
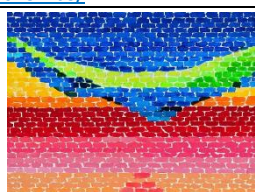
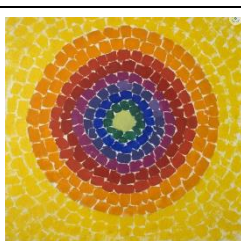

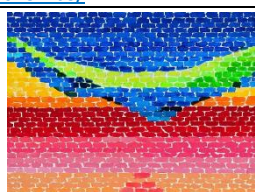
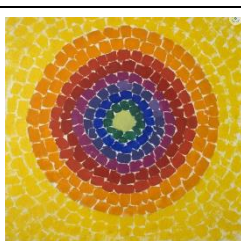





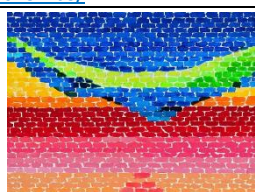
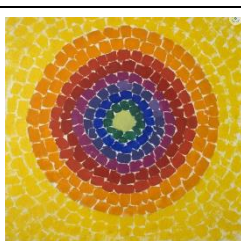





Curriculum Progression- Art & Design- Year 3, 4, 5 and 6


Topic Knowledge	Unit title	Year 3		
	Unit title	Sculpture- Stone Age coil pots (Autumn 2)	Painting- Alma Thomas (Spring 2)	Drawing (Summer 2)
	Link to school values	Together we are problem solvers Children will examine why people used and created clay pots in the past and how they made them in different ways, for different purposes and they made use of natural resources from the land.	Together we embrace difference Children will understand the work of Alma Thomas against the back drop of a time when there was segregation and it was not common for black, female artists to be successful.	Together we are kind Children will understand that being kind applies to thinking about kindness to nature or respect for living creatures, encouraging a thoughtful attitude toward insects, many of which are misunderstood or feared.
	New Key Vocabulary	3 dimensional, form, coiling, wedging, moulding, scoring, slip, texture, incising, blending, functional, decorative, subject, media Vocabulary to be recalled: sculpture, joining	poster paint, abstract, solid shape, brushstroke, mosaic, printing, pastel tones, bold tones, colour theory, contrast, complimentary Vocabulary recall: Primary colour secondary colours, Shape Mixing Light and dark tones Painting (KS1 concept) Colour (KS1 concept) Subject, media	Observational drawing, shape, texture, symmetry, outline, pencil hardness grades, water colour pencils, subject, media
	End points	Pupils will learn the techniques of handling clay to produce a functional, aesthetically pleasing pot. They will practice and learn the skills of coiling clay, rolling clay, adding/joining clay. They will also learn how to work with clay when it is “leather hard” to improve the texture and add final designs/patterns. Throughout the unit of work they will produce practice pieces which enable them to practice and experiment with design through joining and incising.	Pupils will create their own painting inspired by the life and work of Alma Thomas. They will learn about the artist’ s context relating to segregation and her love of the natural world and Colour Theory. They will be introduced to colour mixing techniques and particularly study colour and emotional response and apply this knowledge into their own work/designs. They will also contrast the media of paint and printing to create mosaic type designs.	Pupils will learn drawing techniques for shape and texture. They will produce an A4 realistic pencil drawing of a minibeast (enlarged to fill the whole page) and an A4 realistic watercolour pencil drawing of an insect (enlarged to fill the whole page). Throughout the unit, they will learn about and Vichai Malikul, scientific illustrator in National Museum of Natural History’s Department of Entomology and other artists who create images of insects using different media. They will practise the skills of creating shape and texture for their final piece which will incorporate these techniques. They will experiment with different art pencils and learn about their soft/hardness and how this affects the outcome of their work. And they will experiment with watercolour pencils, mixing colours and learning techniques of blending.
