

<p><b>National Curriculum 2014</b></p> <p>Aims:</p> <p>The National Curriculum for art and design aims to ensure that all pupils:</p> <p>produce creative work, exploring their ideas and recording their experiences</p> <p>become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>evaluate and analyse creative works using the language of art, craft and design</p> <p>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p>	
<p>EYFS</p> <p>Early Years teaching is linked to the seven areas of learning and the teaching of art is found in the Expressive Arts and Design section as outlined in the Foundation Stage Framework. Pupils explore and use a variety of media and materials through a combination of child-initiated and adult-led activities. They have opportunities to learn to:</p> <ul style="list-style-type: none"> <li>• Explore the textures, movement, feel and look of different media and materials.</li> <li>• Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.</li> <li>• Use different media and materials to express their own ideas.</li> <li>• Explore colour and use for a particular purpose.</li> <li>• Develop skills to use simple tools and techniques competently and appropriately.</li> <li>• Select appropriate media and techniques and adapt their work where necessary.</li> </ul>	
<p>Key Stage 1</p> <p>Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their 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>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</p>	<p>Key Stage 2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example: pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p>
<p><b>Progression of Skills and Understanding: DRAWING (pencil, charcoal, inks, chalk, pastels, ICT)</b></p>	
<p><b>Reception</b></p>	
<ul style="list-style-type: none"> <li>- Begin to use a variety of drawing tools e.g. finger, stick, pencil, chalk.</li> <li>- Use drawings to tell a story.</li> <li>- Investigate different lines: thick, wavy, straight.</li> <li>- Explore different textures.</li> <li>- Encourage accurate drawings of people.</li> </ul>	

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be given a range of opportunities to practice and develop their drawing skills, particularly through observation and this can be developed as the starting point for art and design work in other media, such as painting, printing etc.</p> <p>Introduce pupils to the work of artists to highlight and exemplify the techniques being developed. Good artists to use are Matisse, Picasso, Hockney, Degas (ballet dancers) and Henry Moore (sheep drawings).</p>					
<ul style="list-style-type: none"> <li>- Extend the variety of drawing tools (charcoal, pastel).</li> <li>- Explore different textures and experiment with mark.</li> <li>- Observe and draw landscapes, some discussion of proportion.</li> <li>- Observe patterns and sketch objects from the natural and man-made world.</li> <li>- Observe anatomy and develop detail (faces, limbs)</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with tools and surfaces and how they differ.</li> <li>- Continue to use drawing as a way of recording.</li> <li>- Comment thoughtfully on drawings (discuss use of shadows, light and dark).</li> <li>- Sketch to make quick recordings.</li> <li>- Work out ideas through a series of drawings.