



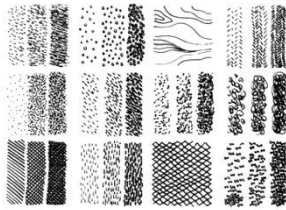

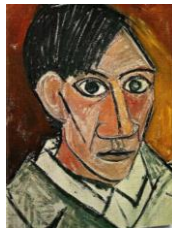












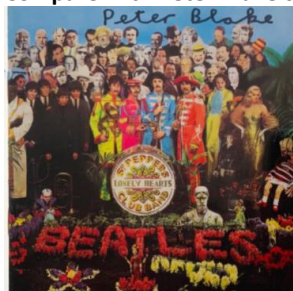














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| <div>ART & DESIGN</div> <div></div> <div>National Curriculum statements (updated Oct 22)</div> | | <div>Purpose of study</div> <div>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</div> <div>Aims</div> <div>The national curriculum for art and design aims to ensure that all pupils:</div> <div><ul style="list-style-type: none">➤ 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</div> <div>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</div> | | | | | | | | | | | | | | | |
| Early Learning Goals | | <div>Physical Development ELG: Fine Motor Skills</div> <div>Children at the expected level of development will: -</div> <div>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; -</div> <div>Use a range of small tools, including scissors, paint brushes and cutlery; -</div> <div>Begin to show accuracy and care when drawing.</div> <div>Understanding the World. ELG: The Natural World.</div> <div>Explore the natural world around them, making observations and drawing pictures of animals and plants;</div> <div>Expressive Arts and Design ELG: Creating with Materials</div> <div>Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -</div> <div>Share their creations, explaining the process they have used;</div> <div>Development Matters</div> <div>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.</div> | | | | | | | | | | | | | | | |
| | | <div>Three and Four-Year-Olds</div> | | <div>Physical Development</div> <ul style="list-style-type: none">• Use large-muscle movements to wave flags and streamers, paint and make marks.• Choose the right resources to carry out their own plan.• Use one-handed tools and equipment, for example, making snips in paper with scissors.• Use a comfortable grip with good control when holding pens and pencils. | | <div>Expressive Arts and Design</div> <ul style="list-style-type: none">• Explore different materials freely, in order 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.• 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. | | <div>Reception</div> | | <div>Physical Development</div> <ul style="list-style-type: none">• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.• Develop overall body-strength, balance, coordination and agility. | | <div>Expressive Arts and Design</div> <ul style="list-style-type: none">• 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. | | | | | |
| <div>KS1 statements</div> <ul style="list-style-type: none">➤ to use a range of materials creatively to design and make products➤ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination➤ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space➤ 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 | | | | <div>KS2 statements</div> <ul style="list-style-type: none">➤ AS KS1 but including:➤ to create sketch books to record their observations and use them to review and revisit ideas➤ 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]➤ about great artists, architects and designers in history | | | | | | | | | | | | | |
| <div>National Curriculum Skill coverage</div> | | <div>Reception</div> | | <div>Year 1</div> | | <div>Year 2</div> | | <div>Year 3</div> | | <div>Year 4</div> | | <div>Year 5</div> | | <div>Year 6</div> | | <div>Year 7</div> | |
| <div>Drawing</div> | | | | <div>Which materials make a good house?</div> | | | | <div>What if my time machine broke down in Ancient Egypt?</div> | | | | <div>Science</div> | | | | | |