Concepts (progressive definition document)	Crucial knowledge	<ol style="list-style-type: none"> 1. Clay is natural material which comes from the ground 2. Clay has been used for 1000s of years to make pots, weapons, jewellery 3. Making items from clay is considered an artform called sculpture, although often they are useful objects (pots, mugs etc) 4. One way of coiling a pot with clay is coiling. 5. Coiling is when long “sausages” of clay are built upon one another and then smoothed down to create a pot 6. To join clay pieces and change the shape scoring and slip is used. This is making one surface rough and using slip to add the next piece. 7. Slip is very wet/watery clay 8. It is best to add designs or draw on clay when it is “leather hard” (almost dry) 9. Incising is a way of drawing on clay by scratching/carving a pattern with a sharp material or pressing an object down 10. To roll an even base we can use two guides 	Observation Pupils know to begin by carefully observing and breaking up what they can see in paintings into simple shapes Planning and Composition Pupils can sketch shapes lightly before painting, creating the shapes they can see Colour Pupils can notice the colours used (primary, secondary, paste colours, bold colours) Pupils can replicate colours by using mixing techniques of beginning with the lightest colour and gradually adding the darker colour and washing their brush Fine Motor Skills Pupils can correctly hold thick and thin brushes (see image) Pupils can use the brush strokes of bold/thick lines Improving and adding detail Pupils know that some paintings take time and require waiting for layers to dry. Pupils know and practise how to adapt and turn "mistakes" into part of the artwork. Pupils can add fine detail to their painting after it has dried by using lines, dots and dashes	Observation Pupils build on previous observational learning, the skill of looking at the image constantly and copying the outlines of the shapes they see (head, body, legs, wings...) recognising the symmetry of the insects. They can identify the details of the body parts such as patterns on wings and hairs on the legs. Planning and Composition Pupils can sketch outlines of shapes lightly before adding details of legs, wings etc... Colour Pupils can notice the colours of the insects. Pupils can replicate colours by building on mixing techniques of beginning with the lightest colour and gradually adding the darker colour, using watercolour pencils. Fine Motor Skills Pupils can correctly hold pencils (graphite and watercolour). Pupils can apply the correct amount of pressure to the pencil to achieve the desired effect. Pupils can use the watercolour pencils correctly (a series of light, short strokes in a similar direction). Adding detail and improving Pupils will know how to create texture with techniques such as cross-hatching and stippling. They will know how to blend colours using different techniques.
	Drawing Sculpture Painting Photography Shape colour	Sculpture: In art a shape with 3 dimensions is called form and materials such as clay is moulded/changed (coiling & pinching) to make an artform. In sculpture materials and pieces are often joined together. Drawing is a way of making a picture or design. Drawings are created by making lines on a surface. Long lines make up the shapes and small lines make the textures. Artists observe (look carefully) at things (objects, landscapes, people....) and then try to replicate them through drawing. Drawings can be in colour or black and white and they can be made using different media (pencil, ink, pastel etc). Shape: In art a shape with 3 dimensions is called form and materials such as clay is molded/changed (coiling & pinching) to make an artform. In sculpture materials and pieces are often joined together. Shapes in paintings and drawing are two dimensional.	Painting The art of creating pictures using colours (including mixing), tones, shapes, lines, and textures. Poster and watercolour are two types of paint Shape: In art a shape with 3 dimensions is called form and materials such as clay is molded/changed (coiling & pinching) to make an artform. In sculpture materials and pieces are often joined together. Shapes in paintings and drawing are 2 dimensional Colour Secondary colours are made by mixing two of the primary colours e.g. Blue+Yellow= Green. There are different tones of colour, for example pastel and bold. Some colours compliment and some colours contrast.	Drawing: is a way of making a picture or design. Drawings are created by making lines on a surface. Long lines make up the shapes and small lines make the textures. Artists observe (look carefully) things (objects, landscapes, people....) and then try to replicate them through drawing. Drawings can be in colour or black and white and they can be made using different media (pencil, ink, pastel etc). Shape: A shape is made with lines and it is the space inside the lines, it is normally 2 dimensions (flat). Pieces of artwork all include different shapes. Colour Secondary colours are made by mixing two of the primary colours e.g. Blue+Yellow= Green. There are different tones of colour, for example pastel and bold.
