

Curriculum Map - Art

Curriculum Area: Art

Curriculum Intent: Within the context of education at Hilldene Primary School, Art and Design and Technology (DT) supports personal, social, cultural and creative development. It enables children to engage with and explore visual and other sensory experiences through the use of colour, pattern, texture, line, shape, form and space. Children are given the opportunity to work with traditional and new media leading to development in confidence, competence, imagination and creativity. Their mastery of Art and DT techniques is improved through creatively using a range of materials to design and make products. When great artists, designers and sculptors in history are introduced, children learn to appreciate and value Art and also understand the contexts in which it was made. Through learning about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, children will begin to make links to their own work. The experience in Art enables children to learn how to reflect critically on their own and others' work and their observations are then recorded in sketch books, which they will review and revisit. Our Art and DT curriculum provides children with the opportunity to think imaginatively and creatively, and to become confident not only in Art, but in other curriculum areas.

	EYFS Expressive Arts and Design	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Covered In Unit:	Covered In Unit:	Covered In Unit:	Covered In Unit:	Covered In Unit:	Covered In Unit:	Covered In Unit:
Drawing - Line, pattern and texture	Skills taught: - To create shapes with closed lines and begin to use these shapes to represent objects. - To draw with increasing complexity, e.g. represent a face with a circle and include details. - To use drawing to represent ideas like movement or	Skills taught: - To evaluate my work and the work of others and identify strengths and weaknesses. - To explore ways of drawing lines between two points. - To experiment with how I hold a pencil when sketching. - To experiment	Skills taught: - To experiment with different materials to make marks. - To make attempts to mimic the art of a famous artist. - To experiment with different mediums to create a pattern. - To experiment with the kind of patterns I am	Skills taught: - To use soft, light sketching techniques to create a still life sketch. - To adjust my pencil grip when sketching. - To use careful observation skills to create a still life sketch. - To make observations about different	Skills taught: - To use my observational skills to create a detailed sketch of part of a plant. - To discuss how to represent a plant as a piece of art. - To can follow simple instructions to create a more realistic sketch.	Skills taught: - To use visual information to make sketches and different styles of artwork. - To use drawing and shading skills to recreate artwork. - To identify patterns, styles and images associated with specific artwork. - To follow simple	Skills taught: - To use vanishing points, horizon lines and construction lines to create perspective in my artwork. - To sketch a landscape using linear perspective. - To use lines and patterns to create abstract artwork. - To sketch

