

	Nursery	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing - Human Form	EAD (Birth-3yr old) Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Reception- PD Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
	EAD (3-4yr old) Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	EAD Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.						
	PD (3-4 yr old) Use a comfortable grip with good control when holding pens and pencils.	PD Begin to show accuracy and care when drawing.	A human face includes features, such as	A drawing, painting or	Artists draw, paint or sculpt	Art can be developed that	A portrait is a picture of a	In art, distortion is an alteration

	A human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Use a variety of marks to represent the human form, from observation, imagination or memory. Me and my community	A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth. Represent different parts of the human body from observation, imagination or memory with attention to some detail. Long Ago	eyes, nose, mouth, forehead, eyebrows and cheeks. Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features. Funny Faces and Fabulous Features	sculpture of a human face is called a portrait. Represent the human form, including face and features, from observation, imagination or memory. Portraits and poses	human forms in active poses. Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. People and places	depicts the human form to create a narrative. Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points. Statues and statuettes	person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists. Explore and create expression in portraiture. Expression	to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life. Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. Distortion and distraction
Drawing - Landscapes	Birth to 3 Start to make marks intentionally EAD Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. PD Begin to show accuracy and care when drawing.	EAD Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. PD Begin to show accuracy and care when drawing.	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Drawings or paintings of locations can be inspired by observation	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Imaginative and fantasy	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Perspective is the art of

	Create pictures of places from imagination or experience. Starry Night	A painting of a place is called a landscape. Draw or paint a place from observation or imagination. Animal Safari	(looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past). Draw or paint a place from memory, imagination or observation. Street View	A landscape is a piece of artwork that shows a scenic view. Draw or paint features of landscape from memory, imagination or observation, with some attention to detail. Flower Head	An urban landscape is a piece of artwork that shows a view of a town or city. Draw, collage, paint or photograph an urban landscape. People and places	Art can display interesting or unusual perspectives and viewpoints. Choose an interesting or unusual perspective or viewpoint for a landscape. Contrast and Compliment	landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world. Use a range of materials to create imaginative and fantasy landscapes. Nature's Art	representing 3-D objects on a 2-D surface. Draw or paint detailed landscapes that include perspective. Tints, tones and shades
--	---	--	--	--	---	--	---	---

Materials: Painting	Birth to 3 Explore paint, using fingers and other parts of their bodies as well as brushes and other tools	EAD Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
	3-4 years old -Explore colour and colour-mixing -Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	The primary colours are red, yellow and blue. Use primary and other coloured paint and a range of methods of application. Long Ago Ready Steady Grow	The primary colours are red, yellow and blue. Identify and use paints in the primary colours. Funny Faces and Fabulous Features Rain and Sunray Street View	The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. Identify and mix secondary colours. Still Life	Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel. Identify, mix and use contrasting coloured paints. Mosaics People and places	Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture. Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. Contrast and Complement	A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. Mix and use tints and shades of colours using a range of different materials, including paint. Taotie Expression	Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. Use colour palettes and characteristics of an artistic movement or artist in artwork. Tints, tones and shades Distortion and distraction

Materials: Printing	PD (Birth-3yr old) Develop manipulation and control. Explore different materials and tools PD (3-4yr old) Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. EAD Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Make simple prints using fingers, hands, feet and found objects. Starry Night	PD Reception Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ELG Use a range of small tools, including scissors, paint brushes and cutlery. EAD Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Make simple prints using a variety of tools, including print blocks and rollers. Animal Safari Long Ago	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. Make simple prints and patterns using a range of liquids including ink and paint. Rain and Sunray	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. Use the properties of various materials, such as clay or polystyrene, to develop a block print. Flowerhead		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography. Combine a variety of printmaking techniques and materials to create a print on a theme. Animal		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Printmakers create artwork by transferring paint, ink or other art materials from one surface to another. Use the work of a significant printmaker to influence artwork. Inuit
-----------------------------------	---	---	--	--	--	---	--	---

