

Ilsington C of E Primary School

Art & Design Two Year Rolling Programme

2022



This two year rolling programme will be taught in whole school, termly arts weeks to allow for immersion and focus on each block.

Assessment and exhibition will complete the week and will provide a real audience for the children’s art work.

This programme will begin with an arts week in Summer 2022 and continue each term to ensure coherence and progression of skills and knowledge for all children.

Sketchbooks will be used to record the development of skills and knowledge and kept to record each child’s learning journey.

The planning is supported by reference to books *Painting is a Class Act* and *Drawing is a Class Act* by Meg Fabian.

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| **KS1 YEAR A** |
| **Year A Autumn Term - Line** | **Year A Spring Term** | **Year A Summer Term** |
| Artists – Van Gogh  | Artists – Mondrian  Kandinsky |  |
| Year 1  **Drawing – Line****Lesson 1**Drawing – Line ( *Drawing is a Class Act* p18)Making different types of lines in pencil – lines, dots and dashesUse 2B pencils, pastels, crayons etc Artist: look at ‘Boats on the sea’ by Van Gogh**Lesson 2** Looking at lines in works of Art Artist: look at ‘Boats on the sea’ by Van Gogh(*Drawing is a Class Act* p22)**Lesson 3**Experimenting with line in different media (*Drawing is a Class Act* p23) **Lesson 4**Playing around with line (*Drawing is a Class Act* p33)Assessment TaskArtist: Van GoghYear 2**Lesson 1**Drawing – Line Line Recap input for Making different types of lines in pencil’ move on to Drawing lines in pencil using a subject (*Drawing is a Class Act* p20)**Lesson 2** Looking at lines in works of Art Artist: look at ‘Boats on the sea’ by Van Gogh(*Drawing is a Class Act* p22)**Lesson 3**Mark making with different media (*Drawing is a Class Act* p24)**Lesson 4**Playing around with line (*Drawing is a Class Act* p33)Practice making drawings with Fine line pens, medium line pens and thick line pensAssessment task**Lesson 5 + 6 + 7 Clay** * Use a variety of techniques, e.g. rolling, cutting, pinching;
* Use a variety of shapes, including lines and texture;

use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.Artist:TBC | Year 1 **Painting – getting to know colours** **Lesson 1 In**vestigating paintbrushes and making different brush strokes (*Painting is a class act p31*)**Lesson 2** Naming the primary colours (*Painting is a class act p33*)**Lesson 3** Painting in primary colours.(*Painting is a class act p34*) **Lesson 4** Painting a picture inspired by Kandinsky Use watercolour paints (*Painting is a class act p36*)Assessment task -can link with maths**Computer art** **Lesson 7** Creating a painting inspired by Kandinsky’s farbstudie On the computer. ( could do in computing lesson)Year 2  **Painting – getting to know colours****Lesson 1** Investigating paintbrushes and making different brush strokes (*Painting is a class act p32)***Lesson 2** I Naming the primary colours. Year two do this but with pen dots, pencil dots and watercolour dots in sketch books. See how many shades of each colour they can collect. (See lucy for further explanation and instruction. (*Painting is a class act p33*) **Lesson 3**  Painting in primary colours then challenge all year 2 children to extension activity(*Painting is a class act p34*) **Lesson 4** Painting a picture inspired by Kandinsky Use ready made paints (*Painting is a class act p36*) Assessment task -can link with maths**Computer art** **Lesson 7** Creating a painting inspired by Kandinsky’s farbstudie On the computer. ( could do in computing lesson) | Year 1 Year 1 **Observational drawing**  **Lesson 1-3** **Collage** **Lesson 3-7** Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media,e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.To develop a wide range of art and design techniques in using texture, line, shape, form and space.Children can:* use a combination of materials that have been cut, torn and glued;
* sort and arrange materials;
* add texture by mixing materials;

Assessment TaskYear 2 **Observational drawing**  **Lesson 1-3** **Collage****Lesson 1-4** Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media,e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work..To develop a wide range of art and design techniques in using texture, line, shape, form and space.Children can:* use a combination of materials that have been cut, torn and glued;
* sort and arrange materials;
* add texture by mixing materials;

