



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Draw with increasing complexity and detail e.g., modelling how to draw a person or animal Learn about colour mixing Learn how to join materials e.g., with tape, glue and tabs Use a range of tools e.g., paintbrushes, straws, stamps, rollers Use a range of media to express feelings and ideas e.g., paint (water colours), pastels, chalks, pencils, natural materials, transient art, clay, textiles, collage, junk modelling Create collaboratively Learn about artists from different times and cultures e.g., artist for each half term / gallery Drawing Club – weekly drawing planned opportunity alongside an adult					
Year 1	What would you use to build a house? Techniques: Drawing, painting and sculpture Outcomes: Colour wheels, drawings of houses, paintings of houses using a repeated pattern, Mondrian style paintings Artist: Friedensreich Hundertwasser, Piet Mondrian	How have toys changed through time? Techniques: Drawing, painting and collage Outcomes: Painting tints and tones, Winter landscapes using cool colours and mixed media. Artist: Pieter Bruegel the Elder, Claude Monet	How do we keep people safe at sea? Techniques: Drawing and painting Outcomes: Seascape with a moving RNLI boat Artist: Nanette Martin, John Dyer	How has transport changed over time? Techniques: Drawing, printing and painting. Outcomes: Drawings of steam and present-day trains. Bubble wrap prints. Painting of trains in a landscape. Artist: JMW Turner	How does your garden grow? Techniques: Drawing, painting, collage and printing Outcomes: Drawing and paintings of flowers, printing using petals and leaves, collage of plant growth Artist: Vincent van Gogh, Claude Monet, Georgia O'Keefe	Where in the world would you travel? Techniques: Drawing, painting, sculpture and collage Outcomes: Observational drawings of natural objects, beach scene using paint and mixed media, transient art using natural materials, clay models of shells. Artist: Tony Plant – transient art

Year 2	<p>What do I need to be healthy?</p> <p>Techniques: Painting, printing, collage and digital media Outcomes: Paintings and collages, time-lapse photography of large-scale model Artist: Guiseppe Arcimboldo</p>	<p>Who were the great monarchs?</p> <p>Techniques: Drawing and collage Outcomes: Self-portraits, Picasso style portraits of the Queen, collage picture frames Artist: Pablo Picasso and Vincent van Gogh</p>	<p>How was the Great Fire of London great?</p> <p>Techniques: Drawing, painting and sculpture Outcomes: Drawing and painting landscapes, 2d and 3d houses Artist: Jan Griffier</p>	<p>Who would live in a habitat like this?</p> <p>Techniques: Drawing, printing and painting Outcomes: Prints from the environment and camouflage paintings Artist: Henri Rousseau</p>	<p>Who were the first explorers of space?</p> <p>Techniques: Drawing, painting and collage Outcomes: Drawing ideas, create space picture with a 2d moving rocket Artist: Pablo Picasso and Paul Signac</p>	<p>Where in the world would you like to live?</p> <p>Techniques: Drawing, collage, sculpture and textiles Outcomes: Draw African motifs, paper and fabric weaving, paper collage with silhouette, African masks Artist: Ester Malangu</p>
Year 3	<p>What do I need to make my body move?</p> <p>Techniques: Drawing Outcomes: Shading techniques using graded pencils, chalk and charcoal, Drawings of Durer's Rhino Artist: Albrecht Durer</p>	<p>How did the Romans change Britain?</p> <p>Techniques: Drawing, sculpture and collage Outcomes: Drawing Roman artefacts, making shields and mosaics Artist: Ancient Roman examples</p>	<p>What is King Henry VIII remembered for?</p> <p>Techniques: Drawing and painting Outcomes: Self-portraits, Portraits of Henry VIII and his wives using graded pencils, chalks and charcoal, paintings in the style of Seurat or Derain Artist: George Seurat, Andre Derain</p>	<p>How did Britain change during prehistory?</p> <p>Techniques: Drawing, painting and sculpture Outcomes: Drawings, pastel and charcoal studies of cave paintings, Stone Age necklaces and Stone Age huts Artist: Examples of cave paintings</p>	<p>What is there to discover in North America?</p> <p>Techniques: Drawing, printing and textiles Outcomes: Create prints for miniature teepees, weaving Artist: Shan Goshorn</p>	<p>What are the key geographical features of the United Kingdom?</p> <p>Techniques: Drawing and painting Outcomes: Drawings of the school, Lowry inspired paintings, abstract paintings incorporating religious symbols Artist: Wassily Kandinsky, LS Lowry</p>

