

Art Overview

Class	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class 1	What can we see? Build dexterity skills - Enabling children to look is an essential foundation skill. - Through looking we nurture curiosity, build knowledge, and make the world our own. - Looking provides us with an opportunity for active exploration. Empowered by close looking, we can build confidence in our ability to make a creative response, developing dexterity skills along the way. Finding circles, observational and imaginative drawing, Still Life Compositions Inspired by Cezanne	How can we explore colour? Explore how art enriches our lives - Exploring colour gives us a great opportunity to interact with the world through our senses. - In addition to developing our early knowledge of colour and colour mixing, we can also approach colour in an intuitive way, enjoying and exploring the way colour makes us feel. Collecting colour (explorer's book), collaging with wax crayon rubbings, printing with sting	How can we explore materials and make marks? Explore materials and mark making in a playful way - We don't just have to paint on paper – the world is full of textures and materials which we can use as surfaces for artwork! - How can we transform the surfaces around us by using line, colour and shape, and how can we make the objects we decorate reflect our personality? - The way it feels to add paint or collage to a surface changes depending upon the qualities of that surface. Is it textured or smooth? Shiny or absorbent? What shape is it? What kinds of tool	How can we build worlds? Explore how they can reflect and share their views about what they have seen or made - Most very young children find it easy to use their imagination to help invent a world around them. - Through art we can encourage children to nurture their imaginations, building confidence in their instinct, intuition, sense of self and ability to give an outward form to inner ideas. Prop making for toys, creating a book world, cardboard creations	How can we explore 3D materials? Explore how they can reflect and share their views about what they have seen or made - The world is full of materials, waiting to be transformed by our hands, hearts and heads. - Giving children plenty of opportunity to explore materials through free exploration, ungoverned by our expectations of "outcome", is vital if we are to help build experience of what it is possible to create. Insect hotel, clay play, fruit and veg heads	How can we use our bodies to make art? Use bodies and imaginations to inspire making We often assume we make art using our hands and eyes, but we can use all our senses to inform our exploration Mark-making and sound, movement maps, repeat pattern printing roller

			might we use to paint with? What do the colours look like and what kinds of marks might we make? Does the object or surface we are painting on give us clues as to what we might paint? Nursery night-time collage, transforming objects, modroc plasterboard		
Class 2 CYCLE A	Year 1/2 Year A Drawing & Sketchbooks Spirals Disciplines: Drawing, Collage, Sketchbooks Key Concepts: ● That drawing is a physical and emotional activity. ● That when we draw, we can move our whole body. ● That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. ● That we can draw from observation or imagination. ● That we can use colour to help our drawings engage others. Themes: Pattern, Structure, Movement, Growth, The Human Body, Sound Medium: Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue) Artists: Molly Haslund	Year 1/2 Year A Print, Colour, Collage Simple Printmaking Discipline: Printmaking, Collage, Drawing Key Concepts: ● That we can make a “plate” from which to “print” ● That there is a relationship between plate and print: e.g. negative / positive. ● That we can use print to create “multiples” ● That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention. Medium: Paper, Printing Ink, Plasticine, Printing Foam I Can... ● I can make simple prints using my hands and feet. ● I can explore my environment and take rubbings of textures I find. ● I can use my rubbings to make an image. ● I can push objects I find into plasticine and make prints.	Year 1/2 Year B Working in Three Dimensions Be An Architect Disciplines: Architecture, Drawing, Sketchbooks, Collage, Making Key Concepts: ● That architects design buildings and other structures which relate to our bodies and which enhance our environment. ● That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures. ● That we can use drawing as a way to help us process and understand other people’s work. ● That we can use digital tools such as drones and film to inspire us. ● That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus.		