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| | <p>Encourage children to notice features in the natural world.</p>  <p>Giles Ward The Little Fish Market</p> | <p>Great Fire of London/Charcoal.</p>  <p>Artist: Dennis Creffield's Cathedrals</p> | | <p>Conventional Ancient Egyptian Art – Artwork inside the Pyramids/Pharaoh's,</p>   <p>hieroglyphics.</p> | | <p>Drawing</p> <p>Observational drawings of Mayan masks</p>  | | |
| | LO: TBAT make lines. LO: TBAT create observation and fantasy drawings | LO: TBAT create different textures LO: TBAT create a variety of lines LO: TBAT use different tools to create textures and lines. LO: TBAT create observation and fantasy drawings | | LO: TBAT make observational drawings using texture and tone. LO: TBAT draw to a design brief. LO: TBAT use different mediums to create contrasting effects, | | LO: TBAT use different mediums to create contrasting effects, textures, patterns and tones. LO: TBAT create quick drawings through observations. LO: TBAT observe and record through line, shape, form and texture. | | |
| | <p>Line/mark making - looking at steering, direction, control, line patterns with a variety of tools.</p> <p>Learn the tripod pencil grip.</p> <p>Observational drawings of plants and animals</p> | <p>Using a range of tools – pencils, black felt pens, white chalk, coloured chalks. Begin to understand how to create landscapes using these techniques.</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Explore different methods and materials as ideas develop Draw lines of different sizes and thickness Colour (own work) neatly following the lines Show patterns and texture by adding dots and lines Show different tones by using coloured pencils | | <p>Create line, pattern, texture and tone using charcoal, chalks and pencil. Draw large and small observations of artefacts. Create abstract designs based on observational drawings. Create imaginative (fantasy) drawings.</p> <p>Milestone 2</p> <ul style="list-style-type: none"> Use different hardness of pencils to show line, tone and texture Annotate sketches to explain and elaborate ideas Sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and dark shadow Use hatching and cross hatching to show tone and texture | | <p>To be able to draw to a design brief and create eye-catching designs. Use of different mediums – pencil, chalk, charcoal to create masks. To create a self-portrait using drawing techniques and mixed media.</p> <p>Milestone 3</p> <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection Choose a style of drawing suitable for the work (e.g. realistic, impressionistic) Use lines to represent movement | | |
| Threshold Concepts | <p>Develop ideas This concept involves understanding how ideas are developed through an artistic process.</p> <p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p> | | | <p>Develop ideas This concept involves understanding how ideas are developed through an artistic process.</p> <p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p> <p>Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> | | | | |
| Painting | | | Have you got what it takes to be a pilot? | | Why is Cornwall a special place? Why don't we all live in castles? | Rivers | | |

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| | <p>Children experiment with their colour-mixing techniques to enable them to match the colours they see and want to represent.</p> <p>Discuss problems and how they might be solved as they arise.</p>  <p>Picasso</p> | | <p>Four Seasons by Vivaldi music/Van Gogh Seasons/Mahfuzur Rahman.</p>    | | <p>St. Michael's Mount/Amanda Richardson (Textiles artist).</p>  <p>Gary Hall Cornish Artist</p>  | <p>Monet and Rivers</p>  | | |
| | <p>LO: TBAT mix primary and secondary colours</p> <p>LO: TBAT paint shapes</p> <p>LO: To use the tripod grip</p> | | <p>LO: To know how to make a tint (adding white)</p> <p>LO: To know how to make a tone (adding black)</p> <p>LO: TBAT control different size paintbrushes.</p> | | <p>LO: TBAT select appropriate colours and tones to create atmosphere.</p> <p>LO: To mix and use a range of primary and secondary colour tones and tints</p> <p>LO: TBAT use watercolour techniques.</p> <p>LO: TBAT use mixed media, including paint.</p> | <p>LO: TBAT mix paints to match colours in real objects.</p> <p>LO: TBAT use paints applied thickly with a spatula.</p> <p>LO: TBAT use mixed media, including paint.</p> | | |
| | <p>Mixing primary colours to make secondary colours.</p> <p>Improving tripod grip.</p> <p>Controlling a paint brush to make shapes and create pictures.</p> | | <p>Practise making tints of colours and tones of colours.</p> <p>Control paint using a variety of different size brushes.</p> <p>Mix a variety of colours –such as orange, greens, purples etc.</p> <p>Use paint with other materials (e.g wax crayons underneath).</p> | | <p>Look at cool and warm colours, seasons – autumn, winter, spring, summer, emotions and colours that we associate with feelings.</p> <p>Use collage and paint, to build layers, distance, shape and depth.</p> | <p>Look at well-known artist styles where the paint is applied liberally and re-create. To use paints carefully to fill in larger scale drawings.</p> | | |
| | | <p>Milestone 1</p> <ul style="list-style-type: none">• Use thick and thin brushes• Mix primary colours to make secondary• Add white to colours to make tints and black to colours to make tones• Create colour wheels | <p>Milestone 2</p> <ul style="list-style-type: none">• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines• Mix colours effectively• Use watercolour paint to produce washes for backgrounds and then add detail• Experiment with creating mood with colour | <p>Milestone 3</p> <ul style="list-style-type: none">• Sketch lightly before painting to combine line and colour• Create a colour palette based upon colours observed in the natural or built world• Use the qualities of watercolour and acrylic paints to create visually interesting pieces• Combine colours, tones, and tints to enhance mood of a piece• Use brush techniques and the qualities of paint to create texture• Develop a personal style of painting, drawing upon ideas from other artists | | | | |
| Threshold Concepts | <p>Develop ideas</p> <p>This concept involves understanding how ideas are developed through an artistic process.</p> <p>Master techniques</p> <p>This concept involves developing a skill set so that ideas may be communicated.</p> | | | <p>Develop ideas</p> <p>This concept involves understanding how ideas are developed through an artistic process.</p> <p>Master techniques</p> <p>This concept involves developing a skill set so that ideas may be communicated.</p> <p>Take inspiration from the greats</p> <p>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> | | | | |