Year 4	<p>Were the Dark Ages dark?</p> <p>Techniques: Drawing, painting and textiles Outcomes: Recreating Tapestry images through OP art, design and stitch a section inspired by the Bayeux Tapestry Artist: Bayeux Tapestry, OP Art, Roy Lichtenstein, Andy Warhol</p>	<p>Where does my food go?</p> <p>Techniques: Drawing, painting, collage and digital media Outcomes: Still life using mixed media, fabric collages of still life – photographed, rearranged and added to Artist: Paul Cezanne, Pierre Auguste Renoir</p>	<p>Are dragons real?</p> <p>Techniques: Drawing, painting, collage and sculpture Outcomes: Discover and recognise dragons in different art forms (George and the Dragon), create a collage, sculpture using clay Artist: Raphael – George and the Dragon, Bernt Notke</p>	<p>Should all crimes be punished?</p> <p>Techniques: Drawing, collage and digital media Outcomes: Self-portraits, photomontage in the style of an artist Artist: David Hockney</p>	<p>How does the Amazon Rainforest matter to us?</p> <p>Techniques: Drawing, painting, collage and printing Outcomes: Line drawings of rainforest animals, polyfoam printing block prints, large-scale painting and collage to show symmetry and camouflage Artist: Pablo Picasso, Henri Rousseau</p>	<p>What makes St Dennis, St Dennis?</p> <p>Techniques: Drawing, painting and sculpture Outcomes: Draw, design, create and paint a pot based on the Troika style Artist: Troika Pottery Artists – Leslie Illsley, Jan Thompson, Benny Sirota</p>
Year 5	<p>What lies beyond our Earth?</p> <p>Techniques: Drawing and painting Outcomes: Drawing planets using light and dark shading techniques, Imaginary painting based on space Artist: Claude Monet, Vincent van Gogh -Starry Night</p>	<p>What is life like in the different climate zones?</p> <p>Techniques: Drawing, painting and collage Outcomes: Sketches of polar landscapes and creation of these using mixed media Artist: Surrealism – Salvador Dali Fauvism – Henri Matisse, Andre Derain</p>	<p>What impact did the Industrial Revolution have on Cornish tin mining?</p> <p>Techniques: Drawing, and painting Outcomes: Explore works of Rembrandt and how he experimented with light and shade (chiaroscuro), drawings and painting of still life, pastel work Artist: Rembrandt van Rijn, Claude Monet</p>	<p>When and why did the Maya disappear?</p> <p>Techniques: Drawing, painting and sculpture Outcomes: Self-portraits using graded pencils and charcoal. Mayan portraits from clay using mosaic and patterns. Design and paint a wall painting inspired by the Ancient Maya Artist: Maya artists</p>	<p>Where can we see the influence of Ancient Greece today?</p> <p>Techniques: Drawing, painting and sculpture Outcomes: Drawing, designing and painting Greek vases, clay vases and artefacts Artist: Giotto, Leonardo da Vinci, Michael Angelo, Raphael, Ancient Greeks</p>	<p>How do rivers impact the lives of people around the world?</p> <p>Techniques: Drawing and printing Outcomes: Sketch ideas Screen and relief prints of water scenes Artist: Katsushika Hokusai, Ollie Patricio</p>