Practical knowledge	Vocabulary	form, coiling, wedging, pinching, scoring, slip	abstract, primary and secondary colours, , solid shape, pastel tones, bold tones, contrast, complimentary	shape, symmetry, stippling, hatching, cross-hatching
	Use of media	Clay, slip	Poster paint, printing, mosaic	Pencil, watercolour pencil
	Technical terms	3 dimensional, sculpting, incising, texture Representation of incising as a way of decorating	Solid shapes, pastel and bold tones, Abstract, colour theory, compliment, contrast	2-dimensional, symmetrical, pencil hardness (B, 2B etc...), outline, texture, realistic
	Experimenting	Experimenting with pattern and design (drawing & incising) on a rolled slap	Experimenting with colour to create mood, experimenting with mosaic design considering pastel and bold tones to represent mood and emotions	Experimenting with different techniques for creating texture to show details of an insect.

				Experimenting with using colour to create a realistic representation of an insect.						
	Fluency	Developing fluency in handling clay and manipulating the shape through rolling coils, joining using slip	Developing fluency in drawing solid shapes, colour mixing, control over paint, holding and controlling thick paint brushes at different angles, positioning printing blocks with accuracy and repetition	Developing fluency in drawing shapes, enlarging sections, colour mixing and blending, control over pencils, holding and controlling graphite and watercolour pencils.						
	Authenticity	Evaluating their own pot, explaining shape , pattern and processes used and overall impact	Evaluating their own painting, explaining shape, pattern and processes used and overall impact	Evaluating their own drawings, explaining shape, pattern, processes used and overall impact.						
Disciplinary Knowledge	The <i>paradigms of art</i> (typical examples of a form of art and the products and purposes of art)	Representations of houses in art (sculpture , drawing , painting, photograph) Types of pottery using different techniques (including coiling) overtime (Stone Age, Greeks, Romans, 19 th Century, 21 Century) Different representation of coiling in pots (stone age to present day) Representations of bowls/pots in different art forms Functional vs decorative sculpture (Angle of the North Vs a stone age weapon) Representations of pots as drawings or sculptures	<ul style="list-style-type: none">The Sun and Moon representations (sculpture, painting, drawing, photography)Representations of mosaics in sculpture, drawing, photography (pixilation) and paintAbstract art representations- painting, drawing, sculpture, photography	Representations of insects in art (sculpture, drawing, painting, photograph). https://theartyteacher.com/artists-who-create-artworks-of-insects/ Types of drawings using pencil and watercolour pencil. https://finearttutorials.com/guide/famous-drawings/ https://procartoon.com/watercolor-pencils-used-by-the-great-masters/ Insects in pencil and watercolour. https://www.si.edu/spotlight/buginfo/drawing-insects https://thevirtualinstructor.com/blog/watercolor-pencils-and-a-pen-drawing-a-stag-beetle						
	Engagement with debate & dialogue (making sense of, interpreting & judging art)	Were the pots a piece of art work or were they just a functional product during the stone age? Are the pots beautiful? What shape has the artist chosen and what is the impact? Why has the artist added this pattern? How have the pots changed over time (shape , pattern, design)? What do the pots have in common over time (shape , pattern, design)?	Are the paintings beautiful? What shape has the artist used and what is the impact? What colour has the artist used? Why has the artist added this pattern? What do the paintings have in common over time (shape , colour , paint)?	Are the drawings functional or beautiful? What shape has the artist used and what is the impact? What colour has the artist used? Why has the artist added the level of detail? What do the drawings have in common over time (shape , colour , paint)?						
