

Art Teaching Sequences

Art Teaching Sequences 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	Key concepts: Exploring paint on large easel Primary colours; red, yellow and blue	Key concepts: Joining materials to make models of vehicles, focus on wheels Drawing using different types of lines	Key concepts: Make model dinosaurs from malleable materials such as clay or playdough. Use brush with control to create large scale collaborative splatter/drip paintings	Key concepts: Use puppets to act out well known stories: Eg: Three Little Pigs: 'Little Pig...' and 'Not by the hair on my chinny chin chin!'	Key concepts: Colour mixing and symmetry when creating butterflies. Creating homes for animals using blocks and	Key concepts: Make story telling crowns- take turns to tell stories to the class or in small groups
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

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

Art Teaching Sequences Y1:

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Colour		Line		Architecture		Style in Art / Narrative Art		Paintings of Children		Sculpture	
Key Concepts:	Key Skills:	Key Concepts:	Key Skills:	Key Concepts:	Key Skills:	Key Concepts:	Key Skills:	Key Concepts:	Key Skills:	Key Concepts:	Key Skills:
<p>Colour theory Primary / secondary / warm / cool colours Tints / shades Rough / smooth brush strokes</p>	<p>Mixing and using colour in painting. Using tints/shades Using range of brush strokes</p>	<p>Lines as basic tools Describing lines Lines to represent different things</p>	<p>Drawing lines with range of materials Using a ruler Painting/colouring within shapes Drawing from imagination</p>	<p>Defining architecture, purpose, features, design process</p>	<p>Line drawing (detail) Collage Modelling (clay) Designing for a purpose Model making (mixed media)</p>	<p>Style, painting technique, brushstrokes, pointillism, narrative paintings, characters</p>	<p>Painting with dots. Short brushstrokes, colour mixing, planning painting, drawing from imagination.</p>	<p>Paintings giving information about past. Art messages Cubism</p>	<p>Copying shapes Colour matching Watercolour Brush choice Using manikins Planning and arranging elements</p>	<p>Defining sculpture Materials Building up Sketches Maquettes Casting Colour in sculpture Styles / scale</p>	<p>Drawing people. Charcoal Clay modelling Plaster cast Painting plaster Sculpting with wire and Modroc.</p>
<p>Teaching Sequence:</p> <ol style="list-style-type: none"> 1.Introduction to Colour – to understand that there are primary colours and know what they are. 2. To identify secondary, warm and cool colours. (Van Gogh) 3. To know what tints and shades are. 4. To understand that artists can use tints and shades of blue to paint water (David Hockney) 5. To study how Monet uses tints and shades to paint the sea. 6. To experiment using different materials to show a stormy sea. 		<p>Teaching Sequence:</p> <ol style="list-style-type: none"> 1.To show what I know about line in art. 2.To know that artists can use lines, made from different materials, to show different things 3.To study how Miro uses line. 4.To know how Miro uses lines. 5.To study how Klee used lines. 6.To know that Klee used lines draw landscapes. 		<p>Teaching Sequences:</p> <ol style="list-style-type: none"> 1. To understand that architecture is the art of designing buildings 2. To understand that buildings are built for a purpose 3. To be able to describe different features of buildings 4. To be able to describe different features of Southwark Cathedral. 5. To design a building with a purpose. 6. To show what I know about architecture 		<p>Teaching Sequences:</p> <ol style="list-style-type: none"> 1.To understand that artists can paint using different styles. 2. To know that Van Gogh painted in different styles. 3/4. To know that Van Gogh used short brushstrokes in Starry Night. 5. To understand that art can tell a story 6. To explore how characters are represented in art. 		<p>Teaching Sequences:</p> <ol style="list-style-type: none"> 1. To understand that art can tell us about people. 2. To know that artists sometime plan their paintings 3. To understand how to match colours and choose a brush. 4. To understand that art can tell us about how children lived in the past. 5. To understand what cubism means. 6. To create a cubist picture 		<p>Teaching Sequences:</p> <ol style="list-style-type: none"> 1. To understand that sculpture is a 3D form of art. 2. To know that Degas made a sculpture from wax called Little Dancer Aged Fourteen. 3. To know that sculptors make sketches and models to plan their sculptures. 4. To understand that sculptures can be made by casting 5. To know that sculptors can add colour to their sculptures 6. To know that sculptors use different styles. 	