Year 6	<p>Why is the Earth so angry?</p> <p>Techniques: Drawing, painting, collage and sculpture</p> <p>Outcomes: Sketches and examples of artworks to create a disaster painting / collage, 3D volcanic landscapes</p> <p>Artist: Stephanie Peters, Paul Nash</p>	<p>How was the Battle of Britain a turning point in WWII?</p> <p>Techniques: Drawing, painting and collage</p> <p>Outcomes: Propaganda posters, Blitz landscapes, Recreating a painting inspired by the artist.</p> <p>Artist: Abram Games, Fougasse aka Cyril Kenneth Bird, Edvard Munch</p>	<p>Do we agree with Darwin's theory of evolution?</p> <p>Techniques: Drawing and sculpture</p> <p>Outcomes: Self-portraits, Leonardo portrait, drawings depicting movement, Darwin's finches, clay fossils,</p> <p>Artist: Leonardo da Vinci, Conrad Martens</p>	<p>What were the Ancient Egyptian's most significant achievements?</p> <p>Techniques: Drawing and sculpture</p> <p>Outcomes: Canopic jars, Egyptian God drawings, Tutankhamun clay death masks</p> <p>Artist: Ancient Egyptian art</p>	<p>Who was really responsible for the sinking of the Titanic?</p> <p>Techniques: Drawing, painting, collage and sculpture</p> <p>Outcomes: Sketches, paintings and sculptures of the Titanic</p> <p>Artist: Ken Marshall, Francis Davis Millet</p>	<p>Why is the fishing industry so important to local communities?</p> <p>Techniques: Drawing, painting, printing and sculpture</p> <p>Outcomes: Abstracts, prints, willow sculptures</p> <p>Artist: Patrick Heron, Anna aka Anna and the Willow</p>
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Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Question	What would you use to build a house?	How have toys changed through time?	How do we keep people safe at sea?	How has transport changed over time?	How does your garden grow?	Where in the world would you travel?
Techniques	Drawing and painting	Drawing, painting and collage	Drawing and painting	Drawing, printing and painting.	Drawing, painting, collage and printing	Drawing, painting, collage and sculpture
Artists and Artisans	Piet Mondrian, Friedensreich Hundertwasser	Pieter Bruegel the Elder, Claude Monet	Nanette Martin, John Dyer	JMW Turner	Vincent van Gogh, Claude Monet, Georgia O'Keefe	Tony Plant
Styles and periods	Abstract 20 th C Modern artist and architect 20 th C	Dutch and Flemish Renaissance 16 th C Impressionism 19 th C	Contemporary 21 st C	Romanticism 18 th /19 th C	Post-Impressionism 19 th C Impressionism 19 th C Contemporary 21 st C	Transient Art 21 st C
Composite	Explore drawing techniques with graded pencils. Draw and colour different designs of houses using a repeat pattern Painted colour wheels and compositions in the style of Piet Mondrian.	Painting tints and tones, Winter landscapes using cool colours and mixed media.	Draw and colour a seascape, Painted seascape with hinged or levered RNLI boat.	Drawings of steam and present-day trains. Bubble wrap prints. Painting of trains in a landscape.	Observational drawings and paintings of flowers, printing using petals and leaves, collage of plant growth	Observational drawings of natural objects, clay shells, beach scene using paint and mixed media, transient art using natural materials
Builds On	Reception – (drawing and painting)	Year 1 Autumn 1 (drawing and painting)	Year 1 Autumn 2 (drawing and painting)	Year 1 Spring 2 (drawing, printing and painting)	Year 1 Autumn 2 (drawing, painting and collage)	Year Summer 1 (drawing and painting)
Future Learning	Year 1 Autumn 2 – (drawing and painting)	Year 1 Spring 2 – (painting and collage)	Spring 2 – (drawing and painting)	Year 1 Summer 2 – (drawing and painting)	Year 1 Summer 1- (drawing, printing and painting)	Year 2 Autumn 1 – (drawing, painting and sculpture) Year 2 Spring 1 (drawing, painting, collage and sculpture)
Vocabulary	architect, line, colour, shape, dot, shading, primary colours, secondary colours, graded pencils, graphite, abstract, hatching, cross-hatching, value, visual artist	line, colour, value, create, develop, experiment, materials, shading, technique, visual, cool colours, mix, tints, tones, shade, light, dark, collage, Renaissance, Impressionism	line, colour, hinge, lever, cut, join, primary colours, secondary colours, tint, blend, mix, watercolour, contemporary, seascape, horizon	Romanticism, artist, visual, paint, brush, print, primary colours, secondary colours, palette, line, shadow, landscape, background, foreground, middle ground	mpressionism, artist, visual, paint, brush, palette, acrylic, colour, space, line, create, method, sort, texture, tints, tone, shade, shadow, cut, create, join, observation, still life	observation, transient, mixed media, texture, line, shape, space, visual, artist, materials, object, tool, carving, sculpture, sculpt moulding, clay, modelling
Milestones	Develop ideas Respond to ideas and starting points.	Develop ideas Explore ideas and collect visual information.	Develop ideas Respond to ideas and starting points.	Develop ideas Respond to ideas and starting points.	Develop ideas Respond to ideas and starting points.	Develop ideas Respond to ideas and starting points

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Question	What do I need to be healthy?	Who were the great monarchs?	How was the Great Fire of London great?	Who would live in a habitat like this?	Who were the first explorers of space?	Where in the world would you like to live?
Techniques	Painting, printing, collage and digital media	Drawing and collage	Drawing, painting, collage and sculpture	Drawing, printing, sculpture and collage	Drawing, painting and collage	Drawing, collage, sculpture, and textiles
Artists and Artisans	Guiseppe Arcimboldo	Pablo Picasso, Vincent van Gogh	Jan Griffier	Henri Rousseau	Pablo Picasso and Paul Signac	Ester Malangu (artist and designer)
Styles and periods	Late Renaissance – 15 th C	Cubism/Post-Impressionist 20 th C	Dutch Golden Age – 18 th C	Post-Impressionist (Naïve style) 19 th C	Cubism/Pointillism Neo-Impressionism Post-Impressionism 20 th C	Contemporary – 21 st C
Composite	Develop portrait skills. Collage using a combination of shapes and mixed materials. Create prints using fruits and sponges	Portraits of the Queen in the style of Picasso with collage picture frames	A Great Fire of London picture that incorporates 2D and 3D buildings	Prints from the environment and marbled papers. Drawing, painting and creating dioramas of different habitats. Clay creatures.	A painted space picture with a moveable space rocket or creature using mixed media (paint, pastels and paper)	African masks and weavings / pots incorporating motifs and patterns. Camouflage paintings with a silhouette.
Builds On	Year 1 Summer 1 - (printing and painting) Year 1 Summer 2 - (painting and collage)	Year 2 – Autumn 1 (collage)	Year 2 – Autumn 2 (collage and drawing) Year 2 – Autumn 1 (painting)	Year 2 – Autumn 1 (printing) Year 2 – Spring 1 (drawing and painting)	Year 2 – Spring 2 (drawing, painting and collage)	Year 2 – Spring 1 (sculpture)
Future Learning	Year 2 - Autumn 2 (collage)	Year 2 – Spring 1 (collage) Year 2 - Spring 2 (collage)	Year 2 – Spring 2 (drawing, sculpture and collage)	Year 3 – Autumn 1 (drawing) Year 2 – Summer 1 (drawing and painting)	Year 3 – Autumn 1 (drawing) Year 3 – Spring 1 (painting) Year 3 – Autumn 2 (collage)	Year 3 – Autumn 2 (collage) Year 3 – Summer 1 (textiles)
Vocabulary	artist, arrange, line, print, collage, glue, portrait, visual, paint, time lapse photography, shape, mixed materials, feature placement, trace	alter, artist, brush, collage, create, develop, experiment, glue, materials, shading, technique, visual, line, shadow, thickness	landscape (foreground, middle ground, background), thickness, form, shape, texture, visual, artist, materials, object, primary colours, secondary colours, palette, line, sculpture, method, materials, glue	artist, diorama, visual, paint, brush, pattern, print, primary colours, secondary colours, camouflage, palette, line, shadow, marbling ink	artist, visual, paint, brush, palette, colour, space, line, linkages, lever, pivot, create, method, sort, texture, tints, tone, shade, shadow, cut, create, join	artist, visual, tool, weaving, warp, weft, plaiting, moulding, carving, artisan, classic, sculpture, motif, pattern, cut, glue, join, texture, thickness, dot, line, tones, materials
Milestones (Media and materials /	Develop ideas Respond to ideas and starting points.	Develop ideas Explore ideas and collect visual information. Explore different methods	Develop ideas Respond to ideas and starting points.	Develop ideas Respond to ideas and starting points.	Develop ideas Respond to ideas and starting points	Develop ideas Respond to ideas and starting points.

