



Producing, Planning and Evaluating	EYFS		KSI		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Producing							
I can mark make on various surfaces and verbalise what I am doing	I am able to use a range of media that is provided for me	I can work creatively with materials that are supplied for me	I will make efficient use of resources with help (e.g. place the template at the edge of the paper, not the centre, to minimise waste) I can work creatively with a range of materials that are supplied for me	I can cut adequately (e.g. a Christmas tree shape from card) I show an awareness of my hand position (e.g. to avoid smudging) and table clutter (e.g. scraps of card or rubbings under the paper they are drawing on) I can work creatively with a range of materials that are supplied for me	I can cut cleanly (e.g. a Christmas tree shape from card) I am independently aware of smaller table clutter (e.g. rubber detritus) I can start to estimate the quantities of materials I need (paint, etc.) I can start to produce some simple art or craft in its entirety without much guidance (i.e. children can identify and recreate elements independently) I can show some artistic sensitivity (e.g. to audience, style, etc.)	I can make accurate estimates of how much paint, card, etc. I will use (e.g. to minimise wastage and clear up time) I can reproduce a simple art or craft in its entirety without much help I can start to make choices (e.g. about techniques or materials) for artistic reasons	I can plan ahead in terms of space, efficiency, clear-up time and ease of cleaning up I can reproduce more complex works of art and craft without much guidance I can make choices about techniques and materials for artistic reasons	
Planning and Developing Ideas (inc. Sketchbooks)								
I can create work for the nursery art gallery	I can record simple artwork in a sketch scrap book, following my teacher's modelling	I can make comments about what I am going to draw or make before I start	I can explain an overview of my planned artwork before I start, using some art vocabulary	I can verbally explain my plans for art or craftwork, linking to the techniques I will use and using artistic vocabulary	I can explain my planned artwork in detail, and in writing, making reference to technique and materials	I can plan my work in detail with preliminary studies in sketchbooks, with reference to the artwork, techniques and materials I have studied before	I can plan in detail with preliminary studies in sketchbooks, linking to what I have studied before and explaining my choices	
Evaluating								
I can talk about what I have produced and what it is I can look at different pieces of art work and understand that different people created the art work; not all art work is created by the same person	I can talk about what I have produced in detail, stating whether or not I am happy with my work I can look at the work of artists and say what I like or dislike about their work	I can politely express my opinions about works of art I can ask and answer simple questions about what I have seen I can make some simple artistic comparisons (e.g. spot the differences between the pictures) With support, I can discuss the effect of an artwork	I can clearly verbalise my artistic likes/dislikes (for pieces as a whole) I can accept that some people may have different views and listen courteously about what I have seen I can independently identify similarities and differences between artworks I can think critically by discussing the effect of my artwork	I can start to describe the artistic aspect of pieces (e.g. what they like or dislike) I can start to verbalise the opinions of others that may differ from my own I start to frame questions and answers in artistically valid ways I can start to identify themes within and between artworks, and to link artwork to its historical and geographical context I can politely discuss the effect of another child's work I can show a willingness to redraft my work after feedback	I can verbalise and discuss other people's opinions accurately, comparing and contrasting politely I can ask and answer artistically valid questions I can link artistic themes and conventions to historical and geographical context and cultural sources, and suggest reasons I can start to think critically by suggesting improvements to other people's work I show a desire to redraft my work after feedback	I can respond sensitively to other people's artistic tastes I can explain how people can show respect or tolerance for other people's opinions I can ask and answer more complex questions (e.g. about influence, legacy, context) I can start to suggest reasons for different artistic styles in different times, places and cultures I can think critically by suggesting improvements to other people's artwork	I can explain how my own behaviour might affect the enjoyment of others I can regularly ask and answer perceptive questions in artistically valid ways I can analyse my own and others' responses to art, with justification, and can extrapolate and link to my own work if appropriate I can constructively critique my peers' work and, if appropriate, help bring about the improvements	