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	I Can... • I can draw from my finger tips, my wrist, my elbow, my shoulder, my body. • I can make a drawing using a continuous line for a minute or two. • I have made a sketchbook (or perhaps decorated the cover of a bought sketchbook) and I feel like it belongs to me. • I can draw from observation for a few minutes at a time. • I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen. • I have explored how water affects the graphite and pen, and explored how I can use a brush to make new marks. • I can make choices about which colours I'd like to use in my drawing. • I have seen the work of an artist and listened to how the artist made the work. I have been able to share how I feel about the work. • I can talk about what I like in my drawings, and what I'd like to try again. • I can take photos of my artwork.	• I can cut shapes out of foam board and stick them on a block to make a plate. I can print from the plate. • I can draw into the surface of the foam board and print from the plate. • I can use colour, shape, and line to make my prints interesting. • I can create a repeat print. • I can create a symmetrical or sequenced print. • I can use my sketchbook to collect my prints and test ideas.	• That we can use "Design Through Making" (some call it Make First) as a way to connect our imagination, hands and materials. Themes: Habitat, Community, Culture, Purpose Medium: Construction Materials Artists: Hundertwasser, Zaha Hadid, Heatherwick Studios I Can: • I have explored the work of some architects. I have seen that they design buildings, and that "architecture" can be large, incredible buildings, or smaller places near where I live. • I can share how architecture makes me feel, what I like and what I think is interesting. • I can use my sketchbook to help me look at architecture really carefully. I have used drawings and notes. I have explored line and shape. • I have seen how architects use their imaginations to try to design buildings which make people's lives better and I can use my own imagination when thinking about architecture I might design. • I can make an architectural model of a building around a theme thinking about form, structure and balance, and the way the model looks. • I can explore a variety of materials and explore how I can reshape the materials and fasten them together to make my model. • I have seen that I don't need to design on paper first; that I can design as I make. • I have reflected upon what I have made, shared it with others, and been able to share my thoughts about my own piece and the models of my classmates. • I can use digital media to document my work, including taking photographs and short videos.
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Class 2 CYCLE B	Year 1/2 Year B Paint, Surface, Texture Expressive Painting Disciplines: Painting, Sketchbooks Key Concepts: • That artists sometimes use loose, gestural brush marks to create expressive painting. • Expressive painting can be representational or more abstract. • Artists use impasto and sgraffito to give texture to the painting. • Artists sometimes use colour intuitively and in an exploratory manner. • That we can enjoy, and respond to, the way paint and colour exist on the page. Medium: Acrylic Paint, Paper Artists: Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne I Can... • I have seen how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour. • I can start to share my response to the work of other artists. • I can use my sketchbook to fill full of colour and brush marks, inspired by other artists. • I can recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colours I add. • I can use various home made tools to apply paint in abstract patterns. I can be inventive. • I can make a loose drawing from a still life. • I can see colours and shapes in the still life.	Year 1/2 Year B Working in Three Dimensions Stick Transformation Project Disciplines: Making, Drawing, Sketchbooks Key Concepts: • That artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things. • That making art can be playful and fun. That we can create things for other people to enjoy/use. • That we can use our imagination to help us shape the world. Medium: Twigs, Construction Materials, Paper, Wool, Drawing Materials Artists: Chris Kenny I Can... • I can take a familiar object like a stick, and use my imagination to think about what it might become. • I can use my sketchbook to generate ideas and to test ideas. • I can use a variety of materials to transform my object thinking about form and colour. • I can cut materials with simple tools and fasten materials together to construct my sculpture. • I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmates feedback about my work. • I can listen to my classmates talk about their own artwork and I can share my thoughts about their work. • I can take a photograph of my sculpture, thinking about focus.	Year 1/2 Year A Collaboration & Community Inspired by Flora & Fauna Disciplines: Drawing, Collage, Sketchbooks Key Concepts: • That artists can be inspired by the flora and fauna around them. • That we can use careful looking to help our drawing, and use drawing to help looking. • That we can use a variety of materials to make images, and that the images we make can become imaginative. • That we can create individual artwork, and that we can bring that artwork together to make a shared artwork. Medium: Handwriting pen, Graphite, Oil pastel, Paper & Collage Artists: Eric Carle, Joseph Redoute, Jan Van Kessel I Can... • I have enjoyed looking at art made by other artists inspired by flora and fauna. • I can look closely at insects and plants and make drawings using pen to describe what I see. • I can experiment using graphite and oil pastel and make my own insects. • I can cut out shapes in different colours, and use these shapes to make an insect or bug. I can think about its body parts and what I would like them to look like. • I can work with my classmates to make a shared drawing. • I can share my artwork with the class. I can listen to what my classmates like about it and I can share what I like about their work.