</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with the potential of various pencils (2B, HB) to show tone and texture.</li> <li>- Draw from close observations.</li> <li>- Draw both the negative and positive shapes (both the outline and the shapes it creates within it).</li> <li>- Develop initial sketches as a preparation for painting.</li> <li>- Draw faces accurately.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and draw the effect of light (shadows) on a surface.</li> <li>- Introduce scale and proportion and ability to demonstrate this.</li> <li>- Encourage accurate drawings of whole people including proportion, placement and shape of body.</li> <li>- Work on a variety of scales with a variety of movement.</li> <li>- Computer generated drawings.</li> <li>- Drawing from different directions.</li> </ul>	<ul style="list-style-type: none"> <li>- Show the effect of light on objects and people from different directions.</li> <li>- Interpret the texture of a surface.</li> <li>- Produce increasingly accurate drawings of people.</li> <li>- Produce increasingly detailed preparatory sketches.</li> <li>- Develop an understanding of perspective and demonstrate this.</li> <li>- Work collaboratively to produce a piece.</li> </ul>	<ul style="list-style-type: none"> <li>- Show the effect of light on objects and people from different directions.</li> <li>- Interpret the texture of a surface.</li> <li>- Produce increasingly accurate drawings of people.</li> <li>- Produce increasingly detailed preparatory sketches.</li> <li>- Develop an understanding of perspective and demonstrate this.</li> <li>- Work collaboratively to produce a piece.</li> </ul>
<b>Sketching Progression of Skills</b>					
<ul style="list-style-type: none"> <li>• Use a finger, stick, pencil, chalk and pen to make a mark.</li> <li>• Draw to tell a story.</li> <li>• Experiment with producing different types of lines. (straight, curvy, long, short etc)</li> <li>• Begin to draw accurate representations of people.</li> </ul>					
<ul style="list-style-type: none"> <li>• Use pencil, chalk and charcoal to produce different marks.</li> <li>• Experiment with creating different textures using pencil. (soft, hard, rough, smooth)</li> <li>• Include details in faces (eyes, nose, mouth, eyebrows, ears).</li> <li>• Introduce landscapes and discuss how some parts of the landscape are big and some are small. Use the words distance and foreground.</li> </ul>					
<ul style="list-style-type: none"> <li>• Draw to record what they see rather than what they think they can see.</li> <li>• Experiment with sketching on different surfaces and discuss the effects.</li> <li>• Introduce shadows and the effects of light and dark on an object.</li> <li>• Create smooth gradients using a pencil.</li> <li>• Create different textures by using short and long pencil strokes.</li> </ul>					
<ul style="list-style-type: none"> <li>• Use different pencils (HB, 2B, 4B) to change tone and texture.</li> <li>• Experiment with creating texture by using stippling, short, medium and long pencil strokes.</li> <li>• Draw from close observation and understand that they are drawing what they see and not what they want to see.</li> <li>• Produce accurate drawings of a face rather than a cartoon-like illustration.</li> <li>• Move away from singular line drawings by using shadow to produce shapes and depth within a drawing.</li> </ul>					