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	<p>loud noises.</p> <ul style="list-style-type: none"> - To show different emotions through drawings. - To explore the natural world around them, making observations and drawing pictures of animals and plants. - To hold a pencil effectively, using a tripod grip. - To begin to show accuracy and care when drawing. - To add detail to drawings by selecting interesting objects to draw. 	<p>how to make different marks using pressure when drawing pencil lines.</p> <ul style="list-style-type: none"> - To experiment with different kinds of pencils and observe the different marks they make. - To use rubbing to recreate texture. - To create different repeating line patterns. - To use a variety of media to create different effects. - To apply a variety of techniques when drawing. 	<p>making.</p> <ul style="list-style-type: none"> - To follow instructions to create the basis for my sketching. - To make visual observations to inform my sketches. - To identify repeating patterns. - To sketch and create a 'portrait-landscape'. - To use my imagination to generate ideas for my sketch 	<p>sketching mediums.</p> <ul style="list-style-type: none"> - To create areas of light and dark in my sketches using different shading methods such as hatching, cross-hatching, stippling and scumbling. - To vary my shading further through my use of pressure. - To comment on the patterns created in architecture. - To recreate patterns using oil pastels and ink. - To identify symmetry in buildings. - To use tracing to create a symmetrical piece of art. - To create texture in my artwork to reflect real-life. - To experiment with a range of pointillism techniques. - To apply pointillism 	<ul style="list-style-type: none"> - To compare a sketch from my imagination, and a visually informed sketch and evaluate the differences - To be inspired by a material's texture and pattern. 	<p>instructions to draw in a specific style.</p> <ul style="list-style-type: none"> - To practise shading in relation to a light source. - To describe general proportions of a face. - To use light sketching lines to create portraits. - To use sketching and shading to add details. 	<p>designs to build up a portfolio of ideas.</p> <ul style="list-style-type: none"> - To take the light sources into account when sketching. - To use my preferred shading technique to include dark areas in my sketches. - To include the patterns and shapes in my sketches. - To make detailed observations to sketch from different viewpoints. - To use sketching to represent different illustrated facial expressions. - To make careful and precise observations to inform my sketching. - To describe how lines and fonts can express an idea. - To make choices
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				<p>techniques using different mediums.</p> <ul style="list-style-type: none"> - To evaluate techniques and mediums and say which one I prefer. 			<p>based on different lines and fonts to create a desired effect.</p> <ul style="list-style-type: none"> - To use different pressures and thicknesses to create a desired effect. - To use grids to help me achieve the correct proportions in my sketches based on photographs.
	<p>Knowledge taught:</p> <ul style="list-style-type: none"> - To understand the correct pencil grip. - To understand that drawings can represent different ideas such as animals, objects, emotions. 	<p>Knowledge taught:</p> <ul style="list-style-type: none"> - To understand what a line is. - To use adjectives to describe lines. - To discuss and comment on texture in artwork. - To discuss how artists have created different effects. - To comment on how different grades of sketching pencil make different marks. - To make a choice about 	<p>Knowledge taught:</p> <ul style="list-style-type: none"> - To identify symmetry within patterns. - To sketch and draw in the style of an artist. 	<p>Knowledge taught:</p> <ul style="list-style-type: none"> - To explain what still life sketching is. - To understand how shading is linked to the light source in a drawing. - To describe what pointillism is. 	<p>Knowledge taught:</p> <ul style="list-style-type: none"> - To understand that constant observation is important when creating a detailed sketch. - To understand that attention to detail is important when creating a detailed sketch. - To understand that patience is important when creating a detailed sketch of a plant. 	<p>Knowledge taught:</p> <ul style="list-style-type: none"> - To explain the importance of lines in specific styles of art. - To understand that I can use construction lines to map out basic shapes of my sketches. - To understand what a light source is and how this affects shading. - To use my knowledge of proportions to complete a self-portrait. 	

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		which pencil I need to use for a purpose.				- To understand that I can use light guidelines for my sketches.	
	Key vocabulary taught: Grip Draw Shapes Feelings	Key vocabulary taught: Lines Pressure Texture Sketching Pattern Rubbing Media	Key vocabulary taught: Mediums Observations Patterns Repeating Patterns Symmetry	Key vocabulary taught: Still life Shading Light source Hatching Cross-hatching Stippling Scumbling Architecture Oil Pastels Ink Tracing Pointillism	Key vocabulary taught: Constant observation Attention to detail Realistic Evaluate Inspired Visually informed	Key vocabulary taught: Visual information Construction lines Proportions Portraits Self-portraits	Key vocabulary taught: Vanishing points Horizon lines Perspective Linear perspective Abstract Portfolio Viewpoint Fonts Thickness
Painting, printing and colour	EYFS Expressive Arts and Design	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Covered In Unit:	Covered In Unit:	Covered In Unit:	Covered In Unit:	Covered In Unit:	Covered In Unit:	Covered In Unit:
	Skills taught: - To show different emotions in their paintings, like happiness, sadness, fear. - To explore colour in painting. - To experiment with colour mixing to create a colour. - To refine colour	Skills taught: - To hold a paintbrush correctly when painting. - To use paint to create differently shaped lines. - To use a paintbrush to create lines of different	Skills taught: - To experiment with different mediums to create patterns. - To experiment with the kind of patterns I am making. - To describe and make observations	Skills taught: - To describe the process of block printing. - To design and create a relief printing tile to be used for block printing. - To use a printing tile I have made to create a	Skills taught: - To create tints, shades and tones to match a different colour. - To use tints, shades and tones to create a piece of artwork. - To transfer a sketching method into the medium	Skills taught: - To identify colours commonly used in a style of art. - To practise a variety of brushstrokes to improve technique. - To apply brush control when	Skills taught: - To experiment with different watercolour techniques to create effects. - To paint a landscape using watercolours. - To experiment with a variety of mediums,

