

Ashton West End Primary Academy



Art and Design curriculum coverage overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Name of topic:	What is sculpture?		Investigating materials			Self portraits
<p>Curriculum objective/s:</p> <p>The National curriculum aims for Art and Design are:</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	<p>To use a range of materials creatively to design and make products</p> <p>To use drawing , paint and sculpture to develop and share ideas experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern texture, line, shape, form and space</p> <p>Learn about artists craft makers, and designers, describing the difference and similarities between different practices and disciplines and make links to own work.</p>		<p>To use a range of materials creatively to design and make products</p> <p>To use drawing , paint and sculpture to develop and share ideas experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern texture, line, shape, form and space</p> <p>Learn about artists craft makers, and designers, describing the difference and similarities between different practices and disciplines and make links to own work.</p>			<p>To use a range of materials creatively to design and make products</p> <p>To use drawing , paint and sculpture to develop and share ideas experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern texture, line, shape, form and space</p> <p>Learn about artists craft makers, and designers, describing the difference and similarities between different practices and disciplines and make links to own work.</p>
Curriculum skills:	<p>Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc.</p> <p>Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied.</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Explore the work of a range of</p>		<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: Sting and card.</p> <p>Begin to identify forms of</p>			<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling,</p>



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	<p>artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p>		<p>printing: Books, posters pictures, fabrics.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p>			<p>stippling, and blending to create light/ dark lines.</p> <p>Experiment with a variety of media; different brush sizes and tools.</p> <p>Explore lightening and darkening paint without the use of black or white.</p> <p>Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media.</p> <p>Start to record simple media explorations in a sketch book.</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p>
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Year 2						
Name of topic:	Mother Nature designer		Can buildings speak?		Picture this	
<p>Curriculum objective/s: The National curriculum aims for Art and Design are:</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	<p>To use a range of materials creatively to design and make products</p> <p>To use drawing , paint and sculpture to develop and share ideas experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern texture, line, shape, form and space</p> <p>Learn about artists craft makers, and designers, describing the difference and similarities between different practices and disciplines and make links to own work.</p>		<p>To use a range of materials creatively to design and make products</p> <p>To use drawing , paint and sculpture to develop and share ideas experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern texture, line, shape, form and space</p> <p>Learn about artists craft makers, and designers, describing the difference and similarities between different practices and disciplines and make links to own work.</p>		<p>To use a range of materials creatively to design and make products</p> <p>To use drawing , paint and sculpture to develop and share ideas experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern texture, line, shape, form and space</p> <p>Learn about artists craft makers, and designers, describing the difference and similarities between different practices and disciplines and make links to own work.</p>	
Curriculum skills:	<p>Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations.</p> <p>Continue to Investigate textures and produce an</p>		<p>Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations.</p>		<p>Begin control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from</p>	



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	<p>expanding range of patterns.</p> <p>.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones.</p> <p>Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums., also textures and patterns</p> <p>Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono -printing.</p> <p>Experiment with overprinting motifs and colour.</p> <p>Explore the work of a range of</p>		<p>Continue to Investigate textures and produce an expanding range of patterns.</p> <p>.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones.</p> <p>Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums., also textures and patterns</p> <p>Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono -printing.</p>		<p>observations.</p> <p>Continue to Investigate textures and produce an expanding range of patterns.</p> <p>.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones.</p> <p>Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums., also textures and patterns</p> <p>Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to</p>	
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	<p>artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p>Experiment with overprinting motifs and colour.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p>produce a clean printed image</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono -printing.</p> <p>Experiment with overprinting motifs and colour.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	
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Year 3						
Name of topic:	Portraying Relationships		Journeys – water/ digital art, photography, stop motion			Patterns – Roman mosaics
Curriculum objective/s: The National curriculum aims for Art and Design are: <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	<p>To create sketch books to record observations and use to review and revisit ideas</p> <p>To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To learn about great artists, architects and designers in History</p>		<p>To create sketch books to record observations and use to review and revisit ideas</p> <p>To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To learn about great artists, architects and designers in History</p>			<p>To create sketch books to record observations and use to review and revisit ideas</p> <p>To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To learn about great artists, architects and designers in History</p>
Curriculum skills:	<p>Develop intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and patterns with a wide range of drawing implements..</p> <p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different</p>		<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Demonstrate experience in 3 colour printing.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Demonstrate experience in combining prints taken from</p>			<p>Develop intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Create textures and patterns with a wide range of drawing implements..</p>



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	<p>practices and disciplines, and making links to their own work</p> <p>Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Confidently create different effects and textures with paint according to what they need for the task.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>		<p>different objects to produce an end piece.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>			<p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Confidently create different effects and textures with paint according to what they need for the task.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p>
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Year 4						
Name of topic:	Victorian art		Illuminated lettering		Egyptian art – containers/ clay work	
Curriculum objective/s: The National curriculum aims for Art and Design are: <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	<p>To create sketch books to record observations and use to review and revisit ideas</p> <p>To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To learn about great artists, architects and designers in History</p>		<p>To create sketch books to record observations and use to review and revisit ideas</p> <p>To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To learn about great artists, architects and designers in History</p>		<p>To create sketch books to record observations and use to review and revisit ideas</p> <p>To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To learn about great artists, architects and designers in History</p>	
Curriculum skills:	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Expand experience in 3 colour printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>Create repeating patterns.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of</p>		<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone</p> <p>and make marks on a range of media.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective. Experiment with different grades of pencil and other implements to achieve variations in modifications/</p>		<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Make a slip to join to pieces of clay. Decorate, coil, and produce marquettes confidently when necessarily. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art. Use language appropriate to skill and technique.. Show awareness of the effect of time upon sculptures. Discuss and review own</p>	



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	<p>great artists, architects and designers in history.</p> <p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Start to look at working in the style of a selected artist (not copying).</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>		<p>changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p>		<p>and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history.</p>	
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Year 5						
Name of topic:	Greek art / artefacts		Viking portraits/ symbols		Amazon headresses	
Curriculum objective/s: The National curriculum aims for Art and Design are: <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	<p>To create sketch books to record observations and use to review and revisit ideas</p> <p>To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To learn about great artists, architects and designers in History</p>		<p>To create sketch books to record observations and use to review and revisit ideas</p> <p>To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To learn about great artists, architects and designers in History</p>		<p>To create sketch books to record observations and use to review and revisit ideas</p> <p>To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To learn about great artists, architects and designers in History</p>	
Curriculum skills:	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Discuss and review own and</p>		<p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and</p>		<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media.</p> <p>Recognise the art of key artists and begin to place them in key movements</p>	



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	<p>others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history</p> <p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Confidently carve a simple form. Use language appropriate to skill and technique.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>		<p>proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</p>		<p>or historical events.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history</p>	
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Year 6						
Name of topic:		Landscapes		People in motion		Talking Textiles
Curriculum objective/s: The National curriculum aims for Art and Design are: <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 		To create sketch books to record observations and use to review and revisit ideas To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great artists, architects and designers in History		To create sketch books to record observations and use to review and revisit ideas To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great artists, architects and designers in History		To create sketch books to record observations and use to review and revisit ideas To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great artists, architects and designers in History
Curriculum skills:		Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting		Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast and mixed media. Have opportunities to develop		Develop ideas from a range of sources. See positive and negative shapes. Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Develop their own style using tonal contrast and mixed media. Discuss and review own



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		<p>source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p>		<p>further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings.</p> <p>Discuss and review own and others work, expressing thoughts and</p> <p>feelings explaining their views and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p>		<p>and others work, expressing thoughts and feelings explaining their views. and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p>
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