<ul style="list-style-type: none"> <li>• Draw the effect of light and shadows on a surface. Does the strength/closeness/direction of the light effect the shadow?</li> <li>• Introduce scale and proportion.</li> <li>• Encourage accurate drawings of people. Look at the proportion, placement and shape of the body.</li> <li>• Work on a variety of scales (size of surface available to the children.)</li> <li>• Draw from a variety of directions and perspectives (above an object, side on, level etc.)</li> <li>• Produce accurate computer generated drawings.</li> </ul>					
<ul style="list-style-type: none"> <li>• Show the effects of light on objects and people from different directions.</li> <li>• Interpret texture of a surface through drawing (crosshatching, blending, use of rubbers.)</li> <li>• Increasing accurate drawings of people (continue to develop from year 4.)</li> <li>• Introduce one point perspective.</li> <li>• Introduce horizon and vanishing point.</li> <li>• What are horizontal and vertical lines?</li> </ul>					
<ul style="list-style-type: none"> <li>• Show the effects of light on objects and people from different directions – create hard surfaces such as glass and metal.</li> <li>• Interpret texture of a surface through drawing (build additional layers, use circular strokes.)</li> <li>• Increasingly accurate drawings of people – Develop movement in people.</li> <li>• Develop one point perspective introduce in year 5.</li> <li>• What are horizontal and vertical lines?</li> <li>• Use horizon line and vanishing point.</li> </ul>					
<b>Progression of Skills and Understanding: COLOUR (painting, ink, dye, textiles, pencils, crayons, pastels)</b>					
<b>RECEPTION</b>					
<ul style="list-style-type: none"> <li>- Experimenting with and using primary colours.</li> <li>- Naming.</li> <li>- Experimentation of mixing (not formal).</li> <li>- Learn the names of different tools that bring colour (glue, felt tips, pastel, paint)</li> <li>- Use a range of tools to make coloured marks on paper (glue sticks, sponges, brushes, fingers)</li> </ul>					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Introduce pupils to the work of artists to highlight and exemplify the techniques being developed. Good artists to use are Van Gogh – Brush Strokes/thick paint; Seurat – Pointillism; Lichtenstein – pop art – spots; Pollock – splashes; Monet – areas of colour dabs; Klee – areas of colour; Mondrian – areas of colour and line.					
<ul style="list-style-type: none"> <li>- Know names of all primary and secondary colours.</li> <li>- Introduce mixing of colours to make new colours.</li> <li>- Find collections of colours and use language to evaluate (light or dark).</li> <li>- Explore applying colours with a range of tools for enjoyment.</li> <li>- Explore making marks in paint on</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to describe colours by objects (sunshine yellow).</li> <li>- Make as many tones of one colour as possible on white paper.</li> <li>- Darken colours without using black.</li> <li>- Mix colours to match those of the natural world.</li> <li>- Experience using colour on a large scale (A3/A2)</li> </ul>	<ul style="list-style-type: none"> <li>- Extend colour mixing to applying colour mixing for a purpose.</li> <li>- Make colour wheels to show primary and secondary colour.</li> <li>- Introduce different brushes for specific purposes.</li> <li>- Begin to apply colour using dotting, scratching, splashing to imitate an artist.</li> </ul>	<ul style="list-style-type: none"> <li>- Independently mix and match colours to those in a work of art.</li> <li>- Work with one colour against a variety of backgrounds.</li> <li>- Observe colours on hands and faces (flesh colours).</li> <li>- Advise and question suitable equipment for the task (size of paintbrush or paper needed).</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with hue, tint, tone, shades and mood.</li> <li>- Explore the use of texture in colour (sawdust, glue, sand)</li> <li>- Consider colour for purpose.</li> <li>- Explore the texture of paint (thin, wet, thick, heavy).</li> <li>- Individual identification of equipment for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with hue, tint, tone, shades and mood.</li> <li>- Explore the use of texture in colour (sawdust, glue, sand)</li> <li>- Consider colour for purpose and explain reasoning.</li> <li>- Explore the texture of paint (thin, wet, thick, heavy).</li> <li>- Individual identification of equipment for a purpose.</li> </ul>