Assessment Task |
| **KS1 YEAR B** |
| **Year B Autumn Term**  | **Year B Spring Term** | **Year B Summer Term** |
| Year 1**Drawing – Tone** **Lesson 1** Making different tones in pencil p38**Lesson 2** Tones in pencil drawing soft toys (p40)**Drawing – Texture** **Lesson 3** Drawing textures using feely bags (p45)**Lesson 4&5**Drawing textures (p46)Assessment taskTextilesArtist:Year 2 **Drawing – Tone** **Lesson 1**  Making different tones in pencil p38**Lesson 2** (Tones in pencil drawing soft toys p40)**Drawing – Texture** **Lesson 3** Drawing textures using feely bags (p45)**Lesson 4&5**Drawing textures (p46)Assessment task**Lesson 6 + 7 Sculpture** – junk modelling Assessment Task* use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;
* use a variety of techniques, e.g. rolling, cutting, pinching;
* use a variety of shapes, including lines and texture;

use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. | Year 1  **Painting – getting to know colours****Lesson 1** Naming paint colours(*Painting is a class act p37*)**Lesson 2** Making a colour lighter without using white (*Painting is a class act p39*)**Lesson 3** Making a colour lighter without using white - Changing tone in colour . imagery could be linked to topic or science(*Painting is a class act p40*)**Lesson 4** Mixing secondary colours: purples or oranges (*Painting is a class act p46*)Assessment TaskYear 2  **Painting – getting to know colours****Lesson 1** Getting to know the colours and comparing blues reds or yellows.(*Painting is a class act p38*)**Lesson 2** Making a colour lighter without using white (*Painting is a class act p39*)**Lesson 3**Making a collage using work from previous lesson, imagery could be linked to topic or science(*Painting is a class act p41*)**Lesson 4** Mixing and using secondary colours: green (*Painting is a class act p47*)Assessment Task | Year 1 **Observational drawing**  **Lesson 1-3** **Printing****Lesson 4-7** Children can:* copy an original print;
* use a variety of materials, e.g. sponges, fruit, blocks;
* demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;

use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.Artist:Assessment TaskYear 2**Observational drawing** **Lesson 1-3**  Assessment Task**Printing****Lesson 4-7** Children can:* copy an original print;
* use a variety of materials, e.g. sponges, fruit, blocks;
* demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;

use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.Assessment Task |

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| **LKS2 YEAR A** |
| **Year A Autumn Term**Artists – John Sell Cotman  | **Year A Spring Term**Artists - Terry Frost  Orlanda Broom | **Year A Summer Term** |
| Year 3  **Drawing – Line****Lesson 1**Drawing – Line Line ( *Drawing is a Class Act* p17)Drawing light linesMaking different types of lines in pencil ( *Drawing is a Class Act* p20)Use B and 4B pencils. Artist: Look at Haystacks by Van GoghLook at Monnow Bridge by John Sell Cotman**Lesson 2** Use a range of lines using B and 4B pencils to draw objects. Assessment task**Lesson 3**Introduction to Cross hatching 1 ( *Drawing is a Class Act* p34)**Lesson 4**Practice making drawings with Fine line pens, medium line pens and thick line pens**Lesson 5 + 6 + 7 Clay** * cut, make and combine shapes to create recognisable forms;
* use clay and other malleable materials and practise joining techniques;
* add materials to the sculpture to create detail;

use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.Assessment Task | Year 3 **Painting – colour theory****Lesson 1** The colour wheel (*Painting is a class act p59*)**Lesson 2+3** Trying out different colour combinations. Complete assessment task on p63(*Painting is a class act p62 and 63*)**Lesson 4+5+6** Artist Study - Orlanda Broom.Painting using colour theory – inspired by Orlanda Broom <https://www.grovesquaregalleries.com/artists/38-orlanda-broom/video/>Assessment TaskYear 4  **Painting – colour theory****Lesson 1** The colour wheel Revisting and extending knowledge(*Painting is a class act p60*)**Lesson 2+3** Trying out different colour combinations. Complete assessment task on p63(*Painting is a class act p62 and 63*)**Lesson 4+5+6** Artist Study - Orlanda Broom.Painting using colour theory – inspired by Orlanda Broom <https://www.grovesquaregalleries.com/artists/38-orlanda-broom/video/>Assessment Task | Year 3**Observational drawing** **Lesson 1-3** **Collage****Lesson 4-7** Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.**KS2 Art and Design National Curriculum**To improve their mastery of art and design techniques with a range of materials – collage.Children can:* select colours and materials to create effect, giving reasons for their choices;
* refine work as they go to ensure precision;
* learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;