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	<p>mixing.</p> <ul style="list-style-type: none"> - To use a range of paint brushes. - To work collaboratively to create a piece of artwork. 	<p>thicknesses.</p> <ul style="list-style-type: none"> - To experiment with different ways to make marks using a paintbrush. - To choose a favourite colour and give reasons for my choices. - To mix primary colours to make secondary colours. - To use a paintbrush to make basic marks using paint. - To use paint to create artwork in the style of an artist. - To experiment with different kinds of paint and effects that can be created. - To comment on effects different paints can create. - To share which kind of paint I prefer. 	<p>about a piece of artwork's colour and patterns.</p> <ul style="list-style-type: none"> - To make choices about tools to use when painting. - To experiment with different ways to paint. - To comment on the colours of natural materials and how this can add to my artwork. - To use given colours to finish a pattern. - To use natural materials to create prints. - To create prints inspired by an artist. 	<p>repeating pattern.</p> <ul style="list-style-type: none"> - To identify why a print may not have come out correctly. - To create a half drop pattern with my printing. - To comment on colours in the design of a building and the effect it has on the design. - To change the value of a colour by creating tints and shades. - To create colour blocks using oil pastels. - To use a variety of tools to create a painting. - To use a variety of mediums to create a painting. - To identify tertiary colours on the colour wheel. - To identify complementary colours on the colour wheel. - To mix colours using different methods. - To make 	<p>of painting effectively.</p> <ul style="list-style-type: none"> - To use colour and size to create the illusion of depth in artwork. - To experiment with the effect of colours in my artwork. - To choose colours to use based on if they are complementary or harmonious. - To be inspired by a material's colours. - To experiment with and observe how different paints create different effects. - To select a suitable type of paint to decorate and finish artwork. 	<p>creating artwork.</p> <ul style="list-style-type: none"> - To create calligraphy characters using the correct brushstroke technique. - To begin using different paints and inks for different purposes. - To analyse aspects of a painting including mood and colour. - To add paint to a sketched self-portrait to add colour and detail. - To choose colours to express aspects of my personality. - To choose colours to express aspects of communities I belong to. - To select contrasting colours using a colour wheel. - To choose colours to create the biggest 'standout' effect. - To use 	<p>including watercolours and pastels, to explore how the medium changes the effect of a landscape.</p> <ul style="list-style-type: none"> - To create tints and shades using a variety of different mediums. - To use tints and shades to create atmospheric perspective. - To make appropriate choices when decorating. - To make decorative colour and pattern choices to fit a given theme. - To identify emotions they feel, linked to a colour. - To use colour and shape to illustrate emotions, feelings and ideas to create my own colour theory. - To experiment
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				decisions about subjects and colours of my artwork, giving reasons for my choices.		<p>impression printing to create a piece of repeated printing artwork.</p> <ul style="list-style-type: none"> - To create a stencil. - To use a stencil to create a piece of artwork. - To use more than one stencil to create a layered effect in artwork. 	<p>with using my fingerprints to create a unique piece of artwork.</p> <ul style="list-style-type: none"> - To vary the pressure and amount of paint I use when printing using my fingers to create different effects. - To use overlapping and layering to create shadow in my painting.
	<p>Knowledge taught:</p> <ul style="list-style-type: none"> - To explain how to mix a colour I want to create. 	<p>Knowledge taught:</p> <ul style="list-style-type: none"> - To understand what 'loading' a paintbrush means. - To understand how to create a smooth, sweeping brushstroke. - To name a variety of colours. - To understand what primary colours are. - To understand what secondary colours are. - To understand how to create lighter and darker 	<p>Knowledge taught:</p> <ul style="list-style-type: none"> - To understand that natural materials can be used to make different mark making materials. 	<p>Knowledge taught:</p> <ul style="list-style-type: none"> - To explain how different colours are achieved when using block printing to create a design. - To identify primary and secondary colours and explain how secondary colours are made. 	<p>Knowledge taught:</p> <ul style="list-style-type: none"> - To understand the difference between tints, shades and tones. - To understand what depth in an artwork is. - To explain the difference between complementary and harmonious colours. 	<p>Knowledge taught:</p> <ul style="list-style-type: none"> - To discuss and describe different brushstrokes used in artwork and how they might have been created. - To understand the importance of line and brushstrokes in styles of art. 	<p>Knowledge taught:</p> <ul style="list-style-type: none"> - To understand how to create different effects using materials. - To explain how colour can help to express different aspects of someone's personality.

