

Curriculum **Art**

WLE

Love, Learn, Discover



Christ Church C.E
Primary School

Love, Learn, Discover



Lark Hill Community
Primary School

Love, Learn, Discover



Lewis Street
Primary School



Art and Design Curriculum

Contents

Page 2	Aims
Page 2	Intent
Page 3	Implementation & Impact
Page 4	Threshold Concepts
Page 5	Early Years Curriculum
Page 6	Vocabulary (Early Years)
Page 7	Year 1 to Year 6 Curriculum
Page 15	Vocabulary (Years 1 to 6)
Page 19	Whole School Long Term Plan
Page 20	Diversity Overview

Art and Design Curriculum

Aims

The national curriculum for Art and Design aims to ensure that all pupils:

- 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
- understand that art is a process.

Intent

What are children and teachers going to do for children to achieve in Art and Design?

- To have confidence in expressing themselves creatively and imaginatively
- To understand that every artist is unique and aim to develop their own style
- To take risks and make mistakes
- To develop skills that are transferable to other aspects of the curriculum and their lives
- To develop a secure understanding of the history of artists and their styles
- To explore future opportunities and aspirations related to Art and Design
- To appreciate a variety of art and express opinions, whilst developing their evaluation and analysis talents
- To provide sufficient challenge to all our learners
- To create and embed a culture of resilience
- To revisit and build on their art knowledge

Lark Hill, Christ Church CE and Lewis Street Primary Schools



Art and Design Curriculum

Implementation

How is the curriculum delivered?

- Through steps of milestone progression across year groups
- Research and discovery of a piece of art and/or artist
- Trips and visitors to enrich their experiences and develop their cultural knowledge
- 30 hours per term
- Taught on a two-week timetable
- Exploration and experimentation in sketch books
- Discussion and appreciation of artwork

Impact

What difference is the curriculum making?

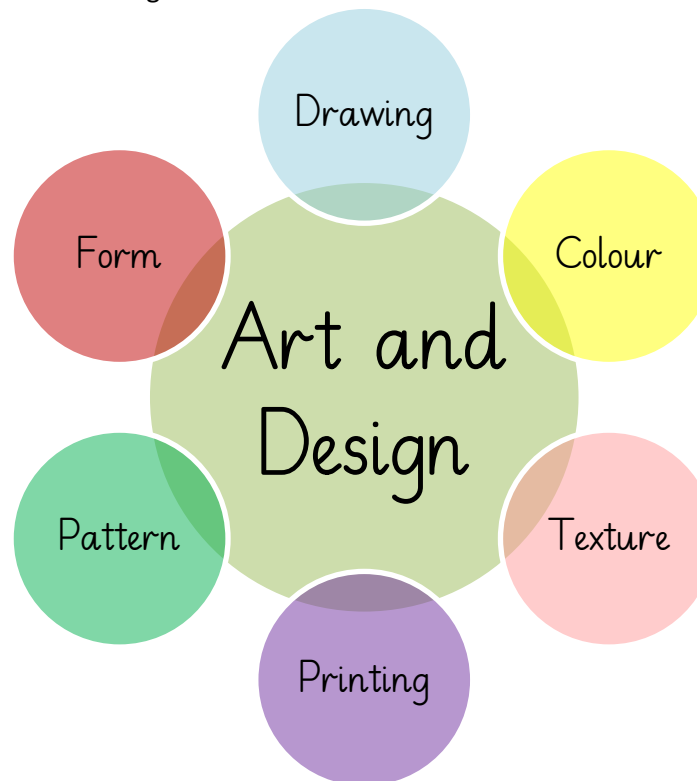
- An increase in creative and imaginative ideas
- Through exploration in Art and Design, we will see an increase in the quality of creative writing including poetry
- High expectations in the quality of art work produced.
- Sketch books to be monitored and evaluated
- A higher profile of Art and Design across the Partnership

Art and Design Curriculum

Threshold Concepts

In our curriculum, we define our four **threshold concepts** as:

1. **Drawing** – a picture or diagram made with a pencil, pen, or crayon rather than paint.
2. **Colour** – the property possessed by an object of producing different sensations on the eye as a result of the way it reflects or emits light
3. **Texture** – the feel, appearance, or consistency of a surface or substance
4. **Printing** – printing is a process for reproducing text and images using a master form or template
5. **Pattern** – a repeated, decorative design
6. **Form** – the visible shape or configuration of something



Art and Design Curriculum

Child-Friendly Skills Circles

Drawing

a picture or diagram made with a pencil, pen, or crayon rather than paint.