use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.Artist:Assessment TaskYear 4**Observational drawing** **Lesson 1-3**  Assessment Task**Collage****Lesson 4-7**  Assessment TaskChildren continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.**KS2 Art and Design National Curriculum**To improve their mastery of art and design techniques with a range of materials – collage.Children can:* select colours and materials to create effect, giving reasons for their choices;
* refine work as they go to ensure precision;
* learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;

use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.Artist: Deborah Shapiro |
| Year 4  **Drawing – Line****Lesson 1**Drawing – Line pencil Making different types of lines in pencilUse B and 4B pencilsFive step sequence (D*rawing is a Class Act* p21)Artist: Look at Haystacks by Van GoghLook at Monnow Bridge by John Sell Cotman**Lesson 2**Use a range of lines using B and 4B pencils to draw objects. **Lesson 3**Cross hatching 2 ( *Drawing is a Class Act* p35)Using cross hatching in picture Assessment Task**Lesson 4** Practice making drawings with Chalks and charcoal and soft pastels. **Lesson 5 + 6 + 7 Clay** * cut, make and combine shapes to create recognisable forms;
* use clay and other malleable materials and practise joining techniques;
* add materials to the sculpture to create detail;

use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionetteAssessment Task |  |  |
| **LKS2 YEAR B** |
| **Year B Autumn Term** | **Year B Spring Term** Artist Endre PenovacCurriculum link – literacy Varjak Paw  | **Year B Summer Term** |
| Year 3 **Drawing – Tone** **Lesson 1** Exploring tonal pencils HB B 2B 4B Label diagrams of tones created with increased/decreased pressure with different pencils resource sheet 8 ( *Drawing is a Class Act* p42)**Lesson 2** Using tone to shade three dimensional shapes ( *Drawing is a Class Act* p44)4b pencils**Drawing – Texture****Lesson 3**Drawing textures( *Drawing is a Class Act* p51)Rough, smooth, prickly andCoarse Assessment Task**Lesson 4+ 5 + 6 Clay** * cut, make and combine shapes to create recognisable forms;
* use clay and other malleable materials and practise joining techniques;
* add materials to the sculpture to create detail;

use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette Year 4 **Drawing – Tone** **Lesson 1** Exploring tones Black and white whole and half pictures**Lesson 2**Whole body portraits(*Drawing is a Class Act* p43) Using tone to make the figure look solid not flat.Try to include tones in the background**Drawing – Texture****Lesson 3**Drawing artifacts with textured surfaces(*Drawing is a Class Act* p52)Rough, smooth, prickly andcoarseAssessment Task**Lesson 4+ 5 + 6 Sculpture - Papier Mache** * cut, make and combine shapes to create recognisable forms;
* use clay and other malleable materials and practise joining techniques;
* add materials to the sculpture to create detail;

use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette Assessment Task | Year 3 Painting - Watercolours**Lesson 1** Getting to know the colours and the box layout(*Painting is a class act p67*)**Lesson 2** How to use watercolours and how to make lighter colours without using white (*Painting is a class act p68*) – Artist study look at cat painintgs by Endre Penovac**Lesson 3 +4** Painting in lighter and darker tones and painting a wash(*Painting is a class act p69 and 70*) Paint a cat picture inspired by Endre Penovac’s catshttps://www.youtube.com/watch?v=HZUXciUet2Uother similar videos available Assessment task**Computer art** **Lesson 5&6**Creating a painting inspired by Endre Penovacs cat on the computer ( could do in computing lesson)Year 4**Lesson 1** Getting to know the colours and the box layout(*Painting is a class act p67*)**Lesson 2** How to use watercolours and how to make lighter colours without using white (*Painting is a class act p68*) – Artist study look at cat paintings by Endre Penovac**Lesson 3 +4** Painting in lighter and darker tones and painting a wash(*Painting is a class act p69 and 70*) Paint a cat picture inspired by Endre Penovac’s catshttps://www.youtube.com/watch?v=HZUXciUet2Uother similar videos available Assessment task**Computer art** **Lesson 5&6** Creating a painting inspired by Endre Penovac’s cat on the computer ( could do in computing lesson) | Year 3**Observational drawing** **Lesson 1-3**  Assessment Task**Printing****Lesson 4-7** Assessment TaskChildren use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.**KS2 Art and Design National Curriculum**To improve their mastery of art and design techniques with a range of materials – printing.Children can:* use more than one colour to layer in a print;
* replicate patterns from observations;
* make printing blocks;
* make repeated patterns with precision;