Theoretical knowledge	Knowledge of meaning & interpretations	Interpreting the purpose of the pots studied from the stone age and why they were made using clay and the technique of coiling	Interpreting the impact of colour and tones Interpreting use of shape, especially in abstract and enlarged paintings	Interpreting use of shape Interpreting the use of shading to add texture Interpreting the use of colour						
	Materials and processes chosen by artists	clay, coiling, rolling a base, slip, incising	Identifying primary & secondary colours Identifying extra layered detail Identifying tones used (light, dark, pastel, bold) Use of contrasting & complimentary colours	Identifying pencil hardness and selecting appropriately Identifying extra layered detail Identifying watercolour pencil Identifying blended techniques and colours						
	Journeys and connections through time (eg art movements)	https://www.youtube.com/watch?v=b2NAV9dmPfw use of coiling through time including stone age, medieval & 21 st century	<ul style="list-style-type: none">Representations of emotions and the use of colour- Colour Theory https://www.youtube.com/watch?v=Yel6Wqn4l78 (pupil ref)https://drawpaintacademy.com/a-comprehensive-guide-to-color-theory-for-artists/#color-theory-terms (teacher ref)Alma Thomas use of colour theory & abstract representation Life and work of Alma Thomas https://www.youtube.com/watch?v=YqoN2zsPG8g&t=117s segregation https://www.youtube.com/watch?v=S64zRnnn4Po https://artincontext.org/alma-thomas/ <table><tr><td></td><td></td><td></td></tr><tr><td>Blast Off 1970- eg of abstract- she was inspired by the moon landing in 1969</td><td>Appollo 12 Splash down- 1970- abstract What do the colours represent? What do the shapes represent?</td><td>Resurrection 1966 Colours becoming darker towards the centre, she did outline in pencil but didn't rub them out</td></tr></table>				Blast Off 1970- eg of abstract - she was inspired by the moon landing in 1969	Appollo 12 Splash down- 1970- abstract What do the colours represent? What do the shapes represent?	Resurrection 1966 Colours becoming darker towards the centre, she did outline in pencil but didn't rub them out	Representations of insects overtime: One of the oldest known examples of insect art is an engraving of a cricket carved into a fragment of bison bone found in a cave in southern France and thought to be about 14,000 years old. Images of scarab beetles are common in the religious art of ancient Egypt. Vichai Malikul and studies of scientific drawings. https://www.si.edu/spotlight/buginfo/drawing-insects Prehistoric, Classical, Medieval, and Modern drawings (focus upon insects – detail, texture and colour).    
										
Blast Off 1970- eg of abstract - she was inspired by the moon landing in 1969	Appollo 12 Splash down- 1970- abstract What do the colours represent? What do the shapes represent?	Resurrection 1966 Colours becoming darker towards the centre, she did outline in pencil but didn't rub them out								

						
			<p>March on Washington 1964- use of primary and secondary colours Dark tones Pale background Also represents abstract style</p>	<p>Sky Light Use of primary colour, white background</p>	<p>Iris, Tulips, Jonquils, and Crocuses by Alma Thomas, 1969, Use of changing primary and secondary colours to represent different flowers (also abstract representation)</p>	

		Year 4		
Topic Knowledge	Unit title	Sculpture- Navajo Bears (Autumn 1)	Photography- viewpoints (Spring 2)	Painting- Pete McKee (Summer 1)
	Link to school values	Together we do Our Best - Children will experience practising sculpting and will need to develop patience as they mould and change their sculptures.	Together we embrace difference - Children will embrace and understand that an object can look very differently depending upon the viewpoint used.	Together we are kind – Children can relate to how people treat one another in daily life. A mural might depict acts of kindness, respect, and care in community settings.