<p>colour theory / effects / process / techniques)</p>	<p>Explore ideas and collect visual information.</p>	<p>and materials as ideas develop</p>	<p>Explore ideas and collect visual information. Explore methods and materials as ideas develop.</p>	<p>Explore ideas and collect visual information. Explore methods and materials as ideas develop.</p>	<p>Explore different methods and materials as ideas develop.</p>	<p>Explore ideas and collect visual information.</p>
	<p>Master Techniques <u>Painting</u> Use thick and thin brushes. <u>Collage</u> Use a combination of materials that are cut, torn and glued <u>Printing</u> Use objects to create prints (e.g., fruit, vegetables or sponges). Use a wide range of tools to create different textures, lines, tones, colours and shapes.</p>	<p>Master Techniques <u>Drawing</u> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines <u>Collage</u> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture</p>	<p>Master Techniques <u>Drawing</u> Draw lines of different sizes and thickness Colour (own work) neatly following the lines <u>Painting</u> Mix primary colours to make secondary. <u>Collage</u> Mix materials to create texture <u>Sculpture</u> Use a combination of shapes</p>	<p>Master Techniques <u>Drawing</u> Draw lines of different sizes and thickness Colour (own work) neatly following the lines <u>Painting</u> Mix primary colours to make secondary. Use thick and thin brushes <u>Printing</u> Use objects to create prints (e.g., fruit, vegetables or sponges). Use a wide range of tools to create different textures, lines, tones, colours and shapes.</p>	<p>Master Techniques <u>Drawing</u> Draw lines of different sizes and thickness. <u>Painting</u> Use thick and thin brushes Add white to colours to make tints and black to colours to make tones. <u>Collage</u> Use a combination of materials that are cut, torn or glued.</p>	<p>Master Techniques <u>Drawing</u> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils <u>Collage</u> Use a combination of materials that are cut, torn and glued. Sort and arrange materials Mix materials to create texture <u>Textiles</u> Use weaving to create a pattern. <u>Sculpture</u> Include lines and texture. Use techniques such as rolling, cutting, moulding and carving.</p>
	<p>Take inspiration from the greats Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p>	<p>Take inspiration from the greats Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p>	<p>Take inspiration from the greats Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p>	<p>Take inspiration from the greats Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p>	<p>Take inspiration from the greats Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p>	<p>Take inspiration from the greats Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p>