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	- I can use my gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting. - I can share my experiments and final piece with others and share what I liked and what went well. - I can enjoy the work of my classmates and I can see how all the work is different. I can share my response to some of their work. - I can take a photograph of my final piece, thinking about focus and lighting.		
Class 3 CYCLE A	Year 3/4 Year A Drawing & Sketchbooks Gestural Drawing with Charcoal Disciplines: Drawing, Sketchbooks Key Concepts: - That when we draw we can use gestural marks to make work. - That when we draw we can use the expressive marks we make to create a sense of drama. - That when we draw we can move around. - That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. Theme: Cave art, Movement, Human Body, Relationship of Body to Place Medium: Charcoal, Paper, Body Artists: Heather Hansen, Laura McKendry, Edgar Degas I Can... - I have seen how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work.	Year 3/4 Year A Print, Colour, Collage Working with Shape and Colour Disciplines: Printmaking (Stencil/Screen Print), Collage Key Concepts: - That we can be inspired by key artworks and make our own work in creative response. - That we can use shape and colour as a way to simplify elements of the world. - That shapes have both a positive and negative element. - That we can arrange shapes to create exciting compositions. - That we can build up imagery through layering shapes. - That we can use collage to inspire prints. Medium: Paper, Printmaking Ink, Stencils & Crayons Artist: Henri Matisse, Claire Willberg I Can... - I can explore an artwork through looking, talking and drawing. - I can use the "Show Me What You See" technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens.	Year 3/4 Year A Working in Three Dimensions Telling Stories Through Drawing & Making Disciplines: Drawing, Sculpture, Sketchbooks Key Concepts: - That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. - That through making work in another medium we can make the work our own, re-interpreting and re-inventing. - That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour. Medium: Paper, Drawing Materials, Modelling & Construction Materials (Modroc, clay, plasticine etc). Artists: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake I Can... - I have seen how artists are inspired by other artists often working in other artforms.

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	- I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal. - I can work on larger sheets of paper, and I can make loose, gestural sketches using my body. - I can understand what Chiaroscuro is and how I can use it in my work. - I can use light and dark tonal values in my work, to create a sense of drama. - I have used my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same. - I have taken photographs of my work, thinking about focus, lighting, and composition. - I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again. I can voice what I like about my classmates work and how it makes me feel.	- I can cut shapes directly into paper, using scissors, inspired by the artwork. - I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork. - I can add to my collage, using line, colour and shape made by stencils. - I can explore negative and positive shapes. - I can take photographs of my work. - I can share my work with my class. I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion.	- I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artists work. - I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials. - I can make a sculpture using materials to model or construct which is inspired by a character in a book or film. - I can reflect and share how the way I made my sculpture helps capture my feelings about the original character. - I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. - I can share my feedback about my classmates work. - I can take photographs of my work thinking about focus, background and lighting.
Class 3 CYCLE B	Year 3/4 Year B Paint, Surface, Texture Exploring Still Life Disciplines: Painting, Drawing, Collage, Sketchbooks, Relief Key Concepts: - That when artists make work in response to static objects around them it is called still life. - That still life has been a genre for many hundreds of years, and is still relevant today. - That when artists work with still life, they bring their own comments and meaning to the objects they portray. - That we can make a still life creative response in many media: drawing, painting, collage, relief...	Year 3/4 Year A Working in Three Dimensions Making Animated Drawings Disciplines: Drawing, Animation, Sketchbooks Key Concepts: - That artists can make animations by creating drawings which move in a sequence. - That we can use all our mark making skills and imagination to make our drawings visually engaging. - That we can use our moving drawings to share narratives. Medium: Paper, (Digital media) Artists: Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber	Year 3/4 Year B Collaboration & Community Festival Feasts Disciplines: Sculpture, Painting, Drawing, Collage, Sketchbooks Key Concepts: - That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture. - That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art.