	New Key Vocabulary	relief, carving, vocabulary recall: 3-dimensional, form, wedging, pinching, scoring, slip, texture, incising, coiling, decorative	Photograph, camera, lens, digital, viewpoint, bird’s eye, worm’s eye view, angle, eye level view, low level view, high level view, aerial view, composition, backlighting, artificial light, natural light	Blocks of flat colour, Figurative study, Cartoon, Imperfections, Creating mood, shade Tint, Emphasis, Impact Vocabulary recall: poster paint, abstract, primary and secondary colours, flowing lines, solid shape, brushstroke, light and dark tones, pastel tones, bold tones
	End points	Pupils will learn the techniques of handling clay to produce an aesthetically pleasing (decorative) sculpture of a bear inspired by the artist Louise Goodman. Pupils will be introduced to decorative sculpture (as opposed to functional in Y3). They will further practice the skills of coiling, pinching , rolling , adding/joining clay and adding pattern through incising. They will build upon their knowledge of coiling from year 3 now adding clay to create a decorative sculpture. They will also further practice how to work with clay when it is “leather hard” to improve their work and add final designs/patterns (relief & incising). Throughout the unit of work, they will produce practice pieces which enable them to practice and experiment with design and texture through relief work and incising.	Pupils will produce a portfolio of photographs of everyday objects that reflect their understanding of taking photographs from different angles and viewpoints. They will be linked by a theme and pupils will annotate and explain their work using the new technical terms. They will also be beginning to incorporate the use of light into their photographs. They will be introduced to the artform of photography and understand that there are different types of photography and famous photographers throughout history to the present day	Pupils will produce their own painting design for a mural in the style of Pete McKee. Throughout this unit of work pupils will revisit observational drawing skills and colour mixing, using poster paint and build upon these, learning about shade and tint. They will be introduced to creating mood and learn how artists create mood through art. They will also study a range of modern mural artists both in Sheffield and globally.
	Crucial knowledge	<ol style="list-style-type: none">One way of sculpting a pot with clay is coiling.Coiling is when long “sausages” of clay are built upon one another and then smoothed down to sculpt a potOne way of making a sculpture with clay is by coiling a shape and then adding clay to itTo join clay pieces and change the shape scoring and slip is used. This is making one surface rough and using slip to add the next piece.Slip is very wet/watery clayIt is best to add designs to clay when it is “leather hard” (almost dry)Incising is a way of decorating and drawing on clay by scratching/carving a pattern with a sharp material or pressing an object downRelief is another way of adding pattern and texture.Relief is making a 3D pattern by adding clay to a surfaceDrawing a sculpture first in 2D is a helpful way to plan your ideas and shape.To roll an even base we can use two guides	A worm's-eye view is a description of the view of a scene from below that a worm might have if it could see. It is also called low level view. A bird's-eye view is a view of an object or location from above as if the photographer were a bird in flight looking downward. It is also called aerial view. Eye level view is taken from a normal standing position- this is called eye level. A photograph is always taken from a certain viewpoint. The position and angle of the camera in relation to the object will change what the photograph looks like Pupils can confidently use the tools of zoom, editing colour and light and cropping images to create a final piece on an ipad. Annotating and explaining art work includes using technical terms for example. <i>In this photograph I have used a bird’s eye view as it gives a complete image of the plate of food.</i> To take an effective photograph the process of preparing the area, setting up the camera, taking the shot and editing is essential	Observation Pupils know to begin by carefully observing and breaking up what they can see in paintings into simple shapes Planning and Composition Pupils can sketch shapes lightly before painting, creating the shapes they can see Colour Pupils can notice the colours used (primary, secondary, different shade, tints and tones) Pupils can replicate colours by using mixing techniques of beginning with the lightest colour and gradually adding the darker colour and washing their brush Fine Motor Skills Pupils can correctly hold thick and thin brushes (see image) Pupils can use the brush strokes of lines and swirls Improving and adding detail Pupils know that some paintings take time and require waiting for layers to dry. Pupils know and practise how to adapt and turn "mistakes" into part of the artwork. Pupils can add fine detail to their painting after it has dried by using lines, dots and dashes
Concepts	Drawing Sculpture Painting Photography Shape colour	Sculpture - In art a shape with 3 dimensions is called form and materials such as clay is moulded/changed (coiling & pinching) to make an artform. In sculpture materials and pieces are often joined together. Drawing is a way of making a picture or design. Drawings are created by making lines on a surface. Long lines make up the shapes and small lines make the textures. Artists observe (look carefully) at things (objects, landscapes, people....) and then try to replicate them through drawing. Drawings can be in colour or black and white and they can be made using different media (pencil, ink, pastel etc) Shape In art a shape with 3 dimensions is called form and materials such as clay is moulded/changed (coiling & pinching) to make an artform. In sculpture materials and pieces are often joined together.	The word Photography literally means 'drawing with light', which derives from the Greek photo, meaning light and graph, meaning to draw. The viewpoint of the object and lighting can change the image created.	Drawing is a way of making a picture or design. Drawings are created by making lines on a surface. Long lines make up the shapes and small lines make the textures. Artists observe (look carefully) at things (objects, landscapes, people....) and then try to replicate them through drawing. Drawings can be in colour or black and white and they can be made using different media (pencil, ink, pastel etc) Painting is the art of creating pictures using colours, tones (light and dark), shapes, lines, and textures. Poster and watercolour are two types of paint. Colour Secondary colours are made by mixing two of the primary colours e.g. Blue+Yellow= Green. There are different tones of colour, for example pastel and bold.
