Illustrator)</p> 	<p>Introduce Laura Carlin LF: To be able to explore the work of artists (Laura Carlin, Shaun Tan illustrator & graphic novelist) who tell stories through imagery.</p> <p>A4 page in a sketchbook showcasing his work. Mark making using artists' own work.</p>	<p>LF: To be able to use a sketchbook to generate ideas about how I might respond to a text, exploring different drawing materials.</p>	<p>LF: To be able to create a richly illustrated narrative in a single drawing.</p>	<p>LF: To be able to use composition, sequencing, mark making and some text in my drawings.</p>	<p>LF: To be able to build and share a story through a series of drawn images to create a concertina book.</p>	<p>LF: to be able to reflect on my work.</p> <p>Assessment questions as prompts.</p>	<p>Tell me about that you are making and what inspired you What might you do next? Tell me about the materials and techniques you are using</p> <p>What have you discovered? How do you feel about the end result? What kinds of problems did you encounter and how did you get around them? Tell me about things you really liked or enjoyed What would you like to explore more of?</p>
<p>Spring 1: Exploring Still Life Artist: Paul Cezanne</p> 	<p>Introduce Paul Cezanne LF: to be able to explore the work from Paul Cezanne.</p>	<p>LF: To be able to explore contemporary still life and respond by making visual</p>	<p>LF: I can draw from observation</p> <p>What are you drawing?</p>	<p>LF: To be able to create my own still life artwork exploring,</p>	<p>LF: To be able to reflect on my work.</p>		

		notes in my sketchbook.	What resources are you using? .	colour, line and texture. Include resources you are using in LF.	Assessment questions as prompts.		
<p>Summer 2: Sculpture, Structure, Inventiveness, & Determination</p> <p>Artist: Marcus Coates</p> 	<p>Introduce Marcus Coates</p> <p>LF: to be able to explore an artist's work.</p> <p>A4 page in a sketchbook showcasing his work. Mark making using artists' own work.</p>	<p>LF: To explore how I can use a variety of media to create observed and expressive drawings of nests.</p>	<p>LF: To explore different materials and plan an inventive nest.</p> <p><i>list materials using</i></p>	<p>LF: To build and construct inventive nests.</p> <p><i>skills: how are children inventing them?</i></p>	<p>LF: To reflect, discuss and share the journey of making a nest.</p>	<p>LF: evaluations/ sketchbook presentation</p>	

Year 5

	1	2	3	4	5	6	Assessment prompts/ questions
<p>Autumn 1: Typography and Maps Artist: Louise Fili</p> 	<p><u>Introduce Louise Fili</u> LF: to be able to explore an artist's work.</p> <p>A4 page in a sketchbook showcasing her work. Mark making using artists' own work.</p>	<p>LF: To understand how typography can be used creatively to communicate thoughts and ideas.</p>	<p>LF: To be able to create my own typeface inspired by my own interests.</p>	<p>LF: To be able to make my drawings strong and powerful using ...</p>	<p>LF: To be able to apply my new typography skills and my powerful drawings skills to make a visual map.</p>	<p>LF: To be able to reflect upon what was successful and give useful feedback on the work of my peers.</p>	<p>Tell me about that you are making and what inspired you</p> <p>What might you do next?</p> <p>Tell me about the materials and techniques you are using</p>
<p>Spring 1: Making Monotypes Artist: Kevork Mourad</p> 	<p><u>Introduce Kevork Mourad</u> LF: to be able to explore an artist's work.</p> <p>A4 page in a sketchbook showcasing his work. Mark making using artists' own work.</p>	<p>LF: to develop mark making by varying the tool, hold, pressure, speed, and intention</p>	<p>LF: to listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words, and use these</p>	<p>LF: to create imagery which captures the mood of a piece of poetry</p>	<p>LF: to use my mark making skills to create exciting monotypes, combining the process with painting and collage</p>	<p>LF: to share thinking and outcomes with classmates; to listen to their views and respond</p>	<p>Tell me about things you really liked or enjoyed</p> <p>What would you like to explore more of?</p> <p>What is the potential of what you have done?</p> <p>What could you do next?</p>

**Summer 2: Architecture:
Dream Big or Small?**

Artist: Shoreditch Sketcher
**Local Artist: Barbara
Hepworth**



**Introduce
Shoreditch
Sketcher**

LF: to be able to explore an artist's work.