Colour

the property possessed by an object of producing different sensations on the eye as a result of the way it reflects or emits light

Texture

the feel, appearance, or consistency of a surface or substance

Printing

Printing is a process for reproducing text and images using a master form or template

Pattern

a repeated decorative design

Form

the visible shape or configuration of something.

Art and Design Curriculum

Early Years Curriculum

Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Development Matters 3 to 4 Years



3 and 4-year-olds will be learning to:

Examples of how to support this:

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 explore different textures.

Offer opportunities to explore scale.

Suggestions:

- long strips of wallpaper
- child size boxes
- different surfaces to work on e.g., paving, floor, tabletop or easel

Listen and understand what children want to create before offering suggestions.

Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on.

Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.



3 and 4-year-olds will be learning to:

Examples of how to support this:

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.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore colour and colour mixing.

Show different emotions in their drawings – happiness, sadness, fear, etc.

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings.

Encourage children to draw from their imagination and observation.

Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.

Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: "How does blue become green?"

Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists' work overlap with the children's, for example in details, colour, movement or line.

Help children to develop their listening skills through a range of active listening activities. Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving.

Play, share and perform a wide variety of music and songs from different cultures and historical periods.

Play sound-matching games.

Art and Design Curriculum

Reception Development Matters and Early Learning Goals

Children in reception will be learning to:

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Examples of how to support this:

Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.

Provide opportunities to work together to develop and realise creative ideas.

Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.

Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.

Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.

Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.

Visit galleries and museums to generate inspiration and conversation about art and artists.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;

What an EYFS artist/designer needs to understand?	What do they need to know?	How can they show they are artists/designers?
How to use tools such as paintbrushes, mixing palettes, paint, water pots, pencils, crayons, printing tools and rollers. Including how to care for them.	To have an understanding of primary colours.	Taking pride in their art work by naming it and storing it safely.
That every artist is unique.	To know how mixing primary colours make secondary colours.	By working both collaboratively and independently to develop ideas and confidence.
That mistakes happen and can lead to better outcomes.	That reflecting on previous art work can lead to better outcomes in the future.	To spend a sustained amount of time on a piece.
How different mediums can create different marks.		
That art is how we express our ideas and feelings.		

Lark Hill, Christ Church CE and Lewis Street Primary Schools



Art and Design Curriculum

	Painting (colour, form, pattern)	Textiles (provision)	Sculpting (provision/ malleable)	Drawing (on-going throughout the year)
EYFS	- Identify primary colours in artwork - Begin to mix primary colours to make secondary colours - Investigate how to make colours lighter and darker - Explore different brushes and brush strokes in provision - Experiment with own ideas - Respond to a visual stimulus	- explore cutting materials; layering and tearing - begin to explain what media they would like to include in their own work - Begin to reflect and evaluate work (verbally)	- explore shapes - explore mediums such as playdough and salt dough - explore rolling, pinching and layering skills. - Using skills learnt recreate a chosen piece of Hepworth's work. - Reflect on own work and others – what will we do better next time? What went well? - Create own Barbara Hepworth inspired sculpture.	- Identify shapes and patterns in objects, e.g. shapes within a face - Explore pencil pressures to create light, medium and dark tones - Create a self-portrait from observation

Art and Design Curriculum

EYFS Vocabulary

Vocabulary- tools					
Drawing	colour	printing	pattern	Texture (linked to playdough)	Form (linked to playdough)
pencil	paint	Print	repeating	smooth	roll
light	primary	press	floral	rough	pinch
dark	dull			bumpy	layer
curved	vibrant/bright				knead
wavy	emotion				print
soft					mould
straight					