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Question	What do I need to make my body move?	How did the Romans change Britain?	What is King Henry VIII remembered for?	How did Britain change during prehistory?	What is there to discover in North America?	What are the key geographical features of the United Kingdom?
Techniques	Drawing	Drawing, sculpture and collage	Drawing and painting	Drawing, painting & sculpture	Drawing, printing and textiles	Drawing & painting
Artists and Artisans	Albrecht Durer	Mosaics, shields and artefacts from Roman era	George Seurat and Andre Derain	Artefacts and paintings from the Prehistoric era	Shan Goshorn (artist and designer)	L S Lowry & Wassily Kandinsky
Styles and periods	Renaissance – 15 th C	Ancient Romans	Pointillism/Fauvism 20 th C	Prehistoric Cave Art	Contemporary –21 st C	Naïve Art – mid 20 th C /Abstract Expressionism - 20 th C
Composite	Drawings of animals in the style of Durer using a variety of mark making media	Drawing Roman artefacts Design and make Roman shields and mosaics	Children will have used a range of techniques and skills to produce a Tudor style portrait.	Children will have used a range of techniques and skills to replicate cave art paintings Stone Age necklaces Stone Age huts	Explore and create examples of Native American miniature tepees, paper and fabric weavings. Make a dream catcher	Drawings of the school, Lowry inspired paintings, abstract paintings incorporating religious symbols in the style of Kandinsky
Builds On	Year 2 – Summer 2 (drawing)	Year 2 – Summer 2 (collage and sculpture) Year 3 – Autumn 1 (drawing)	Year 2 – Summer 2 (drawing) Year 3 – Autumn 1 (drawing)	Year 2 - Summer 2 (sculpture) Year 3 Autumn 2 (drawing and sculpture) Year 3 - Spring 1 (drawing & painting)	Year 2 Summer 2 (textiles) Year 3 - Spring 2 (drawing & painting)	Year 3 – Autumn 1 (drawing) Year 3 - Spring 1 (drawing & painting) Year 3 - Spring 2 (drawing & painting) Year 3 Summer 1 (drawing)
Future Learning	Year 3 – Autumn 2 (drawing)	Year 3 – Spring 1 (drawing)	Year 3 - Spring 2 (drawing and painting)	Year 3 Summer 1 (drawing & painting) Year 4 – Spring 1 (sculpture)	Year 4 Autumn 2 (textiles) Year 4 Summer 1 (printing)	Year 4 Autumn 1 (drawing, painting)
Vocabulary	cross hatching, hardness, hatching, elaborate, refine, replicate, sketch, patterned, precise, recognisable, value, pointillism, graded pencils, recordings, tone, texture	cross hatching, hardness, hatching, elaborate, refine, replicate, sketch, patterned, precise, recognisable, value, pointillism, graded pencils, mosaic, tessellation, layers, resources, annotate	graded pencils, charcoal, pointillism, portrait, cross hatching, hardness, hatching, elaborate, refine, replicate, sketch, colour mixing, recognisable, influenced, notable, style	graded pencils, charcoal, cross hatching, hardness, hatching, sketch, colour mixing, recognisable, influenced, style, mix, limited colour palette, sculpture, dye	graded pencils, charcoal, cross hatching, hardness, hatching, sketch, colour mixing, recognisable, adapt, influenced, style, mix, limited colour palette, sculpture	graded pencils, charcoal, cross hatching, hardness, hatching, sketch, value, colour mixing, recognisable, influenced, style, mix, geometric, shape, abstract

<p>Milestones</p> <p>(Media and materials / colour theory / effects / process / techniques)</p>	<p>Develop ideas</p> <p>Collect information, sketches and resources. Comment on artworks using visual language</p>	<p>Develop ideas</p> <p>Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.</p>	<p>Develop ideas</p> <p>Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.</p>	<p>Develop ideas</p> <p>Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.</p>	<p>Develop ideas</p> <p>Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.</p>	<p>Develop ideas</p> <p>Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language.</p>
	<p>Master Techniques</p> <p><u>Drawing</u> Use different hardness's of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use hatching and cross hatching to show tone and texture.</p>	<p>Master Techniques</p> <p><u>Drawing</u> Use different hardness's of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Add materials to provide interesting detail. <u>Collage</u> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage <u>Sculpture</u> Use clay and other mouldable materials.</p>	<p>Master Techniques</p> <p><u>Drawing</u> Use different hardness's of pencils to show line, tone and texture. Use shading to show light and shadow. Sketch lightly (no need to use rubber to correct mistakes) Use hatching and cross-hatching to show tone and texture. <u>Painting</u> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively.</p>	<p>Master Techniques</p> <p><u>Drawing</u> Use different hardness of pencils to show line, tone and texture <u>Painting</u> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines <u>Sculpture</u> Create and combine shapes to create recognisable forms (e.g., shapes made from nets or solid materials) Use clay and other mouldable materials. Add materials to provide interesting detail.</p>	<p>Master Techniques</p> <p><u>Drawing</u> Use different hardness's of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). <u>Painting</u> Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g., from coiled string glued to a block). Make precise repeating patterns. <u>Textiles</u> Create weavings</p>	<p>Master Techniques</p> <p><u>Drawing</u> Use different hardness's of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use hatching and cross hatching to show tone and texture. <u>Painting</u> Use watercolour paint to produce washes for backgrounds then add detail. Mix colours effectively. Experiment with creating mood with colour</p>

