

6th Form Curriculum Summary

Subject	Autumn Term	Spring Term	Summer Term
Maths Aim Awards Entry Level 2-3	Using Money <ul style="list-style-type: none"> • Understanding practical or tasks involving money. • Making estimates of calculations involving money. • Using calculations to solve problems involving money. • Using a calculator when working with money. 	Using Time <ul style="list-style-type: none"> • Telling the time to the nearest 5-minute interval • Knowing that the date can be expressed in different formats • Measuring time 	Using Numeracy skills in the workplace <ul style="list-style-type: none"> • Recognising when to use numeracy skills in the workplace. • Selecting appropriate numeracy skills in a work context. • Applying appropriate numeracy skills in a work context. • Using the results in situations where numeracy skills can be applied in a work context.
Maths 9-1 GCSE (Foundation)	<ul style="list-style-type: none"> • Integers & place value • Decimals • Indices, powers & roots • Factors, multiples & primes • Algebra (basics) • Expressions & substitutions into formulae • Tables, charts & graphs • Scatter graphs • Fractions, decimals & percentages 	<ul style="list-style-type: none"> • Percentages • Forming & solving linear equations • Linear inequalities • Properties of shapes, parallel lines & angle facts • Interior & exterior angles of polygons • Sampling & averages 	<ul style="list-style-type: none"> • Perimeter & area • Basic volume & 3D shapes • Real life graphs • Straight line graphs • Transformations
Maths Functional Skills (L1 and 2)	Integers, Decimals, Approximation, Fractions, Percentages, Ratio and proportion Money, Time, Measures, Area and Perimeter, Volume Tables and Charts, Algebra, Coordinates Learnt and applied throughout the year across a range of functional activities		

<p>Maths Entry Level</p>	<p>Place Value: Number Position and value Addition: Adding using HTU columns(HTO) Subtraction: Subtracting using HTU columns Symmetry: Lines of symmetry Rectangles and squares: Recognising rectangles and squares Pictograms: Drawing and interpreting Pictograms Continuing sequences Journeys: Describing journeys using LOGO Clocks and watches: Reading the time Time lines: Using time lines</p>	<p>Folding and shading: Recognising halves Half of: Distinguishing between odd and even numbers More shading: Recognising quarters Fraction parts: Fraction notation Money, money, money: Decimal notation in money Measures: Estimating measures Angles 3: Recognising turns Reading scales: Reading number scales Colder and colder: Negative number notation</p>	<p>Two-way tables: Extracting information from tables Number patterns: Explaining number patterns Multiples: Exploring multiplication patterns Interpretation: Using scales on bar charts Pentagons and hexagons: Recognising pentagons and hexagons Inside out: Connecting multiplication and division Remainders: Dealing with remainders 3D shapes: Recognising 3-D shapes Match it: Using matching diagrams Exploring connections: Developing mental methods with multiples</p>
<p>Drama</p>	<p>Term 1</p> <p>Shakespeare schools Hamlet. Mansfield Palace</p> <ol style="list-style-type: none"> 1. Explore and improvise key scenes short theatre piece 2. Explore Characters 3. Rehearse abridged script piece. 4. Perform play. 	<p>Term 2</p> <ol style="list-style-type: none"> 1. Make a film for the Bang film festival 2.Devise and improvise a screen play 3. Film scenes 4. Present final short film. 	<p>Term 3</p> <ol style="list-style-type: none"> 1. Explore theatre visit 2. Write and devise a 3. Rehearse piece 4. Perform and present
<p>Subject</p>	<p>Autumn Term/Spring Term/Summer Term</p>		
<p>CoPE</p>	<p>Individualised challenges throughout the year which may include;</p>		