Art and Design Curriculum

Year 1 to Year 6 Curriculum

	Painting (colour, form, pattern)	Textiles	Sculpting	Drawing (on-going throughout the year)
Year 1	- Complete a research page on Van Gogh and Georgia O' Keefe - Compare art of Van Gogh and Georgia O'Keefe and express an opinion. - Identify primary and secondary colours in artwork - Know how to mix primary colours to make secondary colours - Know how to make colours lighter and darker - Investigate different brushes and brush strokes (in sketch books) - Experiment with own ideas to create own sunflower picture (in sketch books) - Respond to a visual stimulus, e.g. Van Gogh's Sunflowers/Georgia O'Keefe Sunflower; real sunflowers; through observation, annotations, own response, etc. - Annotate and evaluate own art work to make improvements	- Complete research page on patchwork and collage. - Begin to develop skills in cutting material, layering and tearing. - Explore different ways to attach textiles together – glue, treasury tags, safety pins. - Compare and contrast different types of patchwork and collage – begin to be able to explain what they like and don't like. Explain what elements they would like to include in their own work. - Practise creating own patchwork piece – 'roll the dice' textile game. - Design and create own 'patch' using skills learned. - Reflect and evaluate work – verbally or written. - Using individual patches join together to create collaborative patchwork blanket.	- Complete a research page on Barbara Hepworth. - Share examples of Barbara Hepworth's work. - Form opinions and discuss thoughts on these pieces. - Look at the different shapes and form within her work – how could we create these? - Using a variety of mediums – clay, playdough, salt dough. Develop rolling, pinching and layering skills. - Using skills learnt recreate a chosen piece of Hepworth's work. - Reflect on own work and others – what will we do better next time? What went well? - Create own Barbara Hepworth inspired sculpture.	- Create a self-portrait from observation - Identify shapes and patterns in objects, e.g. flowers - Use a 'pencil dictionary' to explore shape and pattern - Use a HB pencil to create lines of different thicknesses - Use a HB pencil to explore the effect of pressure - Create a self-portrait from observation - As a stimulus for line work, explore Barbara Hepworth's line drawings, recreate using skills learned.

Art and Design Curriculum

	Painting (colour, form, pattern)	Textiles	Sculpting	Drawing (on-going throughout the year)
Year 2	- Complete a research page on Pablo Picasso. - Explain the term 'cubism' - Mix primary colours to create a colour palette for Weeping woman (in sketch book) - Explore and sketch own facial features and create own colour palette for features - Revisit different brushes and brush strokes and identify the brushes used by artist - Respond to a visual stimulus for self-portraits, e.g. Picasso Weeping Woman; through observation, questioning, describing shapes, colour, personal response, etc. - Create own Picasso self-portrait by sketching and painting with a focus on surrealism/cubism - Annotate and evaluate own art work to make improvements for final piece	- Complete a research page on William Morris. - Compare and contrast works between William Morris and Charles Voysey. Explain and annotate differences and similarities between their work. - Discuss what elements they like and would include in their own work. - Explore creating repeating patterns, using Morris' work as a stimulus. - Discover how to use string prints. - Create own string prints, based on Morris' work. Use these to create a repeating pattern on a strip of cloth. - Suggested Visit: Whitworth Art Gallery	- Complete a research page on Antony Gormley. - Compare and contrast his work with other sculptures. Explain and annotate differences and similarities. - Continue to develop clay skills, such as pinching, rolling and layering for effect. - Create different shapes using clay. - Using Antony Gormley's work as inspiration, plan and design a sculpture. - Create sculpture using skills learned. Photo of work to be presented in art sketchbook. - Reflect on their work, what would they do better next time, what went well this time. - Suggested Visit: Crosby Beach	- Create a self-portrait from observation - Use HB pencil to create patterns, e.g. through stippling, cross-hatching - Use a pencil dictionary to explore shape and pattern. - Continue to develop understanding of shading and pressure. How does pressure on the pencil affect the marks made? - Create a more detailed self portrait using observation. - Create a landscape during of the Antony Gormley statues on Crosby Beach in pencil. How can we use shading instead of colour?