	<p>Take inspiration from the greats Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p>	<p>Take inspiration from the greats Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p>	<p>Take inspiration from the greats Develop ideas from starting points throughout the curriculum Create original pieces that are influenced by studies of others</p>	<p>Take inspiration from the greats Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others</p>	<p>Take inspiration from the greats Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p>	<p>Take inspiration from the greats Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p>
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Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Question	Were the dark ages dark?	Where does my food go?	Are dragons real?	Should all crimes be punished?	How does the Amazon Rainforest matter to us?	What makes St Dennis, St Dennis?
Techniques	Drawing, painting and textiles	Drawing, painting, collage and digital media	Drawing, collage and sculpture	Drawing, collage and digital media	Drawing, printing and collage	Drawing, painting and sculpture
Artists and Artisans	Bayeaux Tapestry Roy Lichtenstein, Andy Warhol	Paul Cezanne & Pierre Auguste Renoir	Bernt Notka, Raphael	David Hockney Pablo Picasso & Roy Lichtenstein	Henri Rousseau	Pablo Picasso Troika Pottery Artists- Leslie Illsley, Jan Thompson and Benny Sirota
Styles and periods	Romanesque 11 th C Pop Art 20 th C	Impressionism – 19 th C	Sculpture 15 th C. High Renaissance 16 th C	Cubism 20 th C Modern Art. Pop Art 20 th C	Contemporary 20 th C	Cubism 20 th C Modern Art 20 th C
Composite	Drawing and painting a section of the tapestry Design and stitch a section inspired by the Bayeaux Tapestry Recreating tapestry images through Pop Art	Still Life using mixed media Collages of still life, photographed, rearranged and added to.	Create a collage, incorporating a clay dragon, using mixed media.	Drawings of self-portraits Abstract portraits – Picasso style Cartoon style- Roy Lichtenstein Create a photomontage	Create line drawings of rainforest animals From line drawings create a polyfoam printing block. Use printing block to create patterned wallpaper on different materials. Collaboratively, create a large-scale painting/collage to show symmetry and camouflage	Sketch, and colour Troika designs and create own Make and paint a clay pot using the Troika technique
Builds On	Year 3 Summer 1 (drawing, textiles) Year 3 Summer 2 (drawing, painting) Year 4 Autumn 1 (drawing and painting)	Year 3 Autumn 2 (drawing, collage), Year 3 Summer 2 (drawing, painting)	Year 3 Autumn 2 (collage), Year 3 Spring 2 (drawing, sculpture), Year 4 Autumn 1 (drawing, collage)	Year 4 Autumn 1 collage, digital media) Year 4 Spring 2 (drawing)	Year 3 Summer 1 (drawing and printing) Year 4 Autumn 1 & Spring 1 (collage) Year 4 Spring 2 (drawing)	Year 4 Autumn 2 (drawing and painting) Year 4 Spring 1 (drawing, sculpture)
Future Learning	Year 4 Autumn 2 (drawing, painting) Year 4 Summer 2 (drawing, painting)	Year 4 Spring 1 (collage)	Year 4 Spring 2 (drawing, collage) Year 4 Summer 1 (drawing, sculpture)	Year 4 Summer 1 (drawing, collage)	Year 5 Summer 2 (printing)	Year 5 Autumn 2 (drawing, painting) Year 5 Spring 2 (sculpture) Year 5 Summer 1 (sculpture)
Vocabulary	cross hatching, hardness, hatching, elaborate, refine, replicate, sketch, patterned, precise, recognisable, value,	cStill life, composition, cross hatching, hardness, hatching, shading, edges, light, shadow, elaborate,	original, resources, mixed media, clay, mould, smooth, rough, cross hatching, hardness,	abstract, accurate, original, resources, mixed media, precise, recognisable, striking, distinctive, pop art	sketch, refine, colour mixing, recognisable, influenced, style, mix, patterned, plain, mixed	ceramics, slip, accurate, adapt, coiling, distinctive, style, rough, recognisable, air-drying clay, shape,

	pointillism, graded pencils, notable, Bayeaux Tapestry Pop Art	refine, replicate, sketch, precise, value, grid method, recognisable, texture, pointillism, graded pencils, exaggerate, collaboration, shape, form	hatching, elaborate, refine, replicate, sketch, patterned, precise, overlapping, recognisable, value, graded pencils, mosaic, layers, resources, line	, Ben Day dots, photomontage, tessellation, mosaic, montage, overlapping	media, resources, layers, watercolour, collage, camouflage, symmetry, polyfoam, printing block	texture, Troika, design, designer
Milestones (Media and materials / colour theory / effects / process / techniques)	Develop ideas Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language	Develop ideas Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language	Develop ideas Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language	Develop ideas Develop ideas from starting points throughout the curriculum. Comment on artworks using visual language	Develop ideas Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language	Develop ideas Develop ideas from starting points throughout the curriculum. Adapt and refine ideas as they progress.
	Master Techniques Drawing Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Painting Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour Textiles Shape and stitch materials	Master Techniques Drawing Use different hardness's of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Painting Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Collage	Master Techniques Drawing Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Collage Ensure work is precise. Use overlapping, tessellation, mosaic and montage. Select and arrange materials for a striking effect. Sculpture Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail.	Master Techniques Drawing Use different hardness's of pencils to show line, tone and texture. Sketch lightly (no need to use a rubber to correct mistakes). Use hatching and cross hatching to show tone and texture. Collage Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage Digital media Create images and explain why they were created.	Master Techniques Drawing Use different hardness's of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Painting Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Printing Make a printing block. Replicate patterns observed in natural or built environments. Use layers of two or more colours.	Master Techniques Drawing Use different hardness's of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas Use hatching and cross hatching to show tone and texture. Painting Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Sculpture Use clay and other mouldable materials Create and combine shapes to create recognisable forms (e.g., shapes made