	Communication, Citizenship, sport and Leisure, Independent Living, The Environment, Vocational Preparation, Health and Fitness, Work Related, Learning and Enterprise, Science and technology, International Links, Expressive Arts, and Beliefs and Values.		
Subject	Autumn Term	Spring Term	Summer Term
	Personal Health and Welfare <ul style="list-style-type: none"> • Smoking • Drugs • Alcohol Personal safety Relationships Citizenship	Health and Fitness Careers and interview skills Personal Finance	Relationships and sexual awareness Leavers module Citizenship <ul style="list-style-type: none"> • Equal opportunities Social interaction
Subject	Autumn Term	Spring Term	Summer Term
Media Entry Level 3	Pre-production techniques Film making <ul style="list-style-type: none"> • Explore different film genres • Look at other film makers work • Planning and writing a short script/screen play • Storyboarding Explore camera techniques Creating a video audio-visual sequence <ul style="list-style-type: none"> • Explore audio-visual products • Camera techniques • Health and safety when filming on location • Filming on location Creating a simple sequence (editing)	Digital Photography <ul style="list-style-type: none"> • Know how to explore photographic equipment • Be able to plan to take photographs • Be able to take photographs using a digital camera • Understand how to review the photographs taken Interactive multimedia presentations <ul style="list-style-type: none"> • Be able to explore interactive multimedia products • Be able to plan and prepare an interactive multimedia product. 	Creating an animated object <ul style="list-style-type: none"> • Explore the use of animation • Be able to plan a digitally animated object. Be able to create the digitally animated object. Music: Exploring music through interactive software and instrumentation. <ul style="list-style-type: none"> • Create simple musical pieces using ICT. • Learning basic instrumentation • Using simple musical skills and creating simple musical pieces using software and live instruments.

		<ul style="list-style-type: none"> Be able to create the interactive multimedia product. 	
Subject	Autumn Term	Spring Term	Summer Term
Enterprise	<ul style="list-style-type: none"> Develop product ideas for the company; Students to develop their roles in the company; Make products; Present products for sale. 	<ul style="list-style-type: none"> Identify the meaning of Design and Function Explore product Design and Function; Identify what Low and High End means in business Explore Low and High End products Work together to design products for sale. 	<ul style="list-style-type: none"> Identify key markets for company; Organise exhibition and sale of work Prepare and Plan for Four seasons Young Enterprise market day.
Subject	Autumn Term	Spring Term	Summer Term
English GCSE	<p>Reading</p> <p>A selection of 20th or 21st century prose fiction – whole texts or extracts. Explorations in Creative Reading (fiction)</p> <ul style="list-style-type: none"> Use of reading time. Working through sections of the text Building confidence and independence Themes, characterisation and settings <p>Writing</p> <p>Writing to describe and narrate (fiction)</p> <ul style="list-style-type: none"> planning Themes, characterisation and 	<p>Reading</p> <p>Viewpoints and Perspectives (nonfiction)</p> <p>19th, 20th or 21st century non-fiction and literary non-fiction texts.</p> <ul style="list-style-type: none"> Understanding of perspectives and viewpoints. Understanding different methods writers use to convey meaning. Ways of comparing texts. How to summarise and synthesise information from two texts. Increasing confidence with unfamiliar language and 	<p>CONSOLODATION AND REVISION of below</p> <p>Reading</p> <p>A selection of 20th or 21st century prose fiction – whole texts or extracts. Explorations in Creative Reading (fiction)</p> <ul style="list-style-type: none"> Use of reading time. Working through sections of the text Building confidence and independence Themes, characterisation and settings <p>Viewpoints and Perspectives</p>

	<ul style="list-style-type: none"> • setting • Structure • Text types • Persuasive language <p>Spoken Language</p> <ul style="list-style-type: none"> • presentation skills, structure, standard English • Pupils make a presentation to their peers or selected audience on an agreed topic or issue 	<p>contexts in 19th Century texts</p> <p>Writing Writing to describe and narrate (fiction)</p> <ul style="list-style-type: none"> • Planning, structure • Themes, characterisation and setting • <p>Writing to present a point of view (non-fiction)</p> <ul style="list-style-type: none"> • Persuasive language technique • <p>Spoken Language</p> <ul style="list-style-type: none"> • presentation skills, structure, standard English • pupils have the opportunity to improve their skills and record another presentation 	<p>(nonfiction) 20th or 21st century non-fiction and literary non-fiction texts.</p> <ul style="list-style-type: none"> • Understanding of perspectives and viewpoints. • Understanding different methods writers use to convey meaning. • Ways of comparing texts. • How to summarise and synthesise information from two texts. <p>Writing Writing to describe and narrate (fiction)</p> <ul style="list-style-type: none"> • planning • Themes, characterisation and setting • Structure <p>Writing to present a point of view (non-fiction)</p> <ul style="list-style-type: none"> • Text types • Persuasive language <p>Exam technique and practice – timings, planning, full understanding of requirements of each question.</p>
Step up to English (Entry level)	<p>Reading A selection of 20th or 21st century literature – whole texts or extracts.</p>	<p>Reading A selection of 20th and 21st century non-fiction and literary non-fiction texts – whole texts or extracts.</p>	<p>Reading A selection of 19th century non-fiction texts and literary non-fiction</p>