Art and Design Curriculum

	Painting	Textiles	Sculpting	Drawing (on-going throughout the year)
Year 3	- Complete a research page on Henri Matisse. - Introduce Fauvism. - Explore examples of Fauvism work, evaluate and share opinions on these pieces. - Compare Matisse's work to other Fauvists. Annotate and evaluate their work. - Learn to mix secondary colours, and create a colour wheel. - Discuss and explore the emotions that can link to more complex colours such as 'emerald green'. Try using these colours in a piece of artwork around emotion. - Learn about Matisse's later work, 'painting with scissors.' - Explore cutting shapes with scissors. - Create own art work inspired by 'painting with scissors.'	- Complete a research page on Amelia Graham. - Introduce key vocabulary related to her work and textiles. - Compare and contrast Graham's work. Annotate and evaluate. - Explore geometric shape. - Create own patterns using geometric shape and colour. - Explore how to create a stencil. Develop cutting skills. - Reflect on work completed in skills lessons – how could they use this to inspire their own piece. - Create own stencil using geometric shape. - Use stencil to create final piece of work inspired by Amelia Graham.	- Complete research page on Andy Goldsworthy. - Compare his work to other sculptures that use natural mediums. Clear understanding of their differences and similarities. Annotate in books. Form opinions over preference. - Explore pattern and shape – how can we recreate these using natural materials. Photograph evidence in sketch books. - Go on a resource walk, collecting materials to use for own sculpture. - Reflect on previous lessons – which materials worked well, which didn't? Use this information to plan and design own nature sculpture. - Create own sculptures out of natural materials, photographic evidence in sketchbooks.	- Practice sketching the face within self-portraits termly. - Reflect on drawing process throughout the year. - Begin to look at movement in drawings. - Begin to explore tint, tone and shade.

Art and Design Curriculum

	Painting	Textiles	Sculpting	Drawing (on-going throughout the year)
Year 4	- Complete a research on Claude Monet. - Introduce impressionism, the history behind it, and the techniques used. - Compare and contrast Claude Monet's work with other impressionists. Use key vocabulary and critically evaluate his work. - Recap on primary and secondary colour knowledge. Introduce and create tertiary colour wheel. - Discuss and explore uses for tertiary colours – how could these be used in a landscape or impressionist way. - Focus on Claude Monet's Haystack series. Discuss how each picture changes throughout the year. - Recreate a Haystacks painting, exploring use of shadow and colour to show seasonal change. - Explore the local area for landscapes that could be used for an impressionist painting. Take photos as stimuli for own work. - Create a final impressionist painting using photo stimulus.	- Complete a research page on Lucie Bellion. - Discuss the importance of cotton and textiles to Manchester. - Explore different types of textiles – reflect on their qualities and what they could be used for. - Compare and contrast Lucie Bellion's work to other textile artist. Use key vocabulary to articulate differences and similarities between works. Share opinions on each style. - Create own pattern/design that could be used on textiles inspired by Lucie Bellion. - Create patterns as a print using tiles and ink. - Experience working with garments to create a final piece. - Evaluate own and others work.	- Complete a research page of Elizabeth Catlett and her work. - Discover different mediums for sculpture – e.g glass, plastic and other abstract materials. - Building on skills learnt in year 2, explore hatching, slipping, mark making and creating detail on clay. - Practice through the use of clay modelling and constructing different shapes and forms. - Explore detailing on sculptures for effect, and using different tools to create them. - Plan a final project, considering all skills learned. - Reflect and evaluate work. Use this evaluation to improve upon for final draft. - Critically evaluate own and others work.	- Use a visual stimulus to inspire self-portraiture. For example; Leonardo Da Vinci – Portrait of a Man in Red Chalk. - Improve sketching the face within self-portraits termly. - Use different mediums to draw and sketch, e.g charcoal. - Understand the different effects of various strength sketching pencils. - Explore different drawing techniques to create light and shadow. For example, cross hatching, curved hatching, stippling and the use of dots. - Explore scale and proportion in sketching. - Explore movement in drawing further – how can we show that an object is moving?