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	- That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space. Medium: Acrylic or poster paint, pen, pencil, ink, clay (depending upon project chosen) Artists: Paul Cezanne, Peter Claesz, Melchior d' Hondcoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato I Can... - I have explored the work of contemporary and more traditional artists who work within the still life genre. - I have felt able to express my thoughts about other artists' work, and talk about the meanings of objects as artists present them. - I can use my sketchbook to make visual notes, record and reflect. - I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting. - I can present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece.	I Can... - I can talk about the work of other animators who make animations from their drawings. I can share what I like, and how it makes me feel. - I can use my sketchbook to gather ideas from other artists, and start to think about a simple moving drawing I might make. - I can use observational skills to look at source material to inspire my character and make drawings. - I can use my imagination to think about how my character might move. - I can create a background for my character. - I can use digital media to film my animation. - I can share my moving drawing, either through an animation or by showing classmates how it would move. - I can reflect and articulate my thoughts about my own artwork and that of my peers.	- That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork. - That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together. Medium: Paper/Card, Drawing Materials, Modelling Materials (incl. Modroc) Artists: Claes Oldenberg, Lucia Hierro, Nicole Dyer I Can... - I have explored the work of artists who are inspired by food and I can share my responses with the class. - I can use my sketchbook to record and reflect how the artist's work makes me feel. - I can use my sketchbook to draw food using a variety of media, drawing from still images and from life, exploring how I can use line, shape, and colour to capture the texture and form of the food. - I can make a sculpture of food, understanding that by working in 3d my sculpture will be seen from different viewpoints. - I can explore and experiment using "Design through Making", and I can discover how I can transform and construct with different materials to make my sculpture. - I have seen how my own sculpture can form part of a larger artwork, and how we can all find inspiration in each others' ideas. - I can explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper. - I can present my work as part of a larger artwork, and I can share my response to my own work and also to the work of my peers.
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Class 4 CYCLE A	Year 5/6 Year B Drawing & Sketchbooks 2D Drawing to 3D Making Disciplines: Drawing, Sculpture, Graphic Design, Collage, Sketchbooks Key Concepts: • That drawing and making have a close relationship. • That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. • That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. • That we can use methods such as the grid method and looking at negative space to help us draw. • That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic. Medium: Card, Paper, Drawing materials. Artists: Lubaina Himid, Claire Harrup I Can... • I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome. • I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use. • I can use line, mark making, tonal values, colour, shape and composition to make my work interesting. • I can use negative space and the grid method to help me see and draw. • I can explore typography and design lettering which is fit for purpose. • I can transform my drawing into a three dimensional object.	Year 5/6 Year B Print, Colour, Collage Activism Disciplines: Printing, Collaging, Drawing Key Concepts: • That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. • That artists acting as activists often use print because it allows them to duplicate and distribute their message. • That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. • That through art as activism we can come together. Medium: Paper, Pen, Paint Artists: Luba Lukova, Faith Ringgold, Shepard Fairey I Can... • I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. • I have explored how I can find out what I care about, and find ways I might share my ideas with us. • I have seen how my classmates may have different things they care about, or share things we care about, but they are all valid. • I can create visuals and text which communicate my message. • I can use line, shape and colour to make my artwork. • I can use typography to make my messages stand out. • I can combine different techniques such as print, collage and drawing. • I can reflect and articulate about my own artwork and artwork made by my classmates.	Year 5/6 Year A Working in Three Dimensions Set Design Disciplines: Set Design, Making, Drawing, Sketchbooks Key Concepts: • That designers and makers design “sets” which form the backdrop/props to give context to drama (theatre, film or animation). • That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound. • That we can create our own “sets” to create models for theatre design, or backgrounds for an animation. • That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama. Medium: Paper, Card, Construction Media, Mixed Media, Paint, Drawing Materials Artists: Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson I Can... • I have explored how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. I can articulate and share my response to their work. • I can respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys my interpretation of the mood/narrative of the original stimulus.