3D Art / Sculpture	EYFS		KSI		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Materials and Construction							
<p><i>I can use playdoh, pastry and clay</i></p> <p><i>I can use rolling pins with side handles, cut out shapes with cutters, large blocks/planks, recycled materials, Duplo/train set</i></p>	<p><i>I can use playdoh, pastry and clay</i></p> <p><i>I can use stickle bricks, small boxes, cups, lolly sticks, guttering</i></p> <p><i>I can build houses, transformers, etc. and join construction together</i></p> <p><i>I can use potato mashers, scissors, colanders and rolling pins with no handles</i></p>	<p><i>I can shape and model a variety of malleable materials such as clay, papier-mâché, salt dough</i></p>	<p><i>I can shape, form, construct and model from observation and imagination using malleable materials such as clay, papier-mâché, salt dough, Modroc, etc. to make a product e.g. a pot</i></p>	<p><i>I can shape, form, construct and model from observation and imagination using malleable materials such as clay, papier-mâché, salt dough, Modroc, etc. to combining techniques, e.g. a pot</i></p>	<p><i>I can shape, form, construct and model from observation and imagination using malleable materials such as clay, papier-mâché, salt dough, Modroc, etc. to make a product with a purpose and combining techniques</i></p> <p><i>I can use recycled, natural and man-made materials to create sculptures</i></p>	<p><i>I can shape, form, construct and model from observation and imagination using malleable materials to make a product with a purpose and combining techniques</i></p> <p><i>I can use recycled, natural and manmade materials to create sculptures and successfully join different materials with support</i></p> <p><i>I can begin to gain experience in modelling over an armature: newspaper frame for Modroc</i></p>	<p><i>I can shape, form, construct and model from observation and imagination using malleable materials to make a product with a purpose and combining techniques</i></p> <p><i>I can use recycled, natural and manmade materials to create sculptures and successfully join different materials independently</i></p> <p><i>I can create sculptures that use an armature or frame for support</i></p>	
Joining Techniques								
<p><i>I can stand at tables to build stomach muscles- make big balls using whole palm and squeezing</i></p> <p><i>I can roll flat playdoh, pastry, clay and sponges</i></p> <p><i>I can build a tower and fix some things together</i></p>	<p><i>I can knead and squeeze, using knuckles, thumbs</i></p> <p><i>I can use sticky tape, masking tape, sticky tack</i></p> <p><i>I can select construction for a particular purpose and join using paper clips, tape dispenser, staples, and paper fasteners</i></p>	<p><i>I can use rolling, pinching and kneading</i></p> <p><i>With support, I can begin to join materials together</i></p>	<p><i>I can use rolling, pinching and kneading for a purpose</i></p> <p><i>With support, I can join materials together</i></p>	<p><i>I can use pinch and coil techniques</i></p> <p><i>I can begin to learn to secure work to continue at a later date</i></p> <p><i>I can join two parts successfully</i></p>	<p><i>I can use coil, pinch and slab techniques when necessary</i></p> <p><i>I can secure work to continue at a later date</i></p> <p><i>I can make a slip to join to pieces of clay</i></p>	<p><i>I can show experience in combining pinch, slabbing and coiling to produce finished pieces</i></p> <p><i>With prompting, I know when it is appropriate to, and how to, secure my work to continue at a later date</i></p>	<p><i>I can develop my work through a combination of pinch, slab, and coil techniques</i></p> <p><i>I can independently and confidently know when it is appropriate to, and how to, secure my work to continue at a later date</i></p>	
Finishing and Adding Detail								