<ul style="list-style-type: none"> <li>- a variety of paper using a variety of different tools including fingers.</li> <li>- Use a variety of different sized brushes, sponges, dabbers, pallet knives.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce different types of brushes for different purposes: <ul style="list-style-type: none"> <li>- Fine and very fine – detail/outlining.</li> <li>- Medium – covering areas.</li> <li>- Large – covering larger areas – skies, fields etc. Very large (decorating brushes) – for very large areas. E.g. large posters, backdrop for a play.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Pointillism (controlled coloured dots to show evident tone and shading)</li> <li>- Make links to the work of well-known artists.</li> <li>- Investigate symbols, shapes, form and composition. Look at different artists and see how the pictures are composed.</li> <li>- Create a background using a wash and a range of brushes to create effect.</li> </ul>	<ul style="list-style-type: none"> <li>- Use colour to reflect mood (Matisse).</li> <li>- Know that different paints provide different outcomes e.g. water colour is more delicate, acrylic is bolder in style, etc.</li> <li>- Teach the correct use of differing paint types.</li> </ul>	<ul style="list-style-type: none"> <li>- Consider artists use of colour and application (Pollock, Monet, Chagall).</li> <li>- Look at work of different artists and emulate technique using a variety of tools.</li> <li>- Children able to discuss their own personal style.</li> </ul>	<ul style="list-style-type: none"> <li>- Consider artists use of colour and application.</li> <li>- Colour to express feelings.</li> <li>- Children able to discuss their own personal style.</li> </ul>
<b>Progression of Skills and Understanding: PRINTING (found materials, fruit/veg, wood blocks, press print, lino, string)</b>					
<b>RECEPTION</b>					
<ul style="list-style-type: none"> <li>- Rubbings showing a range of textures and patterns.</li> <li>- Printing with a variety of objects (leaf, hand, veg)</li> <li>- Imprint onto a range of textures (paper, clay, dough)</li> <li>- Print with block colours.</li> </ul>					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Introduce pupils to the work of artists to highlight and exemplify the techniques being developed. Good artists to use are William Morris, Matisse, Hokusai, Angie Lewin, Andy Warhol and Sarah Churchill.					
<ul style="list-style-type: none"> <li>- Create patterns and pictures by printing using more than 1 colour.</li> <li>- Develop impressed images (drawing into a softer material).</li> <li>- Use relief printing confidently (string, card).</li> <li>- Use appropriate language to describe tools and the process used.</li> <li>- Explore printing e.g. fingers, hands, feet, plain vegetable, print shapes, sponge and sponge shapes, random objects, leaves etc</li> </ul>	<ul style="list-style-type: none"> <li>- Extend repeating patterns (overlapping, two colours).</li> <li>- Print with a growing range of objects.</li> <li>- Create a print using pressing, rubbing and rolling.</li> <li>- Simply talk about the work of others as well as their own.</li> <li>- Identify the different forms printing can take (books, fabric, wallpaper).</li> <li>- Make simple block by using corrugated card into simple shape e.g. house.</li> <li>- Combine different types of printing technique to create a picture.</li> <li>- Introduce wax resist.</li> </ul>	<ul style="list-style-type: none"> <li>- Use relief and impressed printing processes.</li> <li>- Record textures and patterns.</li> <li>- Explore images through mono-printing on a variety of papers.</li> <li>- Explore colour mixing through deliberately overlapping prints</li> <li>- Pointillism (See above)</li> </ul>	<ul style="list-style-type: none"> <li>- Use a sketchbook for recording</li> <li>- Use appropriate language.</li> <li>- Interpret environmental and manmade patterns and form.</li> <li>- Discuss, modify and adapt print as the work progresses.</li> <li>- Explore images and recreate textures through deliberate selection of materials.</li> <li>- Make simple print using press print (polystyrene printing tiles) – make a paper template first and fix to press print.</li> <li>- Over print using several colours Add texture to second print, take out part of print design which will show first print.</li> </ul>	<ul style="list-style-type: none"> <li>- Combining prints to produce an end piece.</li> <li>- Design prints for fabrics, book covers, and wallpaper.</li> <li>- Make connections between own work and patterns in their environment.</li> <li>- Discuss and evaluate own work and work of others in detail.</li> <li>- Develop screen printing. Create image by placing strips of paper onto paper or material and place screen on top. Draw over ink.</li> </ul>	<ul style="list-style-type: none"> <li>- Build up images of whole or parts of items using various techniques (card, relief).</li> <li>- Screen printing.</li> <li>- Explore printing techniques used by various artists.</li> <li>- Recreate images through collaged printing.</li> <li>- Develop techniques for lino printing.</li> <li>- Understand that you start with one image then "take out" rather than add, to create an image.</li> </ul>