Practical knowledge	Vocabulary	form, wedging, pinching, scoring, slip, coiling, decorative	focus, lens, cropping, zoom in/out, light, colour, editing, back/front/natural/artificial lighting	Blocks of flat colour, Figurative study, Cartoon, Imperfections, Creating mood, shade Tint, Emphasis, Impact
	Use of media	Clay, slip	Digital photography and editing on the ipads	Discussing emulsion paint (shades & tints), spray paint Poster paint
	Technical terms	3 dimensional, sculpting, incising, texture relief, carving,	Composition- viewpoint (composition), low/eye/high/bird/worm viewpoint,	Flowing lines, pastel and bold tones, light and dark tones, tints, shades,
	Experimenting	Experimenting with pattern and design (relief & incising) on a sculptured head Experimenting in re-creating Dobbie the Bear’s head Experimenting with creating their own bear and surface designs	Experimenting with viewpoints of the same objects	Experimenting with creating mood with colour Experimenting with drawing cartoon type figures
	Fluency	Using the coiling technique, wedging, rolling a flat base, scoring and slip, improving the texture when leather hard	Developing confidence and fluency of using the camera from different angles	Developing fluency in drawing large shapes, colour mixing, control over paint, holding and controlling paint brushes of different sizes
	Authenticity	Evaluating their own decorative sculpture, explaining shape, pattern and processes used and overall impact	Taking a range of photos and choosing the most effective	Evaluating their own painting, explaining shape, pattern and processes used and overall impact
Disciplinary Knowledge	<i>The paradigms of art (typical examples of a form of art and the products and purposes of art)</i>	Bears as different forms of art Decorative sculpture as an artform (Gillie & Marc sculptures- London) Decorative ceramics (clay) as an artform (Beswick animals) Representations of a subject as decorative and functional ceramics (eg a frog mug VS a frog ornament)	Maps, food in recipe books, landscape/aerial photography	Representations of everyday life in art (sculpture, drawing, painting, photograph) Types of paintings using emulsion paint Murals Landscape art- examples of different tones (pastel, dark, light, bold) eg advertising the railways

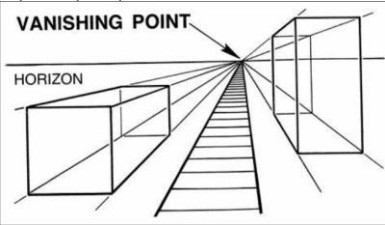

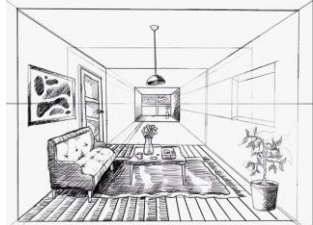
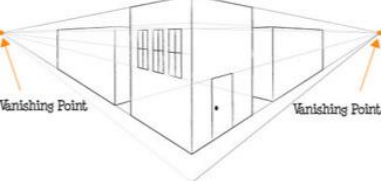
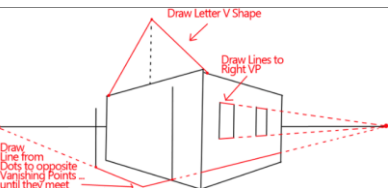
	Engagement with debate & dialogue <i>(making sense of, interpreting & judging art)</i>	What is the purpose of the piece of art work? Are the sculptures beautiful? What do you like most about this artwork? Why? Is there anything you don't like? What would you change? Would you want to have this in your room? Why or why not? What do you think makes this artwork special or unique?	Is using a drone art? Is a photograph in a recipe book art? What is the photographer's attitude towards the subject? What would the story/text/recipe be like without the photograph? What is the subject?	Are the paintings beautiful? What shape has the artist used and what is the impact? What colours has the artist used? Why has the artist added this pattern? What do the paintings have in common over time (shape,colour, paint)?