<p><i>I can apply decoration appropriate to my fine motor skills</i></p>	<p><i>I can apply decoration appropriate to my fine motor skills</i></p>	<p><i>I can add simple decoration, e.g. painting the pot.</i></p>	<p><i>I can add an increased amount of decoration, e.g. painting the pot and adding feathers</i></p>	<p><i>I can add patterns and textures, e.g. sand to a painting, texture to animal's scales</i></p> <p><i>I can begin to carve into malleable materials</i></p>	<p><i>I can add a larger amount of patterns and textures to add detail, e.g. sand to a painting, texture to animal's scales</i></p> <p><i>I can gain more confidence carving into malleable materials</i></p>	<p><i>I can add a larger amount of patterns and textures to add detail for a purpose, e.g. sand to a painting, texture to animal's scales</i></p> <p><i>I can confidently carve a simple shape</i></p>	<p><i>I can add a larger amount of intricate patterns and textures to add detail for a purpose, e.g. sand to a painting, texture to animal's scales</i></p> <p><i>I can develop an understanding of different ways of finishing work such as glazes, painting, polishing</i></p> <p><i>I can confidently carve a simple shape for a purpose</i></p>	



Drawing	EYFS		KSI		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Media and Texture							
<p>I can use fingers, hands, chalk, pens, pencils to make marks</p> <p>I can begin to learn how to hold a pencil or pen correctly</p> <p>I can draw on different surfaces and different sized paper vertically and horizontally</p>	<p>I can develop pencil control to ensure meaningful marks are made, using different media e.g. chalk, pencil and felt-tips</p> <p>I can develop tone by pressing harder or lighter using the above media</p>	<p>I can begin to control the marks I make using different media, e.g., pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk</p> <p>My colouring in is mostly within the lines</p> <p>I can use the correct tripod grasp</p>	<p>I can use a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk to show pattern and texture by adding dots and lines and draw lines of different sizes and thickness</p> <p>I will colour in within the lines</p> <p>I will use some shading when colouring</p>	<p>I can develop intricate patterns with a variety of media, including different grades of pencil to create different 3d and 2d shapes</p> <p>I can start to use shading, line direction, mixing and patterns, etc. to change the value, intensity and texture</p>	<p>Using the different grades of pencils, I can create a range of tone using a variety of drawing techniques to create light/dark lines in 2D and 3D shapes</p> <p>I can experiment with different grades of pencil and other implements to achieve variations in tone</p> <p>I use shading, line direction, mixing, pattern, etc. to change the value, intensity and texture</p>	<p>I can use a range of media, different grade pencils and different techniques for different purposes i.e. shading, hatching, line, tone, pattern and texture</p>	<p>I can use and combine a range of media, different grade pencils and different techniques for different purposes suitable for the work, e.g. realistic or impressionistic to depict movement, shadows and reflection, shading, hatching, line, tonal contrast, pattern and texture</p>	
Scale and Proportion								
<p>I can begin to draw shapes for a person with 2-4 body parts</p>	<p>I can draw a person with 6 body parts and show emotions in the face</p>	<p>My pictures of humans show the torso (i.e. no longer stick-limbs coming straight out circle-heads)</p> <p>My pictures show some structure (i.e. deliberate placings on the page; objects not 'floating') (see drawing objectives)</p>	<p>My drawings depict 'what is seen' not 'what is known'</p> <p>My pictures show structure and placing, but may not yet be to scale</p>	<p>My drawings start to show scale</p>	<p>My drawings show scale</p>	<p>I attempt realism and may get frustrated if this cannot be achieved</p> <p>I may start to overemphasize some sexual elements in drawings of people (e.g. muscles on arms)</p>	<p>I can create realistic depictions of what I am drawing</p>	
Illustration, Dimension and Perspective								