<p>(Media and materials / colour theory / effects / process / techniques)</p>	<p>points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</p>	<p>points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</p>	<p>points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</p>	<p>points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</p>	<p>points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</p>	<p>points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.</p>
	<p>Master Techniques <u>Drawing</u> Use a variety of techniques to add interesting effects (e.g., reflection, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection realistic or impressionistic) Choose a style of drawing suitable for the work (e.g., realistic or impressionistic) <u>Painting</u> Sketch (lightly) before painting to combine line and colour. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood</p>	<p>Master Techniques <u>Drawing</u> Use a variety of techniques to add interesting effects (e.g., reflection, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection realistic or impressionistic) Choose a style of drawing suitable for the work (e.g., realistic or impressionistic) <u>Painting</u> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Combine colours, tones and</p>	<p>Master Techniques <u>Drawing</u> Use a variety of techniques to add interesting effects (e.g., reflection, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection realistic or impressionistic) Choose a style of drawing suitable for the work (e.g., realistic or impressionistic) <u>Painting</u> Develop a personal style of painting, drawing upon ideas from other artists. Combine colours, tones and tints to enhance the mood of a piece. Use the qualities of watercolour and acrylic</p>	<p>Master Techniques <u>Drawing</u> Use a variety of techniques to add interesting effects (e.g., reflection, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection realistic or impressionistic) Choose a style of drawing suitable for the work (e.g., realistic or impressionistic) <u>Painting</u> Sketch (lightly) before painting to combine line and colour. Use brush techniques and the qualities of paint to create texture. <u>Sculpture</u> Use tools to carve and add shapes, texture and</p>	<p>Master Techniques <u>Drawing</u> Use a variety of techniques to add interesting effects (e.g., reflection, shadows, direction of sunlight) Choose a style of drawing suitable for the work. <u>Collage</u> Mix textures (rough and smooth). Use ceramic mosaic materials and techniques Combine visual and tactile qualities. <u>Sculpture</u> Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities.</p>	<p>Master Techniques <u>Drawing</u> Use a variety of techniques to add interesting effects (e.g., reflection, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection realistic or impressionistic) Choose a style of drawing suitable for the work (e.g., realistic or impressionistic) Use lines to represent movement <u>Printing</u> Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.</p>

	<p>of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists</p>	<p>tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists <u>Collage</u> Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities.</p>	<p>paints to create visually interesting pieces.</p>	<p>pattern. Combine visual and tactile qualities.</p>		
	<p>Take inspiration from the greats Give details (including own sketches) about the style of some notable artists Create original pieces that show a range of influences and styles.</p>	<p>Take inspiration from the greats Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.</p>	<p>Take inspiration from the greats Give details about the style of notable artists Show how the work of those studied was influential in society and artists Create original pieces that show a range of influences and styles.</p>	<p>Take inspiration from the greats Give details about the style of notable artists Show how the work of those studied was influential in society and artists</p>	<p>Take inspiration from the greats Give details about the style of notable artists Show how the work of those studied was influential in society and artists</p>	<p>Take inspiration from the greats Give details (including own sketches) about the style of some notable artists Create original pieces that show a range of influences and styles.</p>

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Question	Why is Earth so angry?	How was the Battle of Britain a turning point in WWII?	Do we agree with Charles Darwin's theory of evolution?	What were the Ancient Egyptian's most significant achievements?	Who was responsible for the sinking of the Titanic?	Why is the fishing industry so important to local communities?
Techniques	Drawing, painting, collage and sculpture	Drawing, painting and collage	Drawing and sculpture	Drawing and sculpture	Drawing, painting, sculpture and collage	Drawing, painting, printing and sculpture
Artists and Artisans	Stephanie Peters,	Abram Games, Fougasse aka Cyril Kenneth Bird Edvard Munch Paul Nash	Conrad Martens, Leonardo da Vinci	Ancient Egyptians	Ken Marschall (artist and illustrator) Michelle Reader & Leo Seowell (junk modelling)	Patrick Heron, Anna aka Anna and the willow
Styles and periods	Abstract, contemporary 21 st	Cartoonist and designer in the Surrealist style 20 th C Proto-expressionism 20 th C	Renaissance 16 th C	Ancient Egyptians	Semi Abstract 20 th C Classical 19 th /20 th C	Abstract 20 th C, Contemporary 21 st C
Composite	Abstract paintings in the style of Sephanie Peters Collage compositions of volcanoes Miniature volcanoes using clay	Propaganda posters, Blitz landscapes, Recreating paintings inspired by the artist	Drawings in style of Conrad Martens and Leonardo da Vinci. Clay fossil.	Create drawings and sculptures of Egyptian artefacts	Sketches and paintings of Titanic using perspective, shadows and reflection. Produce a 3d model from scrap materials.	Drawings, paintings and willow sculptures of fish. Abstract print designs.
Builds On	Year 5 Summer 2 (drawing, painting) Year 5 Spring 2 (drawing, collage, sculpture)	Year 6 Autumn 1 (drawing, painting and collage)	Year 6 Autumn 1 (drawing, sculpture) Year 6 Autumn 2 (drawing)	Year 6 Spring 1 (drawing, sculpture)	Year 6 Autumn 2 (drawing, painting and collage)	Year 5 Summer 2 (printing) Year 6 Summer 1 (drawing, painting, sculpture)
Future Learning	Year 6 Summer 2 (drawing, painting, printing and sculpture)	Year 6 Summer 2 (drawing, painting, and collage)	Year 6 Spring 2 (drawing and sculpture)	Year 6 Summer 1 (drawing and sculpture)	Year 6 Summer 2 (drawing, painting and sculpture)	KS3 focuses on sketch, colour, painting and clay work. Students are introduced to the skills required to experiment, invent and create their own works of art, craft and design. The curriculum links to artists, architects and designers who have created huge impacts on the world we live in.
Vocabulary	Abstract, Surrealism, contemporary, acrylic, perspective, proportion,	propaganda, expression, interpretation, provoke,	Graded pencils, line, form, shape, texture, sfumato, proportion, sculpt	Sgraffito, shape, pattern, texture, ceramic,	Abstract, contemporary, collage, mixed media acrylic, perspective,	Abstract, land artist. overlay, frameworks, willow, withies, construct,

