

Nursery

Theme	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	All about Me	Journeys	Dinosaurs	Growing and Changing	Animals and their Babies	Heroes and Adventurers
Creating with Materials	<p>Key concepts:</p> <p>Exploring paint on large easel</p> <p>Primary colours; red, yellow and blue</p>	<p>Key concepts:</p> <p>Joining materials to make models of vehicles, focus on wheels</p> <p>Drawing using different types of lines</p>	<p>Key concepts:</p> <p>Make model dinosaurs from malleable materials such as clay or playdough.</p> <p>Use brush with control to create large scale collaborative splatter/drip paintings</p>	<p>Key concepts:</p> <p>Use puppets to act out well known stories:</p> <p>Eg: Three Little Pigs: 'Little Pig...' and 'Not by the hair on my chinny chin chin!'</p>	<p>Key concepts:</p> <p>Colour mixing and symmetry when creating butterflies.</p> <p>Creating homes for animals using blocks and</p>	<p>Key concepts:</p> <p>Make story telling crowns- take turns to tell stories to the class or in small groups</p>
Works of Art:	Matisse's The Snail	Turner's The Fighting Temeraire (include the story of the ship)	Number 8 by Jackson Pollock	Walter Crane's Illustrations for Jack and the Beanstalk	Tiger in a Tropical Storm by Henri Rousseau Saint George and the Dragon by Paulo Uccello	Ernest Shackleton statue at Royal Geographic Society

Reception

Theme	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	All about Me	Transport: Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the Past
Creating with Materials	Key Concepts:	Colour and the seasons.	Exploring line. Taking a line for a walk.	Exploring what we can see in the world around us.	Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting	People in art. Looking at Degas' ballerinas.

	<p>Exploring colour. Painting with primary colours. Mixing secondary colours.</p> <p>A study of Miro.</p> <p>Painting: portraits</p>	<p>Exploring which colours show us different seasons.</p> <p>A study of Pissarro's season paintings.</p> <p>Cutting: snowflake design</p>	<p>Creating drip paintings like Jackson Pollock.</p> <p>Creating pictures like Hundertwasser using spirals and curved lines.</p> <p>Puppets: Chinese New Year</p>	<p>Studying how Van Gogh used different marks to draw still life.</p> <p>Looking at Lowry and drawing our own houses and "matchstick" people.</p> <p>Using the architecture of Hundertwasser to inspire us to draw imaginary houses.</p> <p>Design: making a boat that floats and another vehicle that moves with wheels</p> <p>Create: Easter bonnet</p>	<p>real fish with ink and wax resist.</p>	<p>Practising drawing people. Creating clay sculptures of "Miro-like" people.</p> <p>Fashion: experimenting with fabric to design a suitable piece of sports wear.</p>
Art/Artists	Miro's work	Pissarro's seasons paintings	Jackson Pollock	Lowry's houses and architecture of Hunderwasser	Van Gogh's Sunflowers	Degas' Ballet Dancer

	Skills Progression	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<p>Year 1</p> <p>Summary</p> <p>Concepts in</p> <p>Art: Colour, Line, Style</p> <p>Types of Art: Paintings of Children, Narrative Art, Architecture, Sculpture, Pointillism, Cubism</p> <p>Skills: Painting, Drawing, 3D form, Collage</p> <p>Process (analysing, exploring, observing, evaluation): verbal, observational and imaginative drawing activities, written and verbal evaluation of own artwork, working with others to produce an artwork</p>	<p>Painting Brush hold, brush choice, colour mixing, brushstrokes, colour matching, accuracy, watercolour</p> <p>Drawing Using lines, using a ruler, observation, detail, pencil, charcoal, felt tips, oil pastels</p> <p>3d form Modelling with clay – sticking and carving, model making with mixed media, casting plaster, sculpting with wire and Modroc</p> <p>Collage Collage with tissue paper - tearing</p>	<p>Colour</p> <p>Artists: Van Gogh, Bruegel, Vermeer, Hockney, Monet</p> <p>Concepts: Primary and secondary colours, warm and cool colours, tints