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		shades of colour.					
	Key vocabulary taught: Colour Mix Paintbrush	Key vocabulary taught: Loading Smooth, sweeping brushstroke Primary colours Secondary colours Shades	Key vocabulary taught: Tools Natural materials Prints	Key vocabulary taught: Block printing Relief printing tile Half drop pattern Tints Colour blocks Tertiary colours Colour wheel	Key vocabulary taught: Tones Depth Harmonious colours	Key vocabulary taught: Calligraphy Mood Contrasting colours Standout effect Impression printing Stencil Layered effect	Key vocabulary taught: Watercolours Atmospheric perspective Colour theory Overlapping Layering Shadow
Collage, sculpture and 3-D art	EYFS Expressive Arts and Design	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Covered In Unit:	Covered In Unit:	Covered In Unit:	Covered In Unit:	Covered In Unit:	Covered In Unit:	Covered In Unit:
	Skills taught: - To explore different materials freely. - To develop ideas about how to use different materials - To use different materials and tools with care and precision. - To develop model making using a range of materials.	Skills taught: - To use collage to create artwork inspired by an artist. - To use collage and mixed media to create artwork inspired by an artist. - To use clay to create a self-portrait. - To show an understanding and use of some basic clay skills. - To begin to use	Skills taught: - To develop my scissor/cutting skills when cutting out circles. - To use paper art to recreate an installation piece by an artist. - To comment on the shape/form of 3-D objects and sculptures. - To use the rolling technique effectively to manipulate clay. - To recreate the	Skills taught: - To choose materials I think would be suitable to make a sculpture or collage of a famous building. - To use my folding and cutting skills to recreate a simplified sculpture of a building.	Skills taught: - To use tools to make marks in the clay for decorative purposes. - To add or remove bits of clay to create detail. - To make my own simple sculpture from clay. - To use layers of different colour paper to create a collage with depth.	Skills taught: - To use simple rolling and pinching techniques to manipulate salt dough. - To form simple shapes to create the base of my model. - To attach two pieces of salt dough with the help of materials such as matchsticks to reinforce joins.	Skills taught: - To create a torn paper collage of a landscape scene. - To use different parameters to create torn paper collages, e.g. by altering the size of the paper I am using. - To practise techniques and the effects they create before attempting my final design. - To choose and

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		<p>tools to help me manipulate clay.</p> <ul style="list-style-type: none"> - To use coloured paper to create a collage self-portrait. 	<p>form of an object, inspired by an artist's sculptures.</p> <ul style="list-style-type: none"> - To comment on what different sculptures are made from. - To use natural materials such as twigs and sticks to create a sculpture. - To recreate patterns using natural materials such as leaves. - To use clay to create imprints of natural materials such as leaves. - To create a simple loom. - To weave using interesting natural materials. - To recreate artwork using natural materials. - To use natural materials to create a collage scene. - To use paper to create a shoebox model of a painting. - To use paper and other 		<ul style="list-style-type: none"> - To experiment with coloured paper to create a collage. - To make careful choices of the colours I use in my collage to create a complementary or harmonious effect. - To experiment with different ways I can join materials to make a 3-D piece of art. - To select a suitable joining method when working with different materials. - To look at different materials and make suggestions about how I could use them in my artwork. - To use a material's existing shape to inspire my artwork. - To create a simple sculpture from recycled materials. 	<ul style="list-style-type: none"> - To add pieces of salt dough to my base to create relief details. - To use tools to create details in my salt dough or clay model. - To carve a piece of clay to create the shape of my sculpture. - To use tools to help me shape and manipulate my clay. - To add clay to my model to get the correct shape. 	<p>use appropriate techniques in my clay work.</p> <ul style="list-style-type: none"> - To choose appropriate tools to add details to my design. - To add clay to create details for my design. - To experiment and develop my control of tools and techniques. - To choose tools, techniques and details which are most appropriate for my design. - To use slabs of clay to create a container. - To use the pinching technique to create a container. - To work with control and accuracy. - To follow a design to create a vase.
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			materials to create a mask. - To use glue to help me attach different parts to my mask and/or model.				
	Knowledge taught: - To understand different techniques for joining materials. - To understand how to use materials and tools with care and precision.		Knowledge taught: - To describe what a sculpture is. - To describe what weaving is.		Knowledge taught: - To understand what a sculpture is and what different materials they can be made from. - To define the differences between decorative and functional sculpture. - To understand how slip can be used to join two pieces of clay.		Knowledge taught: - To explain what collage is and how tearing paper can be used to create different effects.
	Key vocabulary taught: Materials	Key vocabulary taught: Collage Mixed media Manipulate	Key vocabulary taught: Cutting Installation piece Form Sculpture Rolling Natural materials Loom Mask Model	Key vocabulary taught: Folding Simplified sculpture	Key vocabulary taught: Decorative Functional Slip Recycled materials	Key vocabulary taught: Pinching Reinforce Relief details Carve	Key vocabulary taught: Parameters