	<ul style="list-style-type: none"> • Understanding what the text is about. • Identifying the key ideas, characters and themes in a text. • Inference and deduction. • Selecting interesting words and phrases and commenting on why the author has used these. • Expressing an opinion about texts. • Commenting on structure. <p>Writing Writing a story</p> <ul style="list-style-type: none"> • Planning. • Technical accuracy – punctuation and grammar. • Choice of effective vocabulary and sentence structures. • Spelling patterns and conventions. • <p>Spoken Language</p> <ul style="list-style-type: none"> • how to communicate ideas • effective non-verbal communication, eye contact, intonation, pace etc. • features of Standard English. 	<ul style="list-style-type: none"> • Understanding what the text is about. • Identifying the key ideas in a text. • Inference and deduction. • Selecting interesting words and phrases and commenting on why the author has used these. • Comparing texts <p>Writing Writing non-fiction</p> <ul style="list-style-type: none"> • Features of giving information and explanations. • Planning. • Structure, paragraphing. • Technical accuracy – punctuation and grammar. • Choice of effective vocabulary and sentence structures. • Spelling patterns and conventions. <p>Spoken Language</p> <ul style="list-style-type: none"> • how to ask open and closed questions • listening skills • how to respond appropriately to others • structure. 	<p>texts – whole texts or extracts.</p> <ul style="list-style-type: none"> • Understanding what the text is about. • Identifying the key ideas in a text. • Inference and deduction. • Selecting interesting words and phrases and commenting on why the author has used these. • Comparing texts. <p>Writing Writing a story</p> <ul style="list-style-type: none"> • Show examples to demonstrate ‘what good looks like’. • Technical accuracy – punctuation and grammar. • Choice of effective vocabulary and sentence structures. • Techniques to engage reader – e.g. structure, openings and endings, twists and turns. • Spelling patterns and conventions. • Planning and writing in a specific time. • Crafting writing by proof reading, editing and correcting.
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<p>English Functional Skills Entry Level 2/3</p>	<p>Pupils work across all three strands throughout the year applying their learning to functional skills.</p> <p>Entry Level 2</p> <p>Speaking, Listening and Communication Pupils will learn to participate in discussions / exchanges about familiar topics, making active contributions, with one or more people in familiar situations</p> <ol style="list-style-type: none"> 1.1 Identify the main points of short explanations and instructions 1.2 Make appropriate contributions that are clearly understood 1.3 Express simply feelings or opinions and understand those expressed by others 1.4 Communicate information so that the meaning is clear 1.5 Ask and respond to straightforward questions 1.6 Follow the gist of discussions <p>Reading Pupils will learn to read and understand short, simple texts that explain or recount information</p> <ol style="list-style-type: none"> 2.1 Understand the main events in chronological texts 2.2 Read and understand simple instructions and directions 2.3 Read and understand high frequency words and words with common spelling patterns 2.4 Use knowledge of alphabetical order to locate information <p>Writing Pupils will learn to write short texts with some awareness of the intended audience</p> <ol style="list-style-type: none"> 3.1 Use written words and phrases to record and present information 3.2 Construct compound sentences using common conjunctions 		

- 3.3 Punctuate correctly, using upper and lower case, full stops and questions marks
- 3.4 Spell correctly all high frequency words and words with common spelling patterns

Entry Level 3

Speaking, Listening and Communication

Pupils will learn to respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges

- 1.1 Follow the main points of discussions
- 1.2 Use techniques to clarify and confirm understanding
- 1.3 Give own point of view and respond appropriately to others' point of view
- 1.4 Use appropriate language in formal discussions/exchanges
- 1.5 Make relevant contributions, allowing for and responding to others' input