use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.Artist:Year 4**Observational drawing** **Lesson 1-3** **Printing**Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.**KS2 Art and Design National Curriculum**To improve their mastery of art and design techniques with a range of materials – printing.Children can:* use more than one colour to layer in a print;
* replicate patterns from observations;
* make printing blocks;
* make repeated patterns with precision;

use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.Assessment Task |

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| **UKS2 YEAR A** |
| **Year A Autumn Term** | **Year A Spring Term**Artist - Pablo Picasso Henri Matisse | **Year A Summer Term** |
| Year 5 **Drawing – Line** **Lesson 1** Warmer line drawing to music using whole range of pencils H – 6BLooking at lines in works of artUsing view finders to look at variety of lines in area of art work and copy into books ( *Drawing is a Class Act* p23)Using whole range of pencils **Lesson 2** Drawing lines with different character and mood (*Drawing is a Class Act* p32) Create mood board**Lesson 3** Using hatching to create toneUse hatching and cross hatching to create tones Using a range of drawing pencils(*Drawing is a Class Act* p34Assessment task**Lesson 4**Scraper technique 1 ( *Drawing is a Class Act* p42)Artist: Van Gogh**Lesson 5,6, 7 Clay** Plan and design a sculpture;Use tools and materials to carve, add shape, add texture and pattern;Develop cutting and joining skills, e.g. using wire, coils, slabs and slips;Use materials other than clay to create a 3D sculpture;use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.Artist: TBCAssessment TaskYear 6  **Drawing – Line****Lesson 1**Warmer line drawing to music using whole range of pencils H – 6BLooking at lines in works of artFill in missing areas of line drawings using fine line pens or B or 2B pencils (  *Drawing is a Class Act* p24)**Lesson 2** Drawing lines with different character and mood (*Drawing is a Class Act* p32) Create different mood Zentangles Extension -combine with colours**Lesson 3** Using hatching to create toneUse hatching and cross hatching to create tone in drawing ( *Drawing is a Class Act* p35)Assessment task**Lesson 4**Scraper technique 2 *(Drawing is a Class Act* p42**Lesson 5,6, 7 Clay** Plan and design a sculpture;Use tools and materials to carve, add shape, add texture and pattern;Develop cutting and joining skills, e.g. using wire, coils, slabs and slips;Use materials other than clay to create a 3D sculpture;use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.Artist: Grayson PerryAssessment Task | Year 5 **Painting – tone, colour mixing and colour theory** **Lesson 1** Making a colour lighter in tone using watercolours(*Painting is a class act p29*)**Lesson 2** Recording colour mixing (*Painting is a class act p34*)Give the colours you make their own names i.e ‘Roman Sunset’**Lesson 3** Working in two blues(*Painting is a class act p35*)**Lesson 4** Artist study Henri Matisse **Lesson 5+6** Dancing figure influenced by Picasso’s blue period. Look at ‘Blue nude’ by Picasso and ‘The dance’ by Henri MatisseAssessment Task Year 6**Lesson 1** Making a colour lighter in tone – using the dragging method with acrylics (*Painting is a class act p30*)**Lesson 2 Lesson 2** Recording colour mixing (*Painting is a class act p34*)Give the colours you make their own names i.e ‘Roman Sunset’**Lesson 3** Working in two blues(*Painting is a class act p35*) **Lesson 4** Artist study Pablo Picasso**Lesson 5 +6**Dancing figure influenced by Picasso’s blue period. Look at ‘Blue Nude’ by Picasso and ‘The Dance’ by Henri MatisseDifferentation for Year 6. Use some of their own colour mixes in lesson and record recipes in code E.G. VR =PB = violet storm Assessment Task  | Year 5**Observational drawing** **Lesson 1-3**  Assessment Task**Collage****Lesson 4-7**  Assessment TaskChildren experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.**KS2 Art and Design National Curriculum**To improve their mastery of art and design techniques with a range of materials – collage.Children can:* add collage to a painted or printed background;
* create and arrange accurate patterns;
* use a range of mixed media;
* plan and design a collage;