**Progression of Skills and Understanding: 3D FORM (Including Clay, dough, boxes, wire, paper, sculpture, Mod roc)**

**RECEPTION**

- Handling, feeling, enjoying and manipulating materials.
- Constructing from simple objects. Pulls apart and reconstructs.
- Shape and model from observation and imagination.
- Simple language from discussion of feel, size, look

**Year 1**

**Year 2**

**Year 3**

**Year 4**

**Year 5**

**Year 6**

When working with clay pupils need to be taught a range of basic techniques. They need to be taught to:  
 create items of even thickness – helps drying and firing process  
 work on hessian or other rough surface to prevent sticking  
 roll-out clay correctly - starting with a ball, press into flattened ball, then roll clay from the middle outwards  
 create a basic slab by rolling clay between two even sized wooden batons  
 make sure no air bubbles are in the clay or it will explode in the kiln  
 clay can be joined together using hatching and slip  
 use clay tools

When undertaking 3D work pupils need to experiment with a range of tools and fixings, differing cutting implements, different types of glue and tape, nails, screws etc.

Teachers will need to consider appropriate risk assessments for the use of tools.

Introduce pupils to the work of artists to highlight and exemplify the techniques being developed: Good artists to use are Picasso - ‘junk modelling’, Henry Moore – mother & child etc., Andy Goldsworthy, Anthony Gormley and Modigliani.

3D work from other cultures also provides stimuli and exemplify techniques e.g. Terracotta Warriors, masks from different cultures and Greek vases.

- Construct to represent personal ideas or a purpose e.g. a puppet.
- Carve into media using tools.
- Pinch and roll coils and slabs using a modelling media.
- Make simple joins in materials.
- Discussion of weight and texture.

- Awareness of natural and man-made forms/environments.
- Expression of personal experiences and ideas.
- Shape and form from direct observations.
- Decorative techniques (impressed, painted)
- Replicate patterns and textures in 3D form.
- 3D Sculptures (make and discuss)

- Shape, form, model and construct from observation and/or imagination.
- Plan and develop ideas and make simple choices about media.
- Understanding of different adhesives and methods of construction.
- Think about size and begin to explain reasoning.
- Simply discuss aesthetics.

- Plan and develop ideas and make informed choices about media.
- Experience surface patterns and textures.
- Understand how to work safely and organise work.
- Discuss and compare own work and that of others.
- Consider light, space and size.
- Analyse and interpret natural and man-made construction.

- Use sketchbook to inform, plan and develop ideas.
- Shape, form, model and join with confidence using a variety of materials.
- Produce intricate patterns and textures.
- Work directly from observation or imagination.
- Discuss properties of media.
- Discuss and evaluate own work and that of others in detail.

- Continue from Year 5.
- Makes imaginative use of the knowledge that have acquired of tools, techniques and materials to express own ideas and feelings.

**Progression of Skills and Understanding: TEXTURE (textiles, clay, dough, plaster, stone, weaving, surfaces, collage)**

**RECEPTION**

- Handling, manipulating and enjoying using materials. Sensory experience.
- Simple collages using pasta, paper, beans.
- Simple weaving.
- Selects, sorts, tears and glues items down.