<p>I can distinguish between drawing and writing</p> <p>I can give meaning to my drawings</p> <p>I can handle 2D and 3D objects, exploring and turning them</p>	<p>I can draw from observations, imagination and illustrations</p> <p>With support or questioning, from objects around them, I can begin to notice and comment that not all objects are 'flat' and some have different amounts of sides</p>	<p>I can draw from observations, imagination and illustrations</p> <p>With support or scaffolded ideas, I can add detail to my drawings</p> <p>I can use 2D shapes to help me draw</p> <p>I can copy simple shapes (e.g. square or a triangle but possibly with curved out corners)</p>	<p>I can independently add detail to drawings from observations, imagination and illustrations</p> <p>During supported observations, I comment that objects have a 3rd dimension</p> <p>I can draw shapes (such as rectangles) accurately (e.g. corners don't curve outwards)</p>	<p>My drawings start to show perspective</p> <p>I can use lines for expression when drawing portraits</p> <p>I can begin to develop observational skills to create an observational drawing</p> <p>I can independently begin to show an awareness of objects having a third dimension</p> <p>I can practice observational drawing e.g. big shapes, using quick sketching</p> <p>I can reproduce 2D shapes accurately (e.g. a Union Jack where the internal lines intersect at the centre-point)</p>	<p>My drawings show perspective</p> <p>I can use symmetry to help me draw accurate shapes</p> <p>I can develop observational skills to create an observational drawing (still life)</p> <p>I can independently show an awareness of objects having a third dimension and also perspective by discussing it from a picture</p>	<p>I can use drawing techniques to work from a variety of sources including observation, photographs and digital images</p> <p>I can develop close observation skills</p> <p>I can draw a picture with a third dimension and simple perspective, e.g. a road</p>	<p>I can use drawing techniques to work from a variety of sources including observation, photographs and digital images</p> <p>I can draw simple perspective using a single focal point and horizon, e.g. drawing a road with trees and people</p> <p>I can learn and use new techniques, such as negative drawing, chiaroscuro, expression, sketching and still life</p>	



Painting	EYFS		KSI		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Range of Media, Creating Tone and Texture							
<p><i>I can experiment with a variety of tools and different sized brushes e.g. sponge brushes, fingers twigs, vehicles, rollers, sponges, hands, feet</i> Brushes: large rollers, large brushes</p>	<p><i>I can explore working with paint on different surfaces – paper, card, and different sized and shaped paper</i></p> <p><i>I can use marbles, cotton buds, a range of brushes, etc.</i></p> <p><i>I can select my own resources and use my own ideas to produce a painting</i></p>	<p>I can experiment with a variety of different paints, different brush sizes and tools</p> <p><i>I can begin to control the types of marks I make</i></p> <p><i>I can use thick and thin brushes</i></p>	<p><i>I can control the types of marks I make with a range of media</i></p> <p><i>I can begin to control the types of marks made when using a range of painting techniques e.g. layering, mixing media, and adding texture</i></p> <p>I can explore painting on different surfaces, such as fabric</p> <p>I can begin to apply tone to add depth or form</p>	<p><i>I can demonstrate increasing control of the types of marks made and experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects, using thick and thin brushes to produce shapes, textures, patterns and lines</i></p> <p>I understand, and can explain how, paint acts differently on different surfaces such as cloth, thread, other paint, etc.</p>	<p><i>I can confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint, creating textural effects</i></p> <p>I can use watercolour paint to produce washes for backgrounds and then add detail</p>	<p>I can use brush techniques and different paints to create texture</p> <p>I can begin to choose an appropriate type of paint to use to match the purpose of the piece</p>	<p>I can purposely control the types of marks made and experiment with different effects and textures e.g. blocking in colour, washes, thickened paint, creating textural effects</p> <p><i>I can use a variety of different paints to create visually interesting pieces</i></p>	
Mixing Colours								
<p><i>I can recognise and name the primary colours</i></p> <p><i>I can use different shade of paint, e.g. light and dark blue, adults working with the child describe the colour as light and dark.