and shades, rough and smooth brushstrokes</p> <p>Skills: colour mixing, holding and using a brush, using different brushstrokes</p> <p>PAINTING MIXED MEDIA</p>	<p>Line</p> <p>Artists: Rembrandt, Miro, Klee</p> <p>Concepts: Lines as basic tools, describing different lines, different materials for making lines, lines can be used to represent different things</p> <p>Skills: drawing different lines with different materials, drawing lines with a ruler, painting and colouring neatly inside shapes, drawing from the imagination</p> <p>DRAWING MIXED MEDIA</p>	<p>Architecture</p> <p>Buildings: Westminster Abbey, St Paul’s Cathedral, Houses of Parliament, Southwark Cathedral, The Penguin House at London Zoo</p> <p>Concepts: Defining architecture, purpose, features, design process.</p> <p>Skills: line drawing (detail), collage with tissue paper, modelling with clay, designing for a purpose, model making with mixed media</p> <p>DRAWING 3D FORM COLLAGE</p>	<p>Style in Art/Narrative Art</p> <p>Artists: Seurat, Van Gogh, Tintoretto, Uccello, Moreau</p> <p>Concepts: style, painting technique, brushstrokes, pointillism, narrative paintings, characters in paintings</p> <p>Skills: painting with dots, using short brushstrokes, colour mixing, planning a painting, drawing from the imagination</p> <p>PAINTING DRAWING</p>	<p>Paintings of Children</p> <p>Artists: Hogarth, Bruegel, Hockney, Cassatt</p> <p>Concepts: Paintings can tell us about the past, art can give us messages, cubism</p> <p>Skills: Accurately copying shapes, colour matching, painting with watercolour, choosing which brush to use, drawing people from manikins, planning and arranging elements of a picture</p> <p>PAINTING DRAWING COLLAGE</p>	<p>Sculpture</p> <p>Artists: Degas, Kim Lim, Myung nam am, Gormley, Hepworth, Moore, Giacometti, Kapoor</p> <p>Concepts: Defining sculpture, materials, carving/building-up sketches/maquettes, casting, colour in sculpture, different styles, scale</p> <p>Skills: Drawing people from life, using charcoal, modelling with clay, casting in plaster, painting plaster and painting detail, sculpting with wire and Modroc</p> <p>DRAWING 3D FORM</p>

<p>Year 2</p> <p>Summary</p> <p>Concepts in</p> <p>Art: Colour, Shape, Texture, Pattern, Symmetry</p> <p>Types of Art: Portraits, Landscapes, Anglo-Saxon Art, Murals, Tapestries</p> <p>Skills: Painting, Drawing, 3D form, Collage, Textiles, Printing, Mixed media</p> <p>Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, written and verbal evaluation of own artwork, working with others to produce an artwork</p>	<p>Painting Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour</p> <p>Drawing Using lines, observation, detail, mark making to show texture, pencil, chalk, charcoal, oil pastels</p> <p>3d form Modelling with clay – sticking and carving, sculpting with wire and paper, sculpting with natural objects</p> <p>Collage Collage with paper - cutting organic shapes, collage with textiles – colour matching</p> <p>Textiles Weaving</p> <p>Printing Mono-printing with polystyrene</p>	<p>Colour and Shape</p> <p>Artists: Kandinsky, Delaunay, Monet, Klee, Picasso, Calder</p> <p>Concepts: primary colours, secondary colours, warm and cool colours, tints and shades, geometric shapes, organic shapes</p> <p>Skills: colour mixing, drawing geometric shapes, using natural objects to draw organic shapes, creating sculptures with paper and wire, working as a team</p> <p>3D FORM PAINTING DRAWING</p>	<p>Colour, Shape and Texture</p> <p>Artists: Matisse, Durer, Jan van Eyck</p> <p>Concepts: cut-outs, complementary colours, organic shapes, composition, visual texture</p> <p>Skills: colour mixing, selecting complementary colours, cutting organic shapes, creating texture with mark-making and colour, drawing with chalk and charcoal, graphite and oil pastels</p> <p>COLLAGE DRAWING</p>	<p>Portraits and Self-Portraits</p> <p>Artists: Leonardo da Vinci, Holbein, Hogarth, Van Gogh, Rembrandt, Kahlo, Picasso, Gentileschi</p> <p>Concepts: Portraits v self-portraits, representation in portraits, proportions of a face, cubism</p> <p>Skills: Planning and drawing a face, drawing a profile, mixing skin tones, drawing with oil pastels</p> <p>DRAWING PAINTING</p>	<p>Landscape and Symmetry</p> <p>Artists: Constable, Turner, Rousseau, Leonardo da Vinci, Hobbema, Goldsworthy</p> <p>Concepts: What is a landscape, different methods to paint landscapes, Turner's style, symmetry in nature and art, temporary art</p> <p>Skills: Washes with a sponge, using bold brushstrokes, detailed drawing with oil pastels, creating sculptures with found objects</p> <p>MIXED MEDIA (DRAWING AND PAINTING) SCULPTURE</p>	<p>History Painting</p> <p>Artists: Picasso, Caravaggio, Antonio del Pollaiuolo, Kauffmann</p> <p>Concepts: History painting includes mythological paintings, biblical art and historical painting, narrative art, settings, showing different characteristics, different ways that stories are told</p> <p>Skills: sketching from imagination, using a ruler, drawing different characteristics, using chalk and charcoal to create tone, collage</p> <p>DRAWING MIXED MEDIA (DRAWING/COLLAGES)</p>	<p>Murals and Tapestry</p> <p>Artists/Art: Michelangelo, Leonardo da Vinci, Rego, The Lady and the Unicorn tapestries, Albers</p> <p>Concepts: What is a mural, frescoes, what is a tapestry, communicating stories and messages, composition</p> <p>Skills: mono-printing, weaving, creating a composition</p> <p>PRINTING TEXTILES</p>
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<p>Year 3 / 4 A</p> <p>Summary</p> <p>Concepts Art: Line, Form, Pattern, Symmetry</p> <p>Types of Art: Still life, History painting, Ancient Egypt, Architecture</p> <p>Skills: Painting, Drawing, 3D form, Collage, Printing, Mixed media</p> <p>Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, working with others to create an artwork</p>	<p>Painting Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour</p> <p>Drawing Using lines, observation, detail, using a ruler, line weight, sketching, pencil techniques to show tone, chalk and charcoal to show tone, oil pastels – working dark to light</p> <p>3d form Modelling with clay – sticking and carving, clay relief, model making with mixed media</p> <p>Collage Collage with paper and tissue paper</p> <p>Printing Mono-printing with polystyrene</p>	<p>Line</p> <p>Artists: Klee, Leonardo, Picasso, Rembrandt, Van Gogh, Moore, Hokusai</p> <p>Concepts: Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines</p> <p>Skills: continuous line drawing, line weight, drawing contour lines, mono-printing DRAWING PRINTING</p>	<p>Still Life and Form</p> <p>Artists: Warhol, Morandi, Stubbs, Cezanne, Moser</p> <p>Concepts: What is still life, still life throughout history, using tone to create form, highlight, shade/shadow, cast shadow, mid-tone, using colour to create form</p> <p>Skills: Pencil techniques to show form and tone, cross-hatching, drawing still life – what you see, layering oil pastels DRAWING</p>	<p>Art of Ancient Egypt</p> <p>Art: The Great Sphinx, Bust of Nefertiti, Tutankhamun's death mask, Book of the Dead</p> <p>Concepts: Power of the Pharaohs represented in art, what is a bust, first use of paper, AE gods</p> <p>Skills: sketching, modelling in clay, creating patterns, making paper, drawing in profile 3D FORM DRAWING</p>	<p>Anglo Saxon Art</p> <p>Art: Sutton Hoo treasures, Lindisfarne Gospels, Bayeux Tapestry</p> <p>Concepts: Anglo-Saxon designs, interlocking and interlaced patterns, symmetry, illumination, embroidery</p> <p>Skills: Drawing fine detail, creating patterns, using different grade brushes, painting with watercolours, collage DRAWING PAINTING COLLAGE</p>	<p>Architecture</p> <p>Architecture/Architects: Parthenon, Callicrates), St Paul's Cathedral (Wren), Sagrada Familia (Gaudi), Grand Stupa</p> <p>Concepts: What is architecture/an architect, sculptures in relief - frieze (Parthenon marbles history), line and symmetry in architecture, features of architecture (towers/domes) Gaudi's use of curved lines, nature, mosaics and stained glass</p> <p>Skills: Using lines to create a design, working with clay to create a relief, building up and carving away, collage DRAWING SCULPTURE COLLAGE</p>	<p>Modern Architecture</p> <p>Architecture/Architects: Guggenheim Museum (Gehry), Scottish Parliament building (Miralles), Millau Viaduct (Foster), Serpentine Pavilion (Kere), London Aquatics Centre (Hadid)</p> <p>Concepts: modern v traditional, function, inspiration, process: models and drawing, construction: engineers</p> <p>Skills: Showing tone in drawing, designing for function, observational drawing, using imagination when drawing, model making, problem solving, working as a team DRAWING 3D FORM</p>
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<p><u>Year 3 / 4 B</u></p> <p><u>Summary</u></p> <p>Concepts Art: Light, Space, Design – Elements of Art, Pattern</p> <p>Types of Art: Ancient Rome, Byzantine Empire, Textiles</p> <p>Skills: Painting, Drawing, 3D form, Collage, Mixed media</p> <p>Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, working with others to produce an artwork, written and verbal evaluation of own artwork</p>	<p>Painting Brush hold, brush choice, colour mixing, brushstrokes, ground and underpainting using acrylic, using paint to show tone, accuracy, watercolour</p> <p>Drawing Using lines, observation, detail, sketching, chalk and charcoal to show tone</p> <p>3d form Cardboard reliefs, Model making with mixed media</p> <p>Collage Collage with paper</p> <p>Textiles Embroidery, weaving</p>	<p>Light</p> <p>Artists: Caravaggio, Vermeer, Goncharova, Begum</p> <p>Concepts: light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways</p> <p>Skills: Observational drawing, continuous line drawing, using chalk and charcoal for tone, using acrylic paint for tone, painting a ground, underpainting mixing tints and shades in acrylic</p> <p>DRAWING PAINTING</p>	<p>Space</p> <p>Artists: Matisse, Millet, Bonheur, Bruegel, Turner</p> <p>Concepts: Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background, using colour and detail to create depth</p> <p>Skills: Using shade to create tone, using line to draw a landscape, creating a relief in cardboard</p> <p>3D FORM DRAWING</p>	<p>Design</p> <p>Artists: Matisse, Munch, Kauffman</p> <p>Concepts: Meaning of design in art, the elements of art, composition, cut-outs, expressionism, colour and line to create emotion, complementary colours</p> <p>Skills: Arranging a composition, using lines to show expression, painting with watercolour</p> <p>DRAWING PAINTING</p>	<p>Monuments of Ancient Rome:</p> <p>Monuments: The Pantheon, Colosseum, Trajan's Column</p> <p>Concepts: What is a monument, monuments show Emperor's power, construction and use of the Pantheon and Colosseum (domes and arches), relief sculpture on Trajan's column</p> <p>Skills: Following instructions, model making, working as a team</p> <p>3D FORM</p>	<p>Monuments of the Byzantine Empire</p> <p>Monuments: Hagia Sofia, Basilica of San Vitale – Ravenna, icons</p> <p>Concepts: Byzantine empire, Constantinople, mosaics, Byzantine patterns, what is an icon</p> <p>Skills: copying patterns, painting with watercolour, collage</p> <p>PAINTING COLLAGE</p>	<p>Needlework, Embroidery and Weaving</p> <p>Designers/Artists: Farrer, Hartnell – Coronation robes, Duchess of Cambridge wedding dress, Raphael, Albers</p> <p>Concepts: What is embroidery, what is weaving – looms, warp thread, weft thread, tapestries</p> <p>Skills: cross-stitch design, cross-stitch, weaving</p> <p>TEXTILES</p>