Reading

Pupils will learn to read and understand the purpose and content of straightforward texts that explain, inform and recount information

- 2.1 Understand the main points of texts
- 2.2 Obtain specific information through detailed reading
- 2.3 Use organisational features to locate information
- 2.4 Read and understand texts in different formats using strategies/techniques appropriate to the task

Writing

Pupils will learn to write texts with some adaptation to the intended audience

- 3.1 Plan, draft and organise writing
- 3.2 Sequence writing logically and clearly
- 3.3 Use basic grammar including appropriate verb-tense and subject/verb agreement
- 3.4 Check work for accuracy, including spelling

Skills may include...

- Formal /informal discussions
- Making presentations

Skills may include...

- Reading narrative (e.g. newspaper reports) and

Skills may include...

- Writing to inform, persuade and express

		<p>information texts (e.g. Letters, timetables, leaflets)</p> <ul style="list-style-type: none"> • Using reading to solve problems 	<p>ideas and opinions in functional contexts</p>
<p>English Level 1 and 2 Functional Skills</p> <p>(Pupils work within one group with work target to individual needs. Pupils may progress from Level 1 to Level 2)</p>	<p>Level 1 Speaking, Listening and Communication Pupils will learn to take full part in formal and informal discussions and exchanges that include unfamiliar subjects.</p> <p>1.1 Make relevant and extended contributions to discussions, allowing for and responding to others' input 1.2 Prepare for and contribute to the formal discussion of ideas and opinions 1.3 Make different kinds of contributions to discussions 1.4 Present information/points of view clearly and in appropriate language</p> <p>Reading Pupils will learn to read and understand a range of straightforward texts (in more than one type of text)</p> <p>1 Identify the main points and ideas and how they are presented in a variety of texts 2.2 Read and understand texts in detail 2.3 Utilise information contained in texts 2.4 Identify suitable responses to texts</p> <p>Writing Pupils will learn to write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience</p> <p>3.1 Write clearly and coherently, including an appropriate level of detail 3.2 Present information in a logical sequence 3.3 Use language, format and structure suitable for purpose and audience 3.4 Use correct grammar, including correct and consistent use of tense 3.5 Ensure written work includes generally accurate punctuation and spelling and that meaning is clear .</p> <p>Level 2 Speaking, Listening and Communication Pupils will learn make a range of contributions to discussions in a range of contexts, including those that are unfamiliar,</p>		

	<p>and make effective presentations</p> <ol style="list-style-type: none"> 1.1 Consider complex information and give a relevant, cogent response in appropriate language 1.2 Present information and ideas clearly and persuasively to others 1.3 Adapt contributions to suit audience, purpose and situation 1.4 Make significant contributions to discussions, taking a range of roles and helping to move the discussion forward <p>Reading</p> <p>Pupils will learn to select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions</p> <ol style="list-style-type: none"> 2.1 Select and use different types of texts to obtain and utilise relevant information 2.2 Read and summarise, succinctly, information/ideas from different sources 2.3 Identify the purposes of texts and comment on how meaning is conveyed 2.4 Detect point of view, implicit meaning and/or bias 2.5 Analyse texts in relation to audience needs and consider suitable responses in three or more texts <p>Writing</p> <p>Pupils will learn to write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively</p> <ol style="list-style-type: none"> 3.1 Present information/ideas concisely, logically, and persuasively 3.2 Present information on complex subjects clearly and concisely 3.3 Use a range of writing styles for different purposes 3.4 Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively 3.5 Punctuate written text using commas, apostrophes and inverted commas accurately 3.6 Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types 		
	<p>Skills may include...</p> <ul style="list-style-type: none"> • Formal /informal discussions • Making presentations 	<p>Skills may include...</p> <ul style="list-style-type: none"> • Reading narrative (e.g. newspaper reports) and information texts (e.g. Letters, timetables, leaflets) • Using reading to solve 	<p>Skills may include...</p> <ul style="list-style-type: none"> • Writing to inform, persuade and express ideas and opinions in functional contexts