</i></p>	<p><i>I can recognise and name the primary colours and mix colours</i></p> <p><i>I can use different shades of paints</i></p> <p><i>I can recognise and describe paints as dark and light, e.g. light and dark blue</i></p>	<p>I can mix primary colours to make secondary colours</p> <p>I can create colour wheels and say which colours work well together</p> <p>With support, I can explore lightening and darkening paint by adding black or white</p>	<p>I can begin to mix colours to make shades and tones and predict the results</p> <p><i>I can begin to experiment independently, lightening and darkening paint by adding black or white</i></p> <p>I can add white to colours to make tints and black to colours to make tones</p>	<p>I can mix colour, shades and tones with increasing confidence</p> <p>I can use light and dark within painting and begin to explore complimentary colours</p>	<p>I can mix colours effectively for a purpose and justify my choices</p> <p>I can describe how artists have used colour in their work</p> <p>I can use light and dark within painting and show an understanding of complimentary colours</p>	<p>I can mix colour, shades and tones with confidence, building on my previous knowledge</p> <p>I can use colour to create a mood in a piece of artwork</p>	<p><i>I can mix colour, shades and tones with confidence, building on previous knowledge and understanding which works well in my work and why</i></p> <p>I can combine colours, tone and tints to enhance the mood of a piece of artwork</p> <p>I can mix and match colours to create atmosphere and light effects for a purpose</p>	



Print Making	EYFS		KSI		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Tools							
<i>I can print simply using man-made and natural objects</i>	<i>I can use stencils to create a picture</i> <i>I can print with ink, string, card, etc.</i>	<i>I can make simple marks on rollers and printing palettes</i>	<i>I can explore creating simple pictures through printing with a range of hard and soft materials e.g. cork, pen barrels, sponge, fruit, vegetables</i>	<i>I can make printing blocks e.g. from coiled string glued to a block, polystyrene tiles</i>	<i>I can demonstrate experience at impressed printing: drawing into ink, printing from objects</i>	<i>With support and guidance, I can develop my own style by selecting tools depending on desired effect and texture required</i>	<i>I can develop my own style by selecting tools depending on desired effect and texture required</i>	
Types of Print Making								
<i>I can take rubbings by colouring/painting over the object e.g. leaves, bark, coins, corrugated card, natural resources, bubble wrap</i>	<i>I can print with a range of natural and man-made materials</i> <i>I can begin to identify different forms of printing e.g. books, posters pictures, fabrics</i>	<i>I can press, roll, rub and stamp to make prints</i> <i>I can take simple prints e.g. mono-printing</i>	<i>I can use equipment and media correctly to produce a clean printed image</i>	<i>I can print simple pictures using different printing techniques</i>	<i>I can combine techniques to explore both mono-printing and relief printing</i> <i>I can continue to gain experience in combining prints taken from different objects to produce an end piece</i>	<i>I can demonstrate experience in a range of printmaking techniques</i>	<i>I can develop my own style using tonal contrast and mixed media</i>	
Pattern and Design								
<i>I can create simple patterns using objects</i>	<i>I can use repeating or overlapping shapes</i>	<i>I can try to replicate patterns observed in natural or built environments e.g. wallpaper</i>	<i>I can experiment with overprinting motifs and colour</i> <i>I can use layers of two or more colours</i>	<i>I can demonstrate experience in 3-colour printing</i> <i>I can make precise repeating patterns</i>	<i>I can demonstrate experience in fabric printing</i> <i>I can expand my experience of 3-colour printing</i>	<i>I can build up layers of colours to create an effect</i> <i>I can create an accurate pattern, showing fine detail</i> <i>I can start to overlay prints with other media</i>	<i>I can continue to gain experience in overlaying colours</i> <i>I can recognise positive and negative shapes and create these using print</i>	



Vocabulary and suggested artists	EYFS		KSI		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Vocabulary							
	<p>General vocabulary: names of tools (pencil, brush, etc), and media (paper, clay, paint, etc) and ways of interacting with the media (mix, draw, paint, cut, stick, etc).</p> <p>Vocabulary may be taught less formally at this stage, but adults will draw out the vocabulary in their interactions with the children and will model how to use the vocabulary correctly.