	Nursery	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Materials: Pencil, ink, charcoal, pen	EAD (Birth-3yr old) Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. EAD (3-4 years old) Create closed shapes with continuous lines, and begin to use these shapes to represent objects Use drawing to represent ideas like movement or loud noises Join different materials and explore different textures PD – 3 – 4 YEARS Use a comfortable grip with good control when holding pens and pencils PD Begin to show accuracy and care when drawing. Exp A&D Safely use and explore a variety of	EAD Reception explore, use and refine a variety of artistic effects to express their ideas and feelings Reception – PD Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. PD Begin to show accuracy and care when drawing. Exp A&D Safely use and explore a variety of materials, tools and techniques,	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. Use soft and hard pencils to create different types of line and shape. Rain and Sunrays Streetview	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Hatching, cross-hatching and shading are techniques artists use to add texture and form. Add tone to a drawing by using linear and cross-hatching, scumbling and stippling. People and Places Mosaic	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade. Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line),

	materials, tools and techniques, experimenting with colour, design, texture, form and function. Different types of line include bumpy, zigzag, curvy and dotted. Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns. Sunshine and Sunflowers	experimenting with colour, design, texture, form and function. Different types of line include thick, thin, straight, zigzag, curvy and dotted. Select appropriate tools and media to draw with. Animal Safari Marvellous Machines		brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged. Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space. Flower Head Still Life		further apart and dark tones are created when lines or dots are drawn closer together. Use the properties of pen, ink and charcoal to create a range of effects in drawing. Animals	Line Light & Shadow	two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above). Use line, tone or shape to draw observational detail or perspective. Tints, tones and shades Distortion and distraction
Materials: Malleable Materials	EAD 3-4 years old -Explore different materials freely, to develop their ideas about how to use them and what to make -Develop their own ideas and then decide which materials to use to express them. -Join different materials and	EAD Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Take part in imaginative, creative and sensory play activities PD	Use a range of materials creatively to design and make products. Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. Manipulate malleable materials by squeezing, pinching,	Use a range of materials creatively to design and make products. Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves,	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Malleable materials, such as clay, papier-mâché and Modroc, are	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Relief sculpture projects from a flat surface, such as stone. High relief sculpture	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). A 3-D form is a sculpture made by carving, modelling,

	explore different textures PD – 3-4 years old Use one-handed tools and equipment, for example, making snips in paper with scissors. Explore ways of changing the shape or texture of malleable materials. Starry Night	Use a range of small tools, including scissors, paint brushes and cutlery. Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. Animal Safari Long Ago	pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. Street View	nuts and bolts and bubble wrap. Press objects into a malleable material to make textures, patterns and imprints. Still Life	easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. Create a 3-D form using malleable or rigid materials, or a combination of materials. Prehistoric pots	to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms. Use clay to create a detailed or experimental 3-D form. Statues and statuettes Animals	clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background. Create a relief form using a range of tools, techniques and materials. Taotie	casting or constructing. Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. Inuit
	Nursery	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Nature's Art	EAD Birth-3yr old) Start to develop pretend play, pretending that one object represents another Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as	EAD Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Logs, pebbles, sand, mud, clay and other natural materials can	Use a range of materials creatively to design and make products. Transient art is moveable, non-permanent and usually made of a variety of	Use a range of materials creatively to design and make products. Natural forms are objects found in nature and include flowers, pine	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Nature and natural forms can be used as a starting point for creating	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Natural patterns from weather, water or animals skins are often used as a subject matter.		Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Environmental art addresses social and political issues relating to natural and

	they consider what they can do with different materials. Make simple models which express their ideas EAD (3-4 years old) Draw with increasing complexity and detail, such as representing a face with a circle and including details Leaves, twigs, flowers and pebbles are natural materials and they can be used to make patterns and pictures. Explore natural materials and loose parts to make patterns and images (OPTIONAL) Big Wide World	be used to make simple 2-D and 3-D forms. Use natural materials and loose parts to make 2-D and 3-D art Marvellous Machines Let's Explore	objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art. Make transient art and pattern work using a range or combination of man-made and natural materials Rain and sunrays	cones, feathers, stones, insects, birds and crystals. Draw, paint and sculpt natural forms from observation, imagination and memory. Still Life	artwork. Use nature and natural forms as a starting point for artwork. Prehistoric pots	Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins. Animals		urban environments. Create art inspired by or giving an environmental message Inuit