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| Collage | | | Where would you rather live? | | What did the Ancient Romans ever do for us? | | WW2 – Would you have survived? | |
| <p>Children use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Create collaboratively, sharing ideas, resources and skills.</p> <p>Picasso</p>  <p><i>Violin Hanging on the Wall</i>, 1912</p> | | <p>Holly Hudson</p>   <p>Hannah Hoch Photomontage</p> | | <p>Roman Architecture/mosaics.</p>   <p>Compare Gaudi collage with Roman mosaics</p> | | <p>WW2 stained glass windows/Henri Matisse (stained glass windows).</p>  <p>Compare with Peter Blake's style.</p>  | | |
| | LO: TBAT draw around templates LO: TBAT fold and cut simple shapes LO: TBAT create a design using these skills Lo: To join materials | | LO: To develop knowledge of shape, texture and colour. | | LO: To explore materials and their qualities, using them effectively. LO: To make collages from observational drawings. | | LO: TBAT select and use materials for their suitability. LO: TBAT create images conveying emotion, character and atmosphere using mixed media. | |
| | <p>Create individual collages sticking paper to a shape outline. Create group collages, sticking tissue paper to a larger piece e.g a whale. To explore different materials and textures and colours. To use different shapes, fabrics and colours to create images.</p> | | <p>To use different material appropriately in a picture. Combine different materials/media to create a scaled collage. Show ability to select and control materials. Show emotion in use of colour.</p> | | <p>Interpret different images in collage using mosaic techniques, collaging techniques. To create collages giving the idea of space and distance (depth).</p> | | <p>Create stained glass windows overlapping cellophane or tissue paper to create new colours. Through selecting materials and colours appropriate for conveying emotion, mood, atmosphere and depth.</p> | |
| | | <p>Milestone 1</p> <ul style="list-style-type: none">Use a combination of materials that are cut, torn and gluedSort and arrange materialsMix materials to create texture | | <p>Milestone 2</p> <ul style="list-style-type: none">Ensure work is preciseUse coiling, overlapping, tessellation, mosaic and montage.Use ceramic mosaic materials and techniques | | <p>Milestone 3</p> <ul style="list-style-type: none">Mix textures (rough and smooth, plain and patterned)Combine visual and tactile qualitiesSelect and arrange materials for a striking effect | | |
| Threshold Concepts | <p>Develop ideas This concept involves understanding how ideas are developed through an artistic process.</p> <p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p> | | | <p>Develop ideas This concept involves understanding how ideas are developed through an artistic process.</p> <p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p> <p>Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p> | | | | |
| Printing | | | | | | | | |