Art and Design Curriculum

	Painting	Textiles	Sculpting	Drawing (on-going throughout the year)
Year 5	- Research page on Katsushika Hokusai. - Look at examples of his work – note particularly on the movement of the landscapes within his work. Compare to other landscape artists – particularly David Hockney's The Splash. - Begin to explore using water-colours. Discover how they mix with water and how to use different techniques and effects. - Using Hokusai's work as inspiration, create own landscape using watercolour. Be sure to include key elements from Hokusai's work. - Evaluate work – how can we improve it next time round? - Create final piece.	- Complete Research Page on Bridget Riley and weaving. - Explore different examples and types of weaving. Compare and contrast – what do you enjoy, how would you improve? - Explore Toshiko Horiuchi McAdam, how does their work differ from Bridget Riley's? - Look at Bridget Riley's work – how could we transform her work from 2D to 3D? - Develop weaving skills and techniques such as plain, twill and adding embellishments. - Reflect on skills lessons – how can we include this in a final piece of work? - Plan a hanging wall piece. - Create a hanging wall piece. - Evaluate work.	- Complete Research page on Art Deco. - Compare and contrast multiple pieces of work. Include key words in comparisons. - Look at examples of Art Deco sculptures – what would you like to include in your own work? - Revisit sculpting skills – how to create a slip, how to attach different pieces using hatching and smoothing. - Begin to create more detailed smaller components of a sculpture. - Plan and design own Art Deco inspired tile. Think about the techniques learned – how will you create this? - Create own Art Deco tile. Include more detail and use techniques used from previous year groups.	- Create a self-portrait from observation - Practice sketching the face accurately within self-portraits termly. - Draw on skills from previous year groups to create sketches. - Focus on varying lines for shading and further detail. - Begin to explore sketching with oil pastels. - Build on knowledge of including movement within drawing. - Develop further understanding of scale and proportion.

Art and Design Curriculum

	Painting	Textiles	Sculpting	Drawing (on-going throughout the year)
Year 6	- Complete research page on Frida Kahlo - Look at a brief history of Kahlo, and draw parallels with changing roles of women topic. - Introduce key vocabulary and understand definitions. - Compare and contrast Kahlo's art with that of other female surrealist/magical realists. - P4C question – Can art send a message? - Recap mixing colours to create tint and tone. - Recap using different types of brush strokes to create depth and shade. - Plan and discuss 'Me and my parrots', what could you include in your own version of this picture? - Practise sketching and painting background, continually reflecting on progress. - Using skills taught throughout curriculum create own piece inspired by 'Me and my parrots'	- Complete Research page on Batik. Include key vocabulary and reflect on techniques used to create research page. - Study different examples of Batik work – what elements appeal to them? Critically evaluate and contrast the pieces of art. - Explore and learn different Batik techniques. - Understand how to safely use Batik. - Plan own Batik piece inspired by works enjoyed in the topic. - Create Batik piece. - Recap sewing skills learned in previous years. - Use sewing skills to embellish Batik piece. - Evaluate work, reflecting on what went well and what could be improved.	- Complete Research page on Salvador Dali, Kim Yun-Jae and Surrealism. - What is surrealism? Explain that it is unconscious thought. - Compare and contrast different surrealist artists, including Salvador Dali and Kim Yun-Jae. - Revisit and practice clay skills learned from previous years. - Explore and evaluate Kim Yun-jae's surrealist sculptures. What elements would they include in their own? - Explore using different materials alongside the clay for affect. Which work well? Which do not. - Plan a final piece inspired by surrealism and the artists studied. Draw on previously taught skills to create the piece.	- Create a self-portrait from observation - Improve sketching the face accurately within self-portraits and portraits termly. - Confidently use skills from previous year groups to create effective sketches. - Continue to use a range of mediums to sketch including charcoal, oil pastels and pen. - Create drawn images which demonstrate movement. - Include scale and proportion within drawings with accuracy.

Art and Design Curriculum

Vocabulary - Year 1								
primary	tone	Evaluate	Shape	Compare	Attach	Georgia O'Keeffe	Sketching	
secondary	tint	Layering	Pinching	Collage	Pattern	Barbara Hepworth	Folding	
lighter	brush	Label	Sculpture	Design	Self portrait	HB		
darker	Mix	Form	Rolling	Patch	Van Gogh	Pressure		

Vocabulary - Year 2								
shade	Respond	Surrealism	Sketching	Mixing	Shading			
shading	Evaluate	William Morris	Relief printing	Explore				
cubism	Cubism	Textiles	Palette	Study				
palette	Antony Gormley	Patterns	Colour wheel	Research				
Pablo Picasso	Stippling	Repeating	Primary colours	Techniques				
Annotate	Cross hatching	Printing	Secondary colours	Brush strokes				