</p>	<p>Art history vocabulary: long ago, then, when, last, next, before, after, first, second, etc., older, newer, prehistoric, impressionism</p> <p>Technique vocabulary: drawing, painting, printing, craft, model, trace, PVA glue, border, brushwork</p> <p>Describing vocabulary: colour, pattern, shape, form, space, crêpe paper, sugar paper, tracing paper</p> <p>Critiquing vocabulary: share, effect, improve</p> <p>'Navigating' artwork vocabulary: near, far, up, down, further, higher, underneath, centre, anticlockwise, position</p>	<p>Art history vocabulary: years, century, period, later, earlier, since, long after, long before, at the same time as, modern era, pop art, street art, graffiti, retro</p> <p>Technique vocabulary: sketch, sculpture, pottery, paste, pulp, papier-mâché, textile, cross-stitch, sew, patchwork, crocheting, resist, collage, relief object, style, mould, template</p> <p>Describing vocabulary: texture, line, depth, foreground, middleground, background, contrast, layer, scale, medium, decorate, newsprint, cotton, wire, wool, thread, silk, cartoon, logo</p> <p>Critiquing vocabulary: experience, imagination, critique, compare, represent</p> <p>'Navigating' artwork vocabulary: left, right, portrait, landscape, vertical, horizontal reflect, symmetrical, diagonal (sloped, not the official maths meaning), range</p>	<p>Art history vocabulary: during, while, recently, chronological, approximate, change, fashion, origin, process, trace, series, genre, portfolio, culture, realism, surrealism, still life, narrative art</p> <p>Technique vocabulary: technique, process, weave, embroider, quilt, fabric, material, dye, adhesive, mod podge, carve, etch, mosaic, artefact, plinth, pastel, acrylic, oil, watercolour, tempera, perspective</p> <p>Describing vocabulary: positive space, negative space, hue, shade, tint, tone, warm, cool, primary, secondary, tertiary, repetition, complementary, tissue paper, blotting paper, cellophane, animation, crop, image</p> <p>Critiquing vocabulary: theme, version, purpose, function, interpret, opinion, organise, construct, infer, clarify, draft</p>	<p>General vocabulary: colour, line, tone, shape, pattern, texture, form, symmetrical, mark making, curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiseries, op-art.</p> <p>Sculpture: stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial.</p>	<p>Pupils should make appropriate use of these words when discussing works of art.</p> <p>General vocabulary: colour, line, tone, form, shape, pattern, texture, observation, monument, legacy, ceramics, ceramicist, visual language, communication, design brief, collaborate, annotate, visualise, scale, collage.</p>	<p>Pupils should make appropriate use of these words when discussing works of art.</p> <p>General vocabulary: colour, line, tone, form, shape, pattern, texture, contrasting, commissioned, sculpture, abstract, impressionism, appreciation,</p>	
	Suggested Artists (many of these names will be challenging for the children to read and say)							
<p>Children will create artwork based on their current learning, instead of studying famous artists. Examples: making dragons for Chinese New Year, drawing maps of their local area, creating sculptures from a range of different materials.</p>	<p>Beatrice Milhazes (abstract) Bridget Riley (drawing) David Hockney (drawing) Vija Celmins (drawing) Louis Wain (movement) Wassily Kandinsky (shape and colour) Jose Bernal (shape and colour) Ilya Bolotoesky (shape and colour) Vincent Van Gogh (texture) Jasper Johns (painting) Pierre-Auguste Renoir (landscapes) Joaquin Sorolla (landscapes) Peder Severin Kroyer (landscapes) Louise Bourgeois (sculpture) Max Ernst (frottage) Ed Ruscha (shading) Clarice Cliff (design) Nancy McCrosky (murals) Damian Hirst (drawing) Julian Opie (portraits) Edwina Bridgeman (human form)</p>	<p>Carl Giles (drawing) Diego Velazquez (tone) Luz Perez Ojeda (optical illusions) Paul Cezanne (painting) Giorgio Morandi (still life) David Hockney (<i>My Parents</i>, telling stories with art) Paula Rego (<i>The Dance</i>, telling stories with art) Edward Hopper (<i>Table for Ladies</i>, telling stories with art) Pieter Brueghel (<i>Children's Games</i>, telling stories with art) Fiona Rae (abstract) Guiseppe Archimboldo (sculpture) Sokari Douglas Camp (sculpture) El Anatsui (sculpture) Barbara Hepworth (sculpture)</p>	<p>Friedensreich Hundertwasser (colour and shape) Banksy (<i>Clacton Pigeon Mural</i>, telling stories with art) Andy Warhol (<i>Rorschach</i> paintings, telling stories with art) John Singer Sargent (painting) Magdalene Oduno (ceramics and sculpture) Claude Monet (painting / impressionism) William Morris (print-making) Edward Hopper (painting and print-making) Kathe Kollwitz (sculpture) Pablo Picasso (<i>Guernica</i>, telling stories with art) Mark Wallinger (sculpture) Hannah Hoch (photography) Peter Kennard (photography) Jerry Uelsmann (photography) Jenny Holzer (photography) Edward Weston (photography) Edvard Munch (expressions) Paul Cezanne (still life) Jaromir Funke (still life) Ben Nicholson (still life)</p>					