		problems	
Subject	Autumn Term	Spring Term	Summer Term
Vocational Media	Film Production Skills Unit Level: Entry 3 1. Know about job roles in film production 2. Be able to create a storyboard 3. Be able to select audio for a short film 4. Be able to create a short film 5. Be able to present a short film 6. Be able to review own performance	Digital Photography Entry 3 1. Know about digital cameras 2. Be able to use a digital camera 3. Be able to use software to organise digital photos 4. Be able to edit digital photos 5. Be able to share digital photos with others.	Film Production Skills Unit Level: One 1. Know about job roles in film production 2. Be able to create a storyboard 3. Be able to select audio for a short film 4. Be able to create a short film 5. Be able to edit a short film 6. Be able to present a short film 7. Be able to review own performance.
Subject	Autumn Term	Spring Term	Summer Term
Food Technology During the Autumn term pupils work towards the Level 1 BTech Jamie Oliver qualification. In the spring term pupils progress to Level 2 if they are ready.	INTRODUCTION TO THE COURSE STUCTRUE AND LEARNER RECORD. Pupils work on a range of units including <ul style="list-style-type: none"> • THE VALUE OF BREAKFAST. METHODS OF COOKING AND SKILLS DEVELOPMENT • LUNCHEES AND LEFT OVERS- SANDWICH MAKING. FILLING COMBINATIONS (buffet foods) • KNIFE SAFETY /TYPES • THE VALUE OF VEGETABLES – UNDERSTANDING THE KEY ELEMENTS OF SOUPS –BASIC RAGU, • SERVING A MEAL, TIMING, AWARENESS OF BACTERIA 	AT the beginning of the Spring term pupils explore CULTURAL FOODS, PRESENTATION AND SEASONINGS leading to their end of Level 1 Practical and Assessment. Pupils work on a range of units including <ul style="list-style-type: none"> • THE USE OF DRESSINGS AND SEASONING IN MEALS • HOW TO BALANCE A FOOD • QUICK COOKED MEAT • BARBEQUE SEASON • BASIC MINCE COOKERY • CAKE MAKING 	Food Technology During the Autumn term pupils work towards the Level 1 BTech Jamie Oliver qualification. In the spring term pupils progress to Level 2 if they are ready.

	The course combines theory and practical element linked to the development of skills (e.g. cutting, chopping, stewing, baking, peeling)	The course combines theory and practical elements (including assessment) linked to the development of skills (e.g. frying, skewering, shaping, mixing, weighing, measuring, baking)	
Subject	Autumn Term	Spring Term	Summer Term
Horticulture Entry Level	<ul style="list-style-type: none"> • Personal health and safety (includes seasonal variation such as slippery leaves) • Handling tools (includes seasonal variation such as leaf rake) • Watering (includes seasonal plant variation) • Feeding (includes seasonal plant variation) • Weeding (includes seasonal plant variation) • Pruning (includes seasonal plant variation) • Propagation (includes seasonal plant variation) • Sowing seeds (includes seasonal plant variation) • Harvesting (includes seasonal plant variation) • Composting (includes seasonal plant variation) • Recycling (includes seasonal variation) • Cleaning and maintenance (includes seasonal variation) • Identifying bugs and garden 	<ul style="list-style-type: none"> • Personal health and safety (includes seasonal variation such as ice, snow and hypothermia) • Handling tools includes seasonal variation such as snow shovel) • Watering (includes seasonal plant variation) • Feeding (includes seasonal plant variation) • Weeding (includes seasonal plant variation) • Pruning (includes seasonal plant variation) • Propagation (includes seasonal plant variation) • Sowing seeds (includes seasonal plant variation) • Harvesting (includes seasonal plant variation) • Composting (includes seasonal plant variation) • Recycling (includes seasonal variation) • Cleaning and maintenance 	<ul style="list-style-type: none"> • Personal health and safety (includes seasonal variation such as heatstroke and sunburn) • Handling tools includes seasonal variation such as lawn mower) • Watering (includes seasonal plant variation) • Feeding (includes seasonal plant variation) • Weeding (includes seasonal plant variation) • Pruning (includes seasonal plant variation) • Sowing seeds (includes seasonal plant variation) • Harvesting (includes seasonal plant variation) • Composting (includes seasonal plant variation) • Recycling (includes seasonal variation) • Cleaning and maintenance (includes seasonal variation) • Identifying bugs and garden wildlife • Where in the world sensory