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Responding to artwork	EYFS Expressive Arts and Design	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Covered In Unit:	Covered In Unit:	Covered In Unit:	Covered In Unit:	Covered In Unit:	Covered In Unit:	Covered In Unit:
	<p>Skills taught:</p> <ul style="list-style-type: none"> - To share their creations, explaining the process they have used. - To discuss how children have achieved their aims through their artwork. - To share a response about a piece of artwork. - To explore art from a range of artists and cultures. 	<p>Skills taught:</p> <ul style="list-style-type: none"> - To explore how artists used different lines in artwork. - To discuss how a line or a dot can be a piece of art. - To discuss the artworks of an artist and say what I like and dislike about them. - To spot different mark making techniques in artwork. - To attempt to recreate some of the mark making in artwork. - To say if I like or dislike art. - To spot similarities and differences between different pieces by an artist. - To create a 	<p>Skills taught:</p> <ul style="list-style-type: none"> - To join in discussions about a famous artist's work. - To respond appropriately to a piece of art by an artist. - To say if I like or dislike a piece of artwork. - To comment on the patterns created in woven rugs and tapestry. - To discuss and explore artwork with the class. - To comment on the shapes, colours and patterns I see in artwork. - To discuss and explain how I feel when looking at a painting. - To discuss portraits, landscapes, and 	<p>Skills taught:</p> <ul style="list-style-type: none"> - To find similarities and differences between the different works of an artist. - To analyse an existing piece of artwork using language associated with Art and Design. - To comment on why I had to make changes to my design. - To discuss the shapes and structures of famous buildings around the world. - To say if I like or dislike the design of a building. - To explore the work of Sir Christopher Wren and his design of St Paul's Cathedral. - To choose 	<p>Skills taught:</p> <ul style="list-style-type: none"> - To identify an artwork that is visually pleasing to me. - To give my personal opinion of different artwork. - To listen to others' opinions of artworks, and try to see their point of view. - To discuss and respond to an artist's artwork and how they used tones in their artwork. - To design my artwork and give reasons for my choices. - To use my previous experience of different mediums to make decisions about my artwork. - To discuss and answer questions 	<p>Skills taught:</p> <ul style="list-style-type: none"> - To identify and record sketches of some themes commonly used in traditional art. - To discuss traditional artwork and say what I think and feel about it. - To give my opinion of a painting or artist, giving reasons for my ideas. - To identify aspects of Mexican culture in an artist's artwork. - To express my opinion of surrealism in paintings. - To apply aspects of surrealism to my own artwork. - To take part in a discussion about graffiti and if it is an art form or not. - To design my 	<p>Skills taught:</p> <ul style="list-style-type: none"> - To identify vanishing points and horizon lines in landscape paintings. - To comment on abstract landscapes and explain what I feel about them. - To create a selection of lines and patterns in my sketchbook to inform my artwork. - To discuss landscape artwork by famous artists, saying what I think and feel about them. - To identify which medium has been used to create a piece of art. - To make decisions about how to create a piece of landscape artwork