Art Teaching Sequences Y2:

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Colour		Colour, shape and texture		Portraits and self portraits		Landscape and Symmetry		History Painting		Murals and Tapestry	
Key Concepts:	Key Skills:	Key Concepts:	Key Skills:	Key Concepts:	Key Skills:	Key Concepts:	Key Skills:	Key Concepts:	Key Skills:	Key Concepts:	Key Skills:
Colour theory Primary / secondary / warm / cool colours Tints / shades Geometric/organic shapes	Mixing and using colour Draw geometric / organic shapes Sculptures in wire / paper	Cut-outs Complementary colours Organic shapes Composition Visual texture	Colour mixing Selecting complementary colours Organic shapes Composition Visual texture	Portraits/self portraits Representation Proportion of faces Cubism	Planning / drawing face Drawing profile Mixing skin tone Oil pastels	Landscapes Methods to paint Turner's style Symmetry and nature in art. Temporary art.	Washes with sponge Bold brushstrokes Detail with oil pastels Sculptures with found objects.	What history painting includes Narrative art Settings Ways stories are told	Sketching form imagination Using a ruler Drawing characteristic Chalk / charcoal to create tone Collage	What is a - mural? -fresco? - tapestry? Communicating stories and messages Composition	Mono printing Weaving Creating a composition.
Teaching Sequence: 1.To recognise primary, secondary, warm and cool colours. 2.To know what a tint and a shade is. 3/4.To recognise and name geometric shapes in art. 5.To know what an organic shape is. 6.To know that Calder used organic shapes to make his sculptures..		Teaching Sequence: 1.To understand how Matisse made his cut-outs. 2.To know that Matisse used organic shapes and complementary colours in his cut-outs 3.To understand that Matisse carefully considered the composition of his cut-outs. 4.To understand that artists can show how something feels. 5.To explore how artists create visual texture. 6.To understand more about the Arnolfini Portrait.		Teaching Sequence: 1. To understand what a portrait and a self-portrait is. 2. To explore the use of colour in self-portraits. 3. To understand how artists represent themselves through self-portraits. 4. To understand that artists represent themselves through self-portraits. 5. To explore how an artist can represent themselves or others in different ways. 6. To know what a cubist picture looks like.		Teaching Sequence: 1. To understand what a landscape painting is 2. To explore different methods for painting landscapes 3/4. To understand that Turner used bold Brushstrokes 5. To understand that artists can use symmetry 6. To use symmetry to create a work of art		Teaching Sequences: 1. To know that artists have shown myths in art throughout history 2. To know that a work of art can tell part or the whole of a narrative. 3. To know that Picasso painted many pictures of the Minotaur 4/5. To know that an artist can show different characteristics by the way they draw. 6. To know that many artists have shown classical myths in their paintings		Teaching Sequences: 1. To know that sometimes artists paint on walls or ceilings. 2. To know that Michelangelo painted a mural on the ceiling of the Sistine Chapel. 3. To ask questions about and discuss a piece of art. 4. To know that a tapestry is a piece of art made from woven threads. 5. To study the composition of a mural. 6 To assemble our class mural.	