Art and Design Curriculum

Vocabulary - Year 3								
Andy Goldsworthy	Environment	Evaluate	Tint	Repeating patterns	Era			
Natural	Wooden	Henri Matisse	Shade	Study				
Forage	Texture	Complex	Stencil	Exhibition				
Pattern	Materials	Amelia Graham	Geometric	Gallery				
Shape	Manufacture	Movement	Sculpture	Collective				

Vocabulary - Year 4								
Pointillism	Elizabeth Catlett	Light	Critically	Medium/media	Depth	Lucie Bellion	Tiles	Tertiary Colours
Impressionism	Graphic art	Depth	Improve	Leonardo Da Vinci	Foreground	Graphic Design	Textiles	
Claude Monet	Civil rights	Realistic	Draft	Charcoal	Background	Abstract	Georges Seurat	
France	Shade	Techniques	Mark	Strokes	Perspective	Ink	Compare	
Traditional	Tone	Reflect	Detail	Dabbing	Modernist	Print	Contrast	

Art and Design Curriculum

Vocabulary - Year 5								
Shade	Tone	Landscape	Pastels	Toshiko Horiuchi McAdam	Critique	Vocabulary	Patching	
Contrast	Hue	Movement	Scale	Detail	Abstract	Form	Embellish	
Tint	Compare	Motion	Proportion	Self portrait	Brush strokes	Research		
Slip	Pattern	Art Deco	Depth	Portrait	Medium	Weaving		
Hatching	Katsushika Hokusai	Bridget Riley	Dimensional	Evaluate	Media	Loom		

Vocabulary - Year 6								
Culminate	Compare	Movement	Proportion	Media	Feminism	Fantasy		
Varying	Contrast	Accuracy	Dimensions	Depth	Vocabulary			
Motion	Kim-Yun-Jae	Charcoal	Embellish	Research	Freedom			
Abstract	Salvador Dali	Oil pastel	Asthetics	Naïve	Mexico			
Surreal	Tint	Pen	Evaluate	Frida Khalo	Form			
Unconscious thought	Tone	Scale	Mediums	Magic Realism	Self portrait			

Art and Design Curriculum

Whole School Art and Design Term Plan (sample)

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Main focus	Painting	Painting	Sculpting	Sculpting	Textile	Textile
Autumn	Georgia O'Keeffe	Pablo Picasso	Andy Goldsworthy	Elizabeth Catlett	Bridget Riley	Batik Variety of Artists
	Textile	Textile	Painting	Painting	Sculpting	Sculpting
Spring	Collage Variety of Artists	William Morris	Henri Matisse	Claude Monet	Art Deco Variety of Artists	Surrealism (Kim Yunjae and Salvador Dali)
	Sculpting	Sculpting- Desert topic?	Textile	Textile	Painting	Painting
Summer	Barbara Hepworth	Anthony Gormley	Amelia Graham	Lucie Bellion	Katsushika Hokusai	Frida Kahlo
CONCEPT: Drawing on-going throughout the year						

Art and Design Curriculum

Diversity Overview

Year	Name:	Gender:		Focus:
1	Van Gogh	M	Dutch	Painter
	Barbara Hepworth	F	White British	Sculptor
	Collage	Varied	Varied	Textiles, pattern
2	Pablo Picasso	M	Spanish	painter, sculptor, printmaker, ceramicist and theatre designer
	William Morris	M	White British	Painter, textile designer, architect
	Anthony Gormley	M	White British	Sculptor
3	Andy Goldsworthy	M	White British	sculptor, photographer
	Henri Matisse	M	French	Painter, printer, sculptor
	Amelia Graham	F	White British	Pattern and print textiles designer
4	Elizabeth Catlett	F	African-American	Sculptor, printer, painter
	Claude Monet	M	French	Painter
	Lucie Bellion	F	French	Textile designer
5	Bridget Riley	F	White British	Painter
	Art Deco	Varied	Varied	Print, pattern, sculpture
	Toshiko Horiuchi McAdam	F	Japanese	Textile artist
	Hokusai	M	Japanese	Painter and printmaker
6	Fauvism	Varied	varied	Paintings, print, textiles
	Kim YunJae	M	Korean	Sculptor
	Frida Kahlo	F	Mexican	Painter