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<p>Year 5/6 A</p> <p>Summary</p> <p>Concepts in</p> <p>Art: Style, Colour, Pattern, Abstract</p> <p>Types of Art: Rococo, Modernism, Abstract, Islamic, African, Chinese, Printmaking</p> <p>Skills: Painting, Drawing, 3D form, Printing, Mixed media</p> <p>Process: (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation</p>	<p>Painting Using acrylic on canvas, creating texture with acrylic, painting with inks, using Chinese painting materials – brush use</p> <p>Drawing Using lines, rulers and compasses, observation, using pencil, using oil pastels and soft pastels to show tone</p> <p>3d form Modelling with clay – sticking and carving (reliefs), Cardboard reliefs,</p> <p>Printing Mono-printing with Perspex, screen-printing</p>	<p>Style in Art</p> <p>Artists/Designers: Stubbs, Munch, Watteau, Chippendale, Van Doesburg, Breuer, Mondrian, Delaunay, Pollock, Rothko, Kandinsky</p> <p>Concepts: What is style in art, features of Rococo art and design, features of Modernist art and design, comparing Rococo and Modernist styles, features and ideas behind abstract art, colour theory in abstract art</p> <p>Skills: Using oil pastels and soft pastels to create light/shade and different marks, accurately copying shapes,</p>	<p>Islamic Art and Architecture:</p> <p>Architecture: The Dome of the Rock, The Alhambra, The Taj Mahal, Begum</p> <p>Concepts: Features of Islamic art and design – geometric patterns, vegetal patterns, calligraphy, tilework, plasterwork. Characteristic features of Islamic architecture in mosques, palaces and tombs – domes, minarets, arches, muqarnas.</p> <p>Skills: using rulers and compasses to draw geometric patterns, paintings with inks, working with clay – carving and building up, painting clay.</p>	<p>Art from Western Africa</p> <p>Art: Antelope headaddresses of Mali, ivory carvings and bronze relief sculptures and panels from Benin</p> <p>Concepts: Spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes reflected in artwork, for example the influence of the Portuguese traders on West African art.</p> <p>Skills: Using 3d mixed media to design and create relief sculptures. 3D FORM DRAWING</p>	<p>Chinese Painting and Ceramics</p> <p>Art: Become familiar with examples of Chinese art, including: silk scrolls, calligraphy, brush writing and painting, porcelain.</p> <p>Concepts: Chinese painting materials, using brushes and colour in a different way, Chinese painting style and design, creation and decoration of porcelain, Chinese trade with and influence on Western Europe.</p> <p>Skills: Using Chinese painting materials and Chinese painting style – emphasis on brush use. PAINTING</p>	<p>Print Making</p> <p>Artists: Rembrandt, Hogarth, Hokusai, Warhol</p> <p>Concepts: Printmaking as an indirect art form: blocks, plates, silkscreens. Printmaking can be a positive (relief), negative (intaglio) or stencil process. Printmaking allows the creation of multiple versions of the same design.</p> <p>Skills: Mono-printing with Perspex, printing ink and pencils, screen-printing with stencils. PRINTING</p>	<p>Take One Picture extended study</p> <p>Extended study focussing on picture chose for National Gallery Take One Picture scheme. Emphasis on child-led investigative approach to finding out about chosen artwork. To include cross-curricular links and links with outside community. Children to choose and design an artwork in response to the focus artwork. This may be a groupwork with their peers.</p>
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<p>of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, independently choosing materials and creating a design for a finished artwork – this may be working with others to produce an artwork.</p>		<p>independent design by drawing, painting with acrylic on canvas, painting patterns, using colour theory to make colour decisions, creating texture with acrylic</p> <p>DRAWING PAINTING</p>	<p>DRAWING G PAINTING G 3D FORM</p>				