**Year 1**

**Year 2**

**Year 3**

**Year 4**

**Year 5**

**Year 6**

<p>When working with textiles pupils could be encouraged to recreate works of art with fabrics.  Textile artists: Sonia Delauney – worked with strong colours and geometric shapes, Anni Albers – weaving, Tilleke Schwarz and Claire Coles – contemporary textile artists, Kaffe Fasset – range of textiles.</p>					
<ul style="list-style-type: none"> <li>- Weaving using a card loom.</li> <li>- Build on collage skills using smaller materials.</li> <li>- Use texture to provide information (a journey, man-made vs natural materials).</li> <li>- Sort materials according to specific qualities.</li> </ul>	<ul style="list-style-type: none"> <li>- Use overlapping and overlaying to create effects.</li> <li>- Use large eyed needles to create running stitches. Explore cross stitch.</li> <li>- Simple appliqué (material shapes attached using running stitch).</li> <li>- Collages to create a specific image.</li> </ul>	<ul style="list-style-type: none"> <li>- Use smaller eyed needles and finer thread.</li> <li>- Use colour to express an idea in weaving (seasons, moods).</li> <li>- Demonstrate awareness of the nature of materials (fragile, tough)</li> <li>- Explore different ways of colouring or patterning material – batik, tie dye.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a wider variety of stitches to develop pattern/ textures.</li> <li>- Observe and demonstrate understanding of design of textural art.</li> <li>- Use initial sketches to aid work</li> <li>- Experiment with mood, feeling, movement and interests.</li> <li>- Compare fabrics from different countries and different types of fabrics.</li> </ul>	<ul style="list-style-type: none"> <li>- Interpret stories, music, poems and environment as stimuli.</li> <li>- Select and use materials to achieve specific outcome.</li> <li>- Embellish work using a variety of techniques.</li> <li>- Consider methods of making fabrics.</li> <li>- Look at Artists using textiles and begin to compare differences in design. .</li> </ul>	<ul style="list-style-type: none"> <li>- Develop experience in embellishing (applique, sticking, weaving, layering).</li> <li>- Applies knowledge of techniques to express feeling.</li> <li>- Use found and constructed materials.</li> <li>- Work collaboratively on a larger scale.</li> </ul>
<b>Progression of Skills and Understanding: PATTERN (paint, pencil, textiles, clay, printing)</b>					
<b>RECEPTION</b>					
<ul style="list-style-type: none"> <li>- Imitate and create simple, repeating patterns using concrete objects.</li> <li>- Make irregular painting patterns based on real life (animal skin).</li> <li>- Simple symmetry (folding painted butterflies).</li> <li>- Collages (spots, stripes).</li> </ul>					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<ul style="list-style-type: none"> <li>- Awareness and discussion of patterns around them (pattern hunt).</li> <li>- Experiment creating repeating patterns on paper using drawing or printing of own design.</li> <li>- Linking symmetry to maths.</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</li> <li>- Discuss natural and man-made patterns.</li> <li>- Discuss what regular and irregular means.</li> </ul>	<ul style="list-style-type: none"> <li>- Search for patterns in the environment and use it to make own patterns or printing.</li> <li>- Use sketchbooks to design own motif to repeat.</li> <li>- Make patterns using ICT.</li> <li>- Make patterns on a range of surfaces.</li> <li>- Link symmetry to maths.</li> </ul>	<ul style="list-style-type: none"> <li>- Consider different types of mark making to make patterns</li> <li>- Environmental and manmade.</li> <li>- Look at various artists’ creation of pattern and discuss effect (Gaudi, Matisse, Aboriginal).</li> <li>- Link to maths (tessellation, geometry and lines).</li> </ul>	<ul style="list-style-type: none"> <li>- Organise own patterns and use shape to create patterns.</li> <li>- Create own abstract pattern to reflect personal experience and expression.</li> <li>- Create pattern from purpose (wallpaper, boxes, book cover)</li> <li>- Look at artists and discuss the effect of their work (Morris, Sol Lewitt, Matisse, Miro).</li> </ul>	<ul style="list-style-type: none"> <li>- Organise own patterns and use shape to create patterns.</li> <li>- Create own abstract pattern to reflect personal experience and expression.</li> <li>- Create pattern from purpose (wallpaper, boxes, book cover)</li> <li>- Look at artists and discuss the effect of their work (Morris, Sol Lewitt, Matisse, Miro).</li> </ul>
<b>Progression of Skills and Understanding: APPRECIATION</b>					

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be introduced to the work of famous artists both as part of their art work but also as a stimulus in other subjects. They should be encouraged to discuss composition and techniques, to experiment with those techniques within their own work. They should develop preferences and explain why they like or dislike a piece of work. School may wish to provide each year group with some artists to 'get to know'.</p> <p>Visits to galleries provide an excellent stimulus for work within art and other subjects. Many galleries provide talks around particular pictures. Projects such as Take One Picture (National Gallery) are also a useful way of exploring the work of an artist.</p> <p>Books such as the '13 series 13 artists' children should know 13 techniques that children should know etc. are a very good source of inspiration.</p>					
<p>Link their work/product to a well-known artist.</p>	<p>Describe what is seen and liked in the work of another artist. Say what they like dislike about a painting and what it is/is not about.</p>	<p>Experiment with different styles which artists/sculptors have used. Use some of these techniques in own work.</p>	<p>Explore work from other cultures and periods of time. Make notes about the techniques used and compare work of different artists.</p>	<p>Explore how particular images are portrayed by different artists or at different times. Experiment with different styles which artists have used. Create artwork using techniques of a given artist.</p>	<p>Gather own information about an artist or art movement and link this to own work. Say what or who has influenced their work.</p>