--	--	--	--	--	--	--	--	--

	Dangerous Dinosaurs Sunshine and Sunflowers			Still Life	People and places			
--	---	--	--	-----------------------	----------------------------------	--	--	--

	Nursery	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Generation of ideas	EAD (Birth-3yr old) Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. EAD (3-4 yr old) Develop their own ideas and then decide which materials to use to express them Talk about and represent ideas, sounds, movement and emotions through their creations.	Reception Create collaboratively, sharing ideas, resources and skills Share their creations, explaining the process they have used. Communicate their ideas as they are creating artwork.	Produce creative work, exploring their ideas and recording their experiences. Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. Communicate their ideas simply before creating artwork.	Produce creative work, exploring their ideas and recording their experiences. (breadth) A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. Make simple sketches to explore and develop ideas.	Create sketchbooks to record their observations and use them to review and revisit ideas. (breadth) preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.	Create sketchbooks to record their observations and use them to review and revisit ideas. Artists use sketching to develop an idea over time. Create a series of sketches over time to develop ideas on a theme or mastery of a technique.	Create sketchbooks to record their observations and use them to review and revisit ideas. Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece. Review and revisit ideas and sketches to improve and develop ideas.	Create sketchbooks to record their observations and use them to review and revisit ideas. A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.
Evaluation	EAD (Birth-3 yr old) Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make C&L (3-4 yr old) Be able to express a point of view and	Reception Return to and build on their previous learning, refining ideas and developing their ability to represent them	Evaluate and analyse creative works using the language of art, craft and design. (breadth) Aspects of artwork that can be discussed include subject matter, use of colour and	Evaluate and analyse creative works using the language of art, craft and design. (breadth) Aspects of artwork to analyse and evaluate include subject matter, colour, shape,	Evaluate and analyse creative works using the language of art, craft and design. (breadth) Suggestions for improving or adapting artwork could include aspects of the subject	Evaluate and analyse creative works using the language of art, craft and design. (breadth) Constructive feedback highlights strengths and weaknesses and provides	Evaluate and analyse creative works using the language of art, craft and design. (breadth) Ideas are the new thoughts and messages that artists have put into their work. Methods	Evaluate and analyse creative works using the language of art, craft and design. (breadth) Strategies used to provide constructive feedback and reflection in art include using

	to debate when they disagree with an adult or a friend, using words as well as actions. Say what they like or dislike about their work.	Share their creations, explaining the process they have used. Share their creations with others, explaining their intentions and the techniques and tools they used	shape, the techniques used and the feelings the artwork creates. Say what they like about their own or others' work using simple artistic vocabulary.	form and texture. Analyse and evaluate their own and others' work using artistic vocabulary.	matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. Make suggestions for ways to adapt and improve a piece of artwork.	information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. Give constructive feedback to others about ways to improve a piece of artwork.	and approaches are the techniques used to create art. Compare and comment on the ideas, methods and approaches in their own and others' work	positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. Adapt and refine artwork in light of constructive feedback and reflection
Significant artists, craft makers, designers and architects	EAD (Birth-3 yr old) Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make UW (3-4 yr old) Show interest in different occupations. Explore and talk about pictures of famous artwork as they paint and draw (breadth)	EAD Explore artwork made by great artists. Explore artwork by famous artists and talk about their likes and dislikes (breadth). Ready Steady Grow	Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. Describe and explore the work	Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a	Learn about great artists, architects and designers in history. The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used. Work in the style of a	Learn about great artists, architects and designers in history. Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used. Explain the significance of art, architecture or design from history and create work inspired by it. Animal	Learn about great artists, architects and designers in history. Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract. Investigate and develop artwork using the characteristics of an artistic movement. Line, light and Shadow	Learn about great artists, architects and designers in history. Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject. Explain the significance of different artworks from a

			of a significant artist. Funny faces and fabulous Features Street View	style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time. Explain why a painting, piece of artwork, body of work or artist is important. Portrait and poses Still Life	significant artist, architect, culture or designer. People and places			range of times and cultures and use elements of these to create their own artworks. Distortion and Abstraction
--	--	--	---	--	--	--	--	---