	wildlife <ul style="list-style-type: none"> • Where in the world sensory session (touching, smelling and tasting different seasonal fruit and vegetables from around the world) • Making Halloween pumpkins • Making Christmas wreaths Making Christmas reindeer	(includes seasonal variation) <ul style="list-style-type: none"> • Identifying bugs and garden wildlife • Where in the world sensory session (touching, smelling and tasting different seasonal fruit and vegetables from around the world) • Making Easter bonnets • Visit to a garden centre • Visit to a garden 	session (touching, smelling and tasting different seasonal fruit and vegetables from around the world) <ul style="list-style-type: none"> • Making hanging baskets • Plant sale • Visit to a flower show
	Tasks that can be done throughout the year: <ul style="list-style-type: none"> • Building a bottle greenhouse • Building a bug house • Making a scarecrow • Making borders and beds 		
Subject	Autumn Term	Spring Term	Summer Term
Motor Vehicle Maintenance Entry Level	<ul style="list-style-type: none"> • Valeting a Car Interior • Washing a Car Exterior • Wax and Polish a Car Exterior 	<ul style="list-style-type: none"> • Systematic cycle check • Remove and replace cycle saddles, seat posts and handlebars • Remove and replace cycle wheels, tyres and inner tubes • Lubricate and tension a single speed cycle chain • Repair a cycle puncture • Remove and replace a cycle rim brake assembly 	<ul style="list-style-type: none"> • Health and Safety • Using tools and equipment safely • Identification of Basic External and Internal car parts • Car Tyre Pressure and Tread • Routine Braking system checks • Checking and Maintaining Fluid Levels on a Car
	Motor Vehicle Workshop Tools and Equipment Tools, Equipment and Materials for Vehicle Maintenance		
Subject	Autumn Term	Spring Term	Summer Term
Aim Award units in	<ul style="list-style-type: none"> • Working in a team • Searching for a job 	<ul style="list-style-type: none"> • Self-management skills • Communicating solutions 	<ul style="list-style-type: none"> • Learning from more experienced people

<p>Work Skills</p> <p>This will be offered to all students across their time in FE. There will be core units for all students to complete, plus units specific to a work placement that will be addressed through Work Based Learning at a time relevant to each individual.</p>	<ul style="list-style-type: none"> • Applying for a job • Preparing for interview • Interview skills 	<p>to others</p> <ul style="list-style-type: none"> • Positive attitudes and behaviours at work • Working in a team 	<ul style="list-style-type: none"> • Preparing for a work placement • Literacy for the workplace • Numeracy for the workplace
<p>Work Based Learning: Timing specific to the individual placement</p> <ul style="list-style-type: none"> • Managing your health at work • Setting and meeting targets at work • Solving work related problems • learning from work placement • safe learning in the workplace 			
<p>Subject</p>	<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p>Aim Awards (various subjects)</p>	<p>Work covered is tailored to the needs of individual learners i.e. History units, media, sports and leisure etc</p>		
<p>Subject</p>	<p>Autumn Term /Spring Term /Summer Term</p>		
<p>Sports Leader Award</p>	<p>Students develop leadership skills through a mixture of practical and classroom based learning. They become able to lead and assist in the delivery of sport and physical activity sessions. Lessons include “What makes a good leader?”, “How to effectively work in a team” and “How to become a good leader”</p>		
<p>Subject</p>	<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p>Art Aim Awards Units may vary according to the needs and interests of different students</p>	<ul style="list-style-type: none"> • Art Appreciation/Discovering Art and Culture (introduction) • Creative Development Art Mediums (introduction) 	<ul style="list-style-type: none"> • Art Appreciation/Discovering Art and Culture (Cont.) • Creative Development Art Mediums (contd.) • Photography -using a camera and accessories (introduction) 	<ul style="list-style-type: none"> • Art Appreciation/Discovering Art and Culture (Cont.) • Photography -using a camera and accessories (introduction) • Painting water based mediums

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