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| | Provide a range of materials and tools and teach children to use them with care and precision. | Observational Drawing/Painting – wax resist leaves. Batik process.  | | Popart print of Roy Lichtenstein/ Andy Warhol  | | Printing Polar Landscapes  | | |
| | LO: TBAT create patterns using printing. LO: To understand the idea of symmetry. | LO: To develop printing techniques. | | LO: TBAT make and use a stencil to print. LO: TBAT build a picture in layers, using different printing techniques. | | LO: TBAT use a variety of printing techniques such as block printing, mono printing and transfer printing. | | |
| | Explore making patterns using fingers, card and transfer painting. Manipulate shape and colour to create prints in an imaginative manner. Make repeated patterns and understand the idea of symmetry. Using different materials and tools, experiment printing using blocks, vegetables, stamps. | Use simple block and print to create repeat patterns. Use found objects to print. Use secondary colours to create repeating patterns. | | Make and use a stencil in a controlled manner building a picture in layers/stages. Make a printed linear design and a press print. | | Learn to create moods and atmospheres using different printing techniques. Choosing colours appropriately. Create mono prints from observational drawings. | | |
| | | Milestone 1 <ul style="list-style-type: none"> Use repeating or overlapping shapes Mimic print from the environment (e.g wallpapers) Use objects to create prints (including fruit, vegetables and sponges) Press, roll, rub and stamp to make prints | | Milestone 2 <ul style="list-style-type: none"> Use layers of two or more colours Replicate patterns observed in natural or built environments Make printing blocks (e.g. from coiled string glued to blocks) Make precise repeating patterns | | Milestone 3 <ul style="list-style-type: none"> Build up layers of colours Create an accurate pattern showing fine detail Use a range of visual elements to reflect the purpose of the work | | |
| Threshold Concepts | Develop ideas This concept involves understanding how ideas are developed through an artistic process. Master techniques This concept involves developing a skill set so that ideas may be communicated. | | | Develop ideas This concept involves understanding how ideas are developed through an artistic process. Master techniques This concept involves developing a skill set so that ideas may be communicated. Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history. | | | | |
| 3D / sculpture | | Where in the world are we? | Where would we be without nurses? | Magic or magnets? | Are you a thinker or an athlete? | What clues did prehistoric people leave behind? (Stone Age 2020/21 – Vikings 2021 onwards). | Cornwall/London | |
| | Provide children with a range of materials for children to construct with. Christmas Reindeers Create reindeers using playdough, sticks, googly eyes | | Bernard Leach – create a clay lamp/tealight holder inspired by Florence Nightingale.  | | Clay pots: Greeks  Compare with Barbara Hepworth's style | | Year 6 Clay Cornish landmarks  | |

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| | Joan Miro's sculptures are fascinating! | | | | | | | |
| | LO: To develop an understanding of shape and form. | | LO: TBAT add texture to a clay pot using a variety of tools. | | LO: TBAT create sculptures from observational drawings. LO: TBAT use different materials to create 3D objects. | | LO: TBAT design 3D objects from drawings and paintings. LO: TBAT use clay carefully and effectively. | |
| | Make simple shapes from clay (could be playdough), press shapes into and create textures. Covering boxes with paper and creating patterns. Building sculptures that stand. Create 3 d sculptures using Junk art Using wooden blocks to make 3d sculptures | | Create clay pots which can be used as a tea light holder. Experiment with the thickness of the clay and using repeated patterns. Use pencils, rulers, rollers and stamps to add texture. | | Use clay to create objects from observations – select and use appropriate tools to add detail and textures. Learn different clay techniques – including blending attached bits of clay for strength. | | Create 3D clay sculptures, adding detail and texture, from observational drawings. | |
| | | Milestone 1 <ul style="list-style-type: none">Use a combination of shapesInclude lines and textureUse rolled up paper, straws, paper, card and clay as materialsUse techniques such as rolling, cutting, moulding and carving | | Milestone 2 <ul style="list-style-type: none">Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)Include texture that conveys feelings, expression or movementUse clay and other mouldable materialsAdd materials to provide interesting detail | | Milestone 3 <ul style="list-style-type: none">Show life like qualities and real life proportions or, if more abstract, provoke different interpretationsUse tools to carve and add shapes, texture and patternCombine visual and tactile qualitiesUse frameworks (such as wire or moulds) to provide stability and form | | |
| Threshold Concepts | Develop ideas This concept involves understanding how ideas are developed through an artistic process. Master techniques This concept involves developing a skill set so that ideas may be communicated. | | | Develop ideas This concept involves understanding how ideas are developed through an artistic process. Master techniques This concept involves developing a skill set so that ideas may be communicated. Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history. | | | | |
| Fabric/Textiles | | Where does your garden grow? | Where would you rather live? | Plants | What place does Science have in our lives? | Do all materials change? | Anglo Saxon | |
| | Provide a range of materials and tools and teach children to use them with care and precision. | Paper flower weaving  | | Cross Stitch  | | | Anglo Saxon weaving techniques  Alice Moore – Cornish artist | |
| | LO: To explore different textures. LO: To explore weaving. | LO: TBAT choose appropriate materials for different uses. | | LO: To cross stitch using a variety of stitches | | | . L.O. To weave using a weave frame | |