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<p><u>Year 5/6</u></p> <p><u>B</u></p> <p><u>Summary</u></p> <p><u>Y</u></p> <p>Concepts in Art: Realism - Observational Drawing, Linear Perspective, Science in Art, Painting en plein air, Pattern</p>	<p>Painting Observation, Using watercolours – light to dark, broken brushstrokes, painting plaster</p> <p>Drawing Using lines, observation, using pencil, sketching, simplifying forms,</p>	<p>Art in the Italian Renaissance</p> <p>Artists: Michelangelo, Leonardo da Vinci, Raphael</p> <p>Concepts: Italy and 'rebirth' (rejection of middle ages), influence of Greek</p>	<p>Renaissance Architecture and Sculpture</p> <p>Artists/Architects and architecture: Brunelleschi, Donatello, Ghiberti, Michelangelo, Il Duomo, Basilica of St Peter's</p> <p>Concepts: Dome</p>	<p>Victorian Art and Architecture</p> <p>Architects/Architecture : Pugin, Barry – The Houses of Parliament</p> <p>Concepts: Classical v Gothic architecture</p>	<p>William Morris</p> <p>Artist/Designer: William Morris – a detailed study</p> <p>Concepts: Morris as an architect, designer, writer, businessman, British Arts and Crafts movement, rejection of</p>	<p>Impressionism and Post-Impressionism</p> <p>Artists: Monet, Degas, Renoir, Cassatt, Cezanne, Van Gogh, Gauguin</p> <p>Concepts: painting out of doors, landscapes, scenes</p>	<p>Art in the 20th Century - Modernism and Beyond:</p> <p>Artists: Picasso, Nicholson, Hepworth, Auerbach, Frink, Hockney, Bowling, Himid, Boyce</p> <p>Concepts:</p>
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<p>Types of Art: Renaissance Art and Architecture, Victorian Art and Architecture, The Pre-Raphaelites, Victorian Design – The Arts and Crafts Movement, Impressionism and Post-Impressionism, Modernism</p> <p>Skills: Painting, Drawing, 3D form, Collage, Printing</p> <p>Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, independently choosing materials and creating a design for a finished artwork – this may be working with others to produce an artwork.</p>	<p>using chalk and charcoal to show tone</p> <p>3d form Modelling with clay – sticking and carving (reliefs), casting in plaster</p> <p>Collage Collage with paper</p> <p>Printing Reduction printing with polystyrene</p>	<p>and Roman art, showing humanity and the natural world, anatomical drawings, painting styles – sfumato, comparison of Leonardo and Michelangelo, realism – linear perspective.</p> <p>Skills: Observational drawing, using plaster, designing and painting on plaster, using perspective to draw. PAINTING DRAWING 3D FORM</p>	<p>design – Il Duomo, relief sculpture, using of linear perspective in sculpture, influence of classical sculpture, idealisation of human form, contrapposto</p> <p>Skills: Sketching architecture – simplifying forms, designing and creating a relief sculpture in clay - extended project. DRAWING 3D FORM</p>	<p>Skills: Drawing buildings. Developing drawing skills – quality of line, level of detail, observing shapes.</p> <p>Artists (Pre-Raphaelites) Rossetti, Millais</p> <p>Concepts: Reaction against 'ideal' forms of the renaissance. Aims as artists. Pursuance of photographic reality.</p> <p>Skills: Working in watercolour from light to dark. Observing nature closely. PAINTING DRAWING</p>	<p>industrialisation, influence of Medieval art and design, influence of Islamic design, textile and wallpaper design, block printing and reduction printing.</p> <p>Skills: Creating a design based on nature, relief reduction printing. DRAWING PRINTING</p>	<p>from everyday life, influence of Japanese prints, expressing light and colour with rapid brushwork, the influence of science about the way we see, changes of emphasis by the post-impressionists (Cezanne, Van Gogh, Gauguin).</p> <p>Skills: painting en plein air and with broken brushstrokes, use of chalk and charcoal for tone, collage PAINTING DRAWING COLLAGE</p>	<p>Modernism, influence of impressionism and post-impressionism, influence of African art, cubism, abstract and figurative painting and sculpture, influence of the second world war, art produced about identity: race and gender, installation art.</p> <p>Skills: A child-led investigative approach where the children plan, design and create an artwork from materials of their choice, in response to looking at varied art from the 20th century.</p>
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ART CURRICULUM