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	- I can share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board. - I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work. - I can photograph my three dimensional work, thinking about presentation, lighting, focus and composition.		- I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect. - I can share my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board. - I can appreciate the artwork made by my classmates and share my response to their work. - I can take photographs or film of my artwork thinking about presentation, lighting, focus and composition. - I can use my animation set as a backdrop to an animation.
Class 4 CYCLE B	Year 5/6 Year B Paint, Surface, Texture Exploring Identity Disciplines: Collage, Drawing, Sketchbooks Key Concepts: - That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. - That people are the sum of lots of different experiences, and that through art we can explore our identity. - That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. - That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist. Medium: Drawing Materials, Tablet (if digital), Paper	Year 5/6 Year A Working in Three Dimensions Architecture: Dream Big or Small? Disciplines: Architecture, Drawing, Sketchbooks Key Concepts: - That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they design. - That we can make creative choices which both serves ourselves as individuals and the communities we belong to. - That we can use form, structure, materials, and scale to design innovative buildings. - That we can build architectural models to test out our ideas and share our vision. Medium: Foamboard, Ink, Card Artists: Shoreditch Sketcher, Various Architects	Year 5/6 Year A Collaboration & Community Fashion Design Disciplines: Fashion, Painting, Collage, Sketchbooks Key Concepts: - That designers bring their own culture, experiences and passions into their designs, for other people. - That as individuals we can grow our experience of the world by experiencing (seeing, listening, taking the time to understand) the creativity expressed by other people. - That we can use colour, pattern, line, shape, form, material, texture to express our creativity. - That when we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them? - That when we design clothes, we can build an awareness of how 2d shapes might become 3d forms.

	Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett I Can... • I have seen how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates. • I can use my curiosity to think about how I might adapt techniques and processes to suit me. • I can use my sketchbook to record, generate ideas, test, reflect and record. • I can work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning. • I can share my work with my classmates, articulate how I feel about the journey and outcome. I can listen to feedback from my classmates and respond. • I can appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work. • I can take photographs of my artwork, thinking about lighting, focus and composition.	I Can... • I have explored domestic architecture which is aspirational and large, and I have explored the Tiny House movement. I can discuss with the class how both these ways of designing might affect our lives. • I can use my sketchbook to collect, record and reflect my ideas and thoughts. • I can make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes. • I can explore how line, form, structure, material, and scale are all used to make architecture interesting, and help the designer meet the design brief. • I can make an architectural model using the 'design through making' technique, using my sketchbook to help free my imagination. • I can present my work, reflect and share it with my classmates. • I can respond to the work of my classmates, sharing my thoughts about their work in relation to the architecture we looked at during the project. • I can photograph my work considering lighting, focus and composition. • I can make short films of my work giving a close-up tour of my architectural model.	Medium: Paper, Acrylic Paint, Tape Artists: Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla I Can... • I have explored the work of contemporary fashion designers and I can see how their interests and experiences feed into their work. • I can share my own response to their work, articulating what I like or don't like about their work. • I can use my sketchbook to make visual notes to capture key ideas about how the designers work. • I can listen to a design brief, and use my sketchbook to generate and test ideas, explore colour, line, shape, pattern in response to the brief. • I can use my sketchbook work to inform how I make a 2d (or 3d) design, using paint, paper and collage. • I can understand how 2d shapes can become 3d form and the relationship they have to our bodies. • I can share my designs and outcomes with my classmates and articulate my journey. I can listen to their feedback and respond. • I can appreciate the work of my classmates and reflect upon similarities and differences. I can share my response to their work. • I can take photographs of my work, thinking about presentation, lighting and focus.
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