use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fixArtist: Deborah ShapiroYear 6**Observational drawing** **Lesson 1-3**  Assessment Task**Lesson 4-7 collage**Assessment TaskChildren experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.**KS2 Art and Design National Curriculum**To improve their mastery of art and design techniques with a range of materials – collage.Children can:* add collage to a painted or printed background;
* create and arrange accurate patterns;
* use a range of mixed media;
* plan and design a collage;

use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix |
| **UKS2 YEAR B** |
| Year B Autumn Term | Year B Spring Term -Artist Michael Armitage | Year B Summer Term |
| Year 5 **Drawing – Tone****Lesson 1**  Making tones in pencil ( *Drawing is a Class Act* p48)**Lesson 2** Making tones in pencil part 1 (*Drawing is a Class Act* p52)**Drawing – Texture****Lesson 3**Drawing different textures choosing objects and annotating texture squares (*Drawing is a Class Act* p59)Artist:Year 6 **Drawing – Tone****Lesson 1** Using tone to shade three dimensional shapes (*Drawing is a Class Act* p51)**Lesson 2** Making tones in pencil part 2 (*Drawing is a Class Act* p53)**Drawing – Texture****Lesson 3** Texture still life (*Drawing is a Class Act* p60) Assessment Task**Lesson 5,6, 7 Sculpture - card and plaster** Plan and design a sculpture;Use tools and materials to carve, add shape, add texture and pattern;Develop cutting and joining skills, e.g. using wire, coils, slabs and slips;Use materials other than clay to create a 3D sculpture;use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.Artist: TBCAssessment Task | Year 5 **Colour Theory****Lesson 1** The colour wheel(*Painting is a class act p56+57*)**Lesson 2** Recording tones in colour on a colour wheel(*Painting is a class act p59*)**Lesson 3** Revisiting and extending knowledge of colour theory (*Painting is a class act p60*)**Lesson 4 +5+6**Artist study – Micheal ArmitagePaint pictures inspired by the artist. <https://www.royalacademy.org.uk/exhibition/michael-armitage> See work ‘The chicken thief’ 2019Assessment Task**Computer art** **Lesson 7** Creating a painting inspired by Mondrian’s Composition with red, blue and Yellow ( could do in computing lesson)Year 6**Lesson 1** The extended colour wheel(*Painting is a class act p58*)**Lesson 2** Recording tones in colour on a colour wheel(*Painting is a class act p59*)**Lesson 3** Revisiting and extending knowledge of colour theory (*Painting is a class act p60*)**Lesson 4 +5+6**Artist study – Micheal ArmitagePaint pictures inspired by the artist Artist study – Micheal ArmitagePaint pictures inspired by the artist. <https://www.royalacademy.org.uk/exhibition/michael-armitage> See work ‘The chicken thief’ 201Assessment Task**Computer art** **Lesson 7** Creating a painting inspired by Mondrian’s Composition with red, blue and Yellow ( could do in computing lesson) | Year 5**Observational drawing** **Lesson 1-3** **Printing****Lesson 4-7** Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.**KS2 Art and Design National Curriculum**To improve their mastery of art and design techniques with a range of materials – printing.Children can:* design and create printing blocks/tiles;
* develop techniques in mono, block and relief printing;
* create and arrange accurate patterns making use of motifs;

Year 6**Observational drawing** **Lesson 1-3**  Assessment Task**Printing****Lesson 4-7** Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.**KS2 Art and Design National Curriculum**To improve their mastery of art and design techniques with a range of materials – printing.Children can:* design and create printing blocks/tiles;
* develop techniques in mono, block and relief printing;
* create and arrange accurate patterns making use of motifs;

Assessment Task |

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| **Artists Y1&2** | **Artists Y3&4** | **Artists Y5&6** |
| Van GoghMondrianKandinskyWoman clay Woman sculpture | Van GoghJohn Sell CotmanTerry Frost  Orlanda BroomEndre PenovacWoman printerMan collage | Van GoghPablo Picasso Henri MatisseGrayson PerryMicheal ArmitageWoman printerWoman collage |