A4 page in a sketchbook showcasing her work. Mark making using artists' own work.

*Talking points:
recognise the work of Barbara Hepworth/gallery links within research.
Written facts can be included to compare the work from both artists during this lesson and throughout.*

LF: To be able to discuss the role and responsibilities involved in being an architect.

LF: To discover the form and structures architects might use through careful looking and drawing.

LF: To be able to make an architectural model of a home.
To be able to make an architectural model using the 'design though making' technique. To be able to use sketch books to support imagination.

LF: To be able to make an architectural model of a home.
To be able to make an architectural model using the 'design though making' technique. To be able to use sketch books to support imagination.


LF: To be able to display and photograph the work made through the half term and reflect on the outcomes.



What have you discovered?

How do you feel about the end result?

What kinds of problems did you encounter and how did you get around them?

Year 6

	1	2	3	4	5	6	Assessment prompts/ questions
<p>Autumn 1: Exploring identity Artist: Mike Barrett</p> 	<p>Introduce Mike Barrett LF: to be able to explore an artist's work.</p> <p>A4 page in a sketchbook showcasing his work. Mark making using artists' own work.</p>	<p>LF: To be able to make observational drawings of peers from short poses</p>	<p>LF: To be able to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning</p>	<p>LF: Two lessons focus.</p> <p>List the skills / materials children are using. LF needs to be explicit.</p>	<p>LF: To be able to share my work with my classmates, articulate how I feel about the journey and outcome.</p> <p>This could be done on iPads/voice notes/ sketch books.</p>	<p>LF: sketchbook presentation / evaluations</p>	<p>Tell me about that you are making and what inspired you</p> <p>What might you do next?</p> <p>Tell me about the materials and techniques you are using</p>
<p>Spring 1: 2D drawing to 3D Making Artist: Lubaina Himid</p>	<p>Introduce Lubaina Himid LF: to be able to explore an artist's work.</p> <p>A4 page in a sketchbook</p>	<p>LF: to be able to use tones of grey which emphasise the dark and light</p>	<p>LF: to be able to mix paint colours to match subtle colours of a</p>	<p>LF: To capture tone and texture of an object using pencil - Galapagos animal</p>	<p>LF: To be able to design and sketch an animal, creating humour in the design</p>	<p>LF: to be able to mix colours, paint and use layering effects to capture the tone, colour</p>	<p>Tell me about things you really liked or enjoyed</p> <p>What would you like to explore more of?</p> <p>What is the potential of what you have done? What could you do next?</p>

	<p>showcasing her work. Mark making using artists' own work.</p>	<p>features of an animal</p>	<p>chosen animal</p>	<p>sketching session</p>	<p>(invent a new animal that has evolved into a humorous creature over time (e.g. a lion with a fish's tail))</p>	<p>and texture of our humorous animal</p>	
<p>Summer 1: Brave Colour Local Artist: Terry Frost</p> 	<p><u>Introduce Terry Frost</u> LF: to be able to explore an artist's work.</p> <p>A4 page in a sketchbook showcasing his work. Mark making using artists' own work.</p>	<p>LF:</p>	<p>LF:</p>	<p>LF:</p>	<p>LF:</p>	<p>LF:</p>	<p>What have you discovered?</p> <p>How do you feel about the end result?</p> <p>What kinds of problems did you encounter and how did you get around them?</p> <p>Sophie: I know you taught this but we swapped a few parts around?! Here is the lesson plan: https://docs.google.com/document/d/1Y9QkXZL3ZG3azC8ngdOqj4osW8OqIA3V/edit</p> <p>I couldn't find the sequencing document for Y6 on this coverage</p>