Art Teaching Sequences Y3/4A

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Line		Still Life and Form		Art of Ancient Egypt		Anglo Saxon Art		Architecture		Modern Architecture	
Key Concepts:	Key Skills:	Key Concepts:	Key Skills:	Key Concepts:	Key Skills:	Key Concepts:	Key Skills:	Key Concepts:	Key Skills:	Key Concepts:	Key Skills:
<p>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>Continuous line drawing, line weight, drawing contour lines</p>	<p>What is a still life, still life throughout history, using tone to create form, highlight, shade/ shadow, cast shadow, mid-tone, colour to create form</p>	<p>Pencil techniques to show form / tone / cross hatching, drawing still life – layering oil pastels</p>	<p>Power of the Pharaohs represented in art, what is a bust, first use of paper, AE gods</p>	<p>sketching, modelling in clay, creating patterns, making paper, drawing in profile</p>	<p>AngloSaxon designs, interlocking and interlaced patterns, symmetry, illumination, embroidery</p>	<p>Drawing fine detail, creating patterns, using different grade brushes, painting with watercolours, collage .</p>	<p>What is architecture/a n architect, sculptures in relief - frieze line and symmetry in architecture, features of architecture Gaudi's use of curved lines, nature, mosaics and stained glass</p>	<p>Using lines to create a design, working with clay to create a relief, building up and carving away, collage</p>	<p>Modern vs traditional, function, inspiration, process: models and drawing, construction: engineers</p>	<p>Showing tone in drawing, designing for function, observational drawing, using imagination when drawing, model making, problem solving.</p>
<p>Task Sequence:</p> <ol style="list-style-type: none"> 1.To understand that artists use sketchbooks and that lines are like basic tools for artists 2.To understand that artists can use different line weight. 4.To understand different ways artists use line. 5/6. To understand that printing can create lines 		<p>Teaching Sequence:</p> <ol style="list-style-type: none"> 1.To understand what a still life is and that they have been painted for a long time. 2.To understand that artists use tone to create form. 3/4.To know that artists can show tone and form using cross hatching 5.To understand that artists can use colour to create form 6.To know how to use colour to create form. 		<p>Teaching Sequence:</p> <ol style="list-style-type: none"> 1.To know the Ancient Egyptians created different pieces of art. 2.To know that the Great Sphinx is a large statue built by the Ancient Egyptians. 3.To know that a bust means a sculpture of a head and shoulders. 5.To know that the Ancient Egyptians made the first paper called papyrus. 6.To know that the Ancient Egyptians used art to show what they believed in. 		<p>Teaching Sequence:</p> <ol style="list-style-type: none"> 1. To know the Anglo Saxons created art from metal. 2.To know that the Anglo Saxons created interlaced designs. 3.To know that illuminated letters are decorated with pictures and patterns. 4.To paint an illuminated letter. 5/6.To understand that the Bayeux Tapestry shows the events of 1066 and the Battle of Hastings 		<p>Teaching Sequences:</p> <ol style="list-style-type: none"> 1.To understand what architecture means and the importance of the Parthenon 2.To know that line and symmetry are important when designing buildings 3.To understand that architects use different things to inspire their designs 4/5.To recognise and describe work by Gaudi 6.To show what I know about architecture 		<p>Teaching Sequences:</p> <ol style="list-style-type: none"> 1.To compare modern and traditional architecture 2.To understand that the function of a building affects its design. 3.To understand that architects use different things to inspire their designs 4/5.To consider the process an architect takes to design a building 6.To understand that an engineer works out how a building will stand up safely. 	

Art Teaching Sequences Y3/4B

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Light		Space		Design Artists		Monuments of Ancient Rome		Monuments of the Byzantine Empire		Needlework, Embroidery and Weaving	
<p>Concepts: light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways in acrylic</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</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>Concepts: Meaning of design in art, the elements of art, composition, cutouts, 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>Concepts: What is a monument, monuments shows 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>Concepts: Byzantine empire, Constantine and Constantinople, mosaics, Byzantine patterns, what is an icon</p>	<p>Skills: copying patterns, painting with watercolour, collage</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>Teaching Sequence: 1/2. To understand that artists can use tone to show form and drama 3. To compare how Caravaggio and Vermeer use tone. 4. To understand how to use a ground and underpainting using acrylic paint 5. To understand that artists use tints and shades to show form 6. To understand that artists can use and show light in different ways.</p>		<p>Teaching Sequence: 1. To understand that artists can create the illusion of three dimensions 2. To understand how artists use foreground, middle ground and background to create depth 3. To identify foreground, middle ground and background 4/5. To create foreground, middle ground and background 6. To understand that artists can use colour and detail to show depth</p>		<p>Teaching Sequence: 1. To understand the meaning of design in art. 2. To understand that Matisse carefully considered the design of his cut outs. 3. To know that expressionism is a type of art where design shows strong emotion. 4. To know that colour is an element of art that can affect emotion. 5. To understand that lines can be used to show emotion.</p>		<p>Teaching Sequence: 1. To know that Roman monuments can tell us about the Emperors who built them. 2. To discover facts about the Pantheon. 3. To discover facts about the Colosseum. 4. To understand that the Colosseum is made up of arches and why these are important. 5. To understand what Trajan's Column was for and what it shows 6. To show what I know about monuments of Ancient Rome.</p>		<p>Teaching Sequence: 1. To understand that Constantine the Great founded Constantinople and ruled over the Byzantine Empire, which continued to exist for over 1000 years 2/3 To know that Hagia Sofia was built as a church during the Byzantine Empire 4/5 To know that ornate mosaics were made during the Byzantine Empire 6. To understand that icons were painted to use for prayer and reflection</p>		<p>Teaching Sequence: 1. To understand that needlework is the art of sewing or embroidery 2. To understand that embroidery is the art of making pictures or patterns by sewing onto cloth 3/4. To understand that cross-stitch is one embroidery stitch. 5. To understand what weaving is 6. To study the work of Anni Albers</p>	