	texture, qualities, enhance, fluent, tertiary colours, composition	mimic, perspective, proportion, mixed media			proportion, texture, qualities, enhance, fluent, frameworks, parallel electrical circuit	
Milestones (Media and materials / colour theory / effects / process / techniques)	Develop ideas Develop and imaginatively extend ideas from starting points throughout the curriculum. Use qualities of materials to enhance ideas Spot the potential in unexpected results as work progresses. Collect information, sketches and resources and present ideas imaginatively in a sketch book	Develop ideas Develop and imaginatively extend ideas from starting points throughout the curriculum. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language	Develop ideas Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.	Develop ideas Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.	Develop ideas Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.	Develop ideas Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language
	Master Techniques <u>Drawing</u> Use a variety of techniques to add interesting effects (e.g., reflection, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection realistic or impressionistic) Choose a style of drawing suitable for the work (e.g., realistic or impressionistic) <u>Painting</u> Combine colours, tints and tones to enhance the mood of a piece	Master Techniques <u>Drawing</u> Choose a style of drawing suitable for the work Use a choice of techniques to depict movement, perspective, shadows and reflection <u>Painting</u> Sketch (lightly) before painting to combine line and colour. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Develop a personal style of painting.	Master Techniques <u>Drawing</u> Use a range of drawing techniques to record observations and to generate ideas. Increase proficiency in drawing and in handling different materials Choose a style of drawing suitable for the work (e.g., realistic or impressionistic) Use lines to represent movement <u>Sculpture</u> Use tools to carve and add shapes, texture and pattern.	Master Techniques <u>Drawing</u> Use a variety of techniques to add interesting effects (e.g., reflection, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection realistic or impressionistic) Choose a style of drawing suitable for the work (e.g., realistic or impressionistic) <u>Sculpture</u> Use tools to carve and add shapes, texture and pattern.	Master Techniques <u>Drawing</u> Use a variety of techniques to add interesting effects (e.g., reflection, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection realistic or impressionistic) Choose a style of drawing suitable for the work (e.g., realistic or impressionistic) Use lines to represent movement <u>Painting</u>	Master Techniques <u>Drawing</u> Choose a style of drawing suitable for the work (e.g., realistic or impressionistic) <u>Painting</u> Use brush techniques and the qualities of paint to create texture. Create a colour palette based upon colours observed in the natural or built world. Develop a personal style of painting, drawing upon ideas from other artists

<p>Use brush techniques and the qualities of paint to create texture Create a colour palette based upon colours observed in the natural or built world. Combine colours, tones and tints to enhance the mood of a piece. Develop a personal style of painting, drawing upon ideas from other artists <u>Collage</u> Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques <u>Sculpture</u> Use tools to carve and add shapes, texture and pattern. Use frameworks (such as wire or moulds) to provide stability and form.</p>	<p>drawing upon ideas from other artists <u>Collage</u> Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities.</p>	<p>Combine visual and tactile qualities.</p>	<p>Combine visual and tactile qualities. Show life-like qualities and real-life proportions</p>	<p>Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists <u>Collage</u> Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. <u>Sculpture</u> Show life-like qualities and real-life proportions Combine visual and tactile qualities. Use frameworks such as wires or moulds to provide stability and form.</p>	<p>Use a range of visual elements to reflect the purpose of the work. Build up layers of colours <u>Sculpture</u> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use frameworks (such as wire or moulds) to provide stability and form</p>
<p>Take inspiration from the greats Give details (including own sketches) about the style of some notable artists</p>	<p>Take inspiration from the greats Create original pieces that show a range of influences and styles.</p>	<p>Take inspiration from the greats Give details (including own sketches) about the style of some notable artists, artisans and designers.</p>	<p>Take inspiration from the greats Give details (including own sketches) about the style of some notable artists, artisans and designers.</p>	<p>Take inspiration from the greats Give details (including own sketches) about the style of some notable artists, artisans and designers.</p>	<p>Take inspiration from the greats Create original pieces that show a range of influences and styles.</p>

	Create original pieces that show a range of influences and styles.		Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.		Create original pieces that show a range of influences and styles.	Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists.
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