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| | | LO: TBAT control a weaving technique. | | | | | | | |
| | Choose fabrics to create pictures. Use glue efficiently. Manage in and out weaving techniques. Use dip dye techniques to design fabric | Weaving with different materials/textures. . To plait material. | | Using thread and binca and experiment with colour choice and material choices. Use a variety of stitches. | | | Using weave and threads, experiment with colour and material choices. | | |
| | | Milestone 1 <ul style="list-style-type: none">Use weaving to create a patternJoin materials using glue and/or a stitchUse plaitingUse dip dye techniques | | | | Milestone 3 <ul style="list-style-type: none">Show precision in techniquesChoose from a range of stitching techniquesCombine previously learned techniques to create pieces | | | |
| | | | | | | | | | |
| | | Milestone 2 <ul style="list-style-type: none">Shape and stitch materialsUse basic cross stitch and back stitchColour fabricCreate weavingsQuilt, pad and gather fabric | | | | | | | |
| Threshold Concepts | Develop ideas This concept involves understanding how ideas are developed through an artistic process. Master techniques This concept involves developing a skill set so that ideas may be communicated. | | | Develop ideas This concept involves understanding how ideas are developed through an artistic process. Master techniques This concept involves developing a skill set so that ideas may be communicated. Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history. | | | | | |
| Digital media | Milestone 1 Use a wide range of tools to create different lines textures, tones, colours and shapes | | | Milestone 2 <ul style="list-style-type: none">Create images, video and sound recordings and explain why they were created | | Milestone 3 <ul style="list-style-type: none">Enhance digital media by editing (including sound, video, animation, still images and installations) | | | |
| Artists | Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | | Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Record any research, examples in their sketchbooks as references, and places for the children to go back to compare and contrast. By KS2 children’s sketch books should be beginning to look like art journals, and tell a story, and show the build up of skills taught. | | | | | |
| | Milestone 1 <ul style="list-style-type: none">Describe the work of notable artists, artisans and designersUse some of the ideas of artists studied to create pieces | | | Milestone 2 <ul style="list-style-type: none">Replicate some of the techniques used by notable artists, artisans and designersCreate original pieces that are influenced by the study of others | | | | Milestone 3 <ul style="list-style-type: none">Give details (including own sketches) about the style of some notable artists, artisans and designersShow how the work of those studied was influential in both society and to other artistsCreate original pieces that show a range of influences and styles | |
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| Threshold Concepts | Develop ideas This concept involves understanding how ideas are developed through an artistic process. Master techniques This concept involves developing a skill set so that ideas may be communicated. Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history. | | | Develop ideas This concept involves understanding how ideas are developed through an artistic process. Master techniques This concept involves developing a skill set so that ideas may be communicated. Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history. | | | | | |
| Sketch Books (KS2 Requirement) | KS1 sketch books to be use to record work during lessons. If making 3D work, use sketchbooks to put photographs in of the children’s work/of them working. | | | Sketch books to be used for all Art curriculum content. To be used as a journal, documenting other artists work and their own | | | | | |
| | Milestone 1 <ul style="list-style-type: none">Respond to ideas and starting pointsExplore ideas and collect visual informationExplore different methods and materials as ideas develop | | | Milestone 2 <ul style="list-style-type: none">Develop ideas from starting points throughout the curriculumCollect information, sketches and resourcesAdapt and refine ideas as they progressExplore ideas in a variety of waysComment on the artworks using visual language | | Milestone 3 <ul style="list-style-type: none">Develop and imaginatively extend ideas from starting points throughout the curriculumCollect information, sketches and resources and present ideas imaginatively in a sketch bookUse the qualities of materials to enhance ideasSpot the potential in unexpected results as work progressesComment on artworks with a fluent grasp of visual language | | | |
| Threshold concepts | Develop ideas This concept involves understanding how ideas are developed through an artistic process. Master techniques | | | Develop ideas This concept involves understanding how ideas are developed through an artistic process. Master techniques | | | | | |

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| | This concept involves developing a skill set so that ideas may be communicated. | This concept involves developing a skill set so that ideas may be communicated. | |
| Key Stage 3 | The national curriculum for art and design in KS3 aims to ensure that all pupils: <ul style="list-style-type: none">produce creative work, exploring their ideas and recording their experiencesbecome proficient in drawing, painting, sculpture and other art, craft and design techniquesevaluate and analyse creative works using the language of art, craft and designknow about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | Key stage 3 Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils should be taught: <ul style="list-style-type: none">to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideasto use a range of techniques and media, including paintingto increase their proficiency in the handling of different materialsto analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their workabout the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. | |