Art Teaching Sequences Y5/6A

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Style in Art		Islamic Art and Architecture		Art from Western Africa		Chinese Art and Ceramics		Printmaking		Take One Picture
<p>Key Concepts: What is style in art, features of Rococo art and design / Modernist art and design, comparing styles, abstract art, colour theory in abstract art texture with acrylic</p>	<p>Key Skills: Using oil pastels and soft pastels to create light/shade / different marks, accurately copying shapes, independent design by drawing, painting acrylic, painting patterns, using colour theory to make colour decisions, creating texture with acrylic</p>	<p>Key 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>Key Skills: Using rulers and compasses to draw geometric patterns, paintings with inks, working with clay – carving and building up, painting clay.</p>	<p>Key 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>Key Skills: Using 3d mixed media to design and create relief sculptures.</p>	<p>Key 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>Key Skills: Using Chinese painting materials and Chinese painting style – emphasis on brush use.</p>	<p>Key Concepts: Printmaking as an indirect art form: blocks, plates, silk screens. Printmaking can be a positive (relief), negative (intaglio) or stencil process. Printmaking allows the creation of multiple versions of the same design.</p>	<p>Key Skills: Mono-printing with Perspex, printing ink and pencils, screen-printing with stencils.</p>	<p>Key Concepts /Skills: 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 group work with their peers.</p>
<p>Teaching Sequence:</p> <ol style="list-style-type: none"> 1. To compare two different styles 2. o understand that Rococo was a style of art and design from the 1700s 3. To compare two different styles in art and design 		<p>Teaching Sequence:</p> <ol style="list-style-type: none"> 1.To know that Islamic art and architecture relate to the religion of Islam or the Islamic world. 2. To understand that Islamic art uses calligraphy, geometric and vegetal patterns 3. To know common features of Islamic architecture 		<p>Teaching Sequence:</p> <ol style="list-style-type: none"> 1. To know that the Bamana people from Mali carve antelope headdresses to use in the Chiwara ceremony . 2. To understand what Malian antelope headdresses represent. 3. To know that the Benin Plaques are cast brass plaques 		<p>Teaching Sequence:</p> <ol style="list-style-type: none"> 1. To understand which materials are used to make Chinese calligraphy paintings. 2. To understand the importance of calligraphy in Chinese art. 3. To understand what 		<p>Teaching Sequence:</p> <ol style="list-style-type: none"> 1. To understand that printing is an indirect art that can produce many copies 2/3. To understand how a screen-print is made 4. To understand how a relief print is made 5. To add the second layer of my screen 		<p>Teaching Sequence:</p> <ol style="list-style-type: none"> 1. To investigate the picture 2. To discuss and understand the different issues raised by the picture 3. To discuss and understand how the issues raised by the picture relate to our local community. To discuss and