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		<p>piece of art inspired by an artist.</p> <ul style="list-style-type: none"> - To comment on an artist's use of colour to create effects. - To explore portraits by a variety of artists. - To comment on how portraits by different artists make me feel. - To make decisions about what I want my self-portrait to say about me. - To say what I like and dislike about different portraits. 	<p>the genre of 'portrait-landscape'.</p>	<p>elements of a building's design to fit a purpose.</p> <ul style="list-style-type: none"> - To follow a design brief in my own design of a building. - To state how I feel about a piece of artwork and justify my thoughts. - To experiment with a range of techniques and methods for creating Pointillism. - To state which method I prefer and why. - To identify Pointillism in pieces of art. - To give reasons for my choices of colour and subject in my artwork. - To apply what I have learnt about Pointillism to create my own piece of artwork. - To evaluate my finished artwork and compare it to that of my peers. 	<p>about an artist and their artwork.</p> <ul style="list-style-type: none"> - To create my own designs in the style of an artist. - To explore different pieces of recycled art. - To comment on the message that a piece of art might be portraying. 	<p>own tag reflecting what I have seen in existing artwork.</p> <ul style="list-style-type: none"> - To experiment with the size, value and shape of my designs in my sketchbook. - To use my sketchbook to create designs for street art in a specific area. - To discuss the messages that are portrayed in some pieces of art. - To create my own piece of satirical artwork. - To explore the work of a street artist. 	<p>based on the ideas I have gathered and techniques I have experimented with.</p> <ul style="list-style-type: none"> - To identify different features of a vase's design. - To gather ideas for use in my own work. - To incorporate design ideas or themes into my own designs. - To identify ways in which I could improve my work. - To evaluate and adjust my designs. - To respond and comment on different pieces of artwork. - To discuss and comment on Kandinsky's colour theory. - To discuss and give my opinions on Chuck Close's painting techniques.
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	<p>Knowledge taught:</p> <ul style="list-style-type: none"> - To understand artists come from different places and have different backgrounds and ideas. 	<p>Knowledge taught:</p> <ul style="list-style-type: none"> - To understand that portraits can tell you about the person in them. 	<p>Knowledge taught:</p> <ul style="list-style-type: none"> - To remember and give some facts about an artist. - To name ways that rocks were used in ancient artworks. - To understand what is meant by 'abstract' artwork. 	<p>Knowledge taught:</p> <ul style="list-style-type: none"> - To describe what the Arts and Crafts movement was and explain why it was founded. - To understand the role of an architect. - To explain who an artist was and why they were famous. - To name some Pointillist artists. 	<p>Knowledge taught:</p> <ul style="list-style-type: none"> - To describe what a botanical illustration is and why they were first created. - To understand how artists create the illusion of depth in their artwork. - To remember facts about an artist. - To describe what Orphism art is. - To discuss and explain how an artist created a feeling of movement in their artwork. - To explain my opinion of an artist's fashion designs. - To recognise the influence an artist's work has had on both fashion and modern art. 	<p>Knowledge taught:</p> <ul style="list-style-type: none"> - To understand the significance of the dragon in Chinese culture. - To explain what the Terracotta Army is and why it is famous. - To know when the Ming dynasty was in power and why their porcelain is famous. - To describe who an artist is and give a brief summary of their work. - To describe the differences between a portrait and a self-portrait. - To describe aspects of Mexican folk art. - To describe the aspects of the surrealist movement. 	<p>Knowledge taught:</p> <ul style="list-style-type: none"> - To explain how artists use linear and atmospheric perspective in their artwork. - To describe and assess vases made by designers.
	<p>Key vocabulary taught:</p> <p>Artist Culture</p>	<p>Key vocabulary taught:</p> <p>Like Dislike</p>	<p>Key vocabulary taught:</p> <p>Abstract Portrait-landscape</p>	<p>Key vocabulary taught:</p> <p>Architect Structures</p>	<p>Key vocabulary taught:</p> <p>Botanical illustration</p>	<p>Key vocabulary taught:</p> <p>Terracotta army Ming dynasty</p>	<p>Key vocabulary taught:</p> <p>Colour theory</p>

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		Portraits Self-portraits		Design brief	Orphism art Fashion design Modern art	Mexican folk art Surrealist movement Surrealism Graffiti Tag Street art Satirical artwork	
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