<p>4. To know that abstract art is art that doesn't try to look like something</p> <p>5/6. To know that artists can use colour theory to create an effect in abstract paintings</p>	<p>4. To understand the Alhambra shows features of Islamic art and architecture.</p> <p>5. To understand the Taj Mahal shows features of Islamic art and architecture.</p> <p>6. To understand Begum's work is influenced by Islamic art and architecture</p>	<p>made to decorate the royal palace in Benin City.</p> <p>4. To know that trade between the Edo peoples and the Portuguese is shown in Benin art.</p> <p>5. To understand that British forces took artworks from Benin City and some people think they should be returned.</p> <p>6. To show what I know about African art</p>	<p>makes up Chinese painting style.</p> <p>4. To understand the importance of Ming ware in Chinese porcelain production</p> <p>5. To understand the influence of Chinese porcelain in Europe.</p> <p>6. To show what I know about Chinese art.</p>	<p>6. To show what I know about printmaking</p>	<p>investigate ideas and media for a piece of art</p> <p>4. To show what I know about the picture</p> <p>5. To reflect on the success of my work of art</p>
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Art Teaching Sequences Y5/6B

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Art in the Italian Renaissance		Renaissance Architecture and Sculpture		Victorian Art and Architecture		William Morris		Impressionism and Post Impressionism		Art in the 20 th Century – Modernism and Beyond	
<p>Concepts: Italy and 'rebirth' (rejection of middle ages), influence of Greek 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</p>	<p>Concepts: Dome 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</p>	<p>Concepts: Classical v Gothic architecture Reaction against 'ideal' forms of the renaissance Artists as artists. Pursuance of photographic reality.</p>	<p>Skills: Drawing buildings. Developing drawing skills – quality of line, level of detail, observing shapes. Working in watercolour from light to dark. Observing nature closely</p>	<p>Concepts: Morris as an architect, designer, writer, businessman, British Arts and Crafts movement, rejection of 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.</p>	<p>Concepts: painting out of doors, landscapes, scenes 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</p>	<p>Concepts: Modernism, influence of impressionism and post-impressionism, influence of African art, cubism, abstract v 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 C20th</p>
<p>Teaching Sequence: 1.To understand that the Renaissance was a new style in art and culture that started in Italy 2.To understand Leonardo da Vinci did anatomical drawings 3.To understand different painting techniques used by Leonardo</p>		<p>Teaching Sequence: 1.To understand what is special about Brunelleschi's design for the dome of Florence Cathedral 2.To understand Ghiberti used relief sculpture and linear perspective in The Gates of Paradise 3.To know that Donatello carved a sculpture of St George</p>		<p>Teaching Sequence: 1.To understand that Victorian architecture used architectural styles from the past. 2.To understand that the design of the Houses of Parliament shows gothic and classical features. 3.To understand we can see Victorian architecture in our local environment.</p>		<p>Teaching Sequence: 1.To understand William Morris was a Victorian designer. 2.To understand how William Morris' wallpapers were printed. 3.To understand Morris decorated his own houses and sold his designs from his own company</p>		<p>Teaching Sequence: 1.To understand that the impressionists were a group of painters from France in the 19th century 2.To understand that the impressionists used developing scientific knowledge about the way we see.</p>		<p>Teaching Sequence: 1.To understand that art can raise issues and provoke debate 2.To understand Picasso started cubism which led to the creation of abstract art 3.To understand Hepworth made abstract sculptures which were influenced by the landscape around her</p>	

<p>4.To understand Michelangelo painted the ceiling of the Sistine Chapel 5.To understand painters in the renaissance made their portraits realistic 6.In the renaissance painters made their paintings realistic by using linear perspective</p>	<p>4.To understand Michelangelo was one of the architects for St Peter's Basilica in Vatican City 5.To study Michelangelo's sculpture, the Pietà 6.To understand how classical sculpture influenced Michelangelo's sculpture, David</p>	<p>4.To understand who the Pre-Raphaelites were and what they stood for. 5.To understand the Pre - Raphaelites wanted to make what they painted look real. 6.To show what I know about Victorian art and architecture</p>	<p>4.To understand William Morris was a key figure in the Arts and Crafts movement. 5.To understand that William Morris was a writer and created his own printing press. 6.To show what I know about William Morris and his work.</p>	<p>3.To understand the impressionists painted scenes of modern life 4.To understand who the postimpressionists were 5.To understand Van Gogh and Gauguin were post-mpressionist artists 6.To understand that the impressionists were influenced by Japanese design</p>	<p>4.To understand Auerbach was influenced by the rebuilding of London after the second world war 5.To understand different techniques used by some modern artists 6.To understand that Himid explores the issue of race and identity in her art</p>
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