	Knowledge of meaning & interpretations	What do you think the artist (Louise Goodman) wanted people to think about when looking at this? If you could ask the artist one question, what would it be? What message is the artist trying to convey (get across)?	Interpreting the difference in images taken from different angles/viewpoints.	Interpreting the impact of shades, tints and tones Interpreting use of colour for mood
	Materials and processes chosen by artists	What shape has the artist chosen and what is the impact? How has the artist added this pattern? What materials or tools do you think the artist used to make this? How do you think the artist started this piece? What details make this artwork look hard or easy to create? Do you notice any special textures? How do you think they were made?	Type of photographic production eg black and white, colour, cropping, lighting, angles	Identifying primary & secondary colours, pastel & bold colour Identifying extra layered detail Identifying tones, shades, tints Recognising emulsion & spray paint
	Journeys and connections through time <i>(eg art movements)</i>	When and where do you think this was made? Why? Does this remind you of art you've seen before? How is it similar or different? What clues tell you about the time or place this artwork represents? Does this artwork remind you of something in nature or history? Importance of animal sculpture in art history https://www.jessenusbaum.com/blog/2022/7/12/the-history-and-importance-of-animal-sculptures-1?srltid=AfmBOoqSsHexWbXvS0qxvhfTrCRuCKW0TrvcOeN3hU7aTFYJcogc-1uA <ul style="list-style-type: none">• small decorative sculptures: Main artist: Louise Goodman- bears Navajo pottery (Louise Goodman inspiration) <ul style="list-style-type: none">• Larger notable/famous sculptures -in England: Lions of Trafalgar Square by Edwin Landseer, (modern, medieval gargoyle, Henry Moore- upright motives (Yorkshire Sculpture Park) Antony Gormley- Angel of the north (A1 Newcastle) Women of Steel- Martin Jennings- 2016- Sheffield	Examples of aerial/bird's eye photography including: George Steinmetz, Tom Hegen, Daniel Bonte https://www.wellypictures.com/wellypictures-photographers-blog/compositiontechniques-viewpoint-birdseyeview https://www.johandroneadventures.com/blog/top15-female-drone-photographers-in-2022/	Representations of everyday life through murals  <small>Kids on Bicycle in George Town, Malaysia</small> Kids on Bicycle, painted in 2012. Malaysia Murals overtime and from around the World  <small>The Sistine Chapel by Michelangelo.</small> The Sistine Chapel ceiling, a world-renowned example of famous mural art, is a breath takin piece of human creativity . Painted in the early 16th century by the legendary Renaissance artist Michelangelo, it is a magnificent fresco that spans the entire ceiling of this sacred space within the Vatican. The ceiling's most famous section, the 'Creation of Adam,' features the iconic image of God reaching out to touch Adam's hand, an image recognized around the world. Vatican City (surrounded by Italy).  <small>The Colingwood Housing Estate by Matthew Adnate</small> In 2018, Matt Adnate made history by creating Australia's tallest mural. Among the portraits is Yulius Antares Taime, a resident on the 20th floor, who emphasises that for tenants, the mural is more than just art—it symbolises the unity of people coming together in Melbourne. According to Taime, it signifies a shared sense of community, reinforcing the idea that, "we all come to Melbourne and live together."


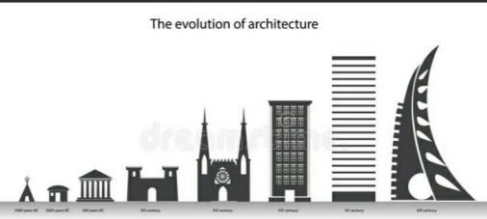



				<div><p><small>The Flower Thrower by Banksy</small></p><p>“The Flower Thrower” by Banksy is a thought-provoking piece of famous mural art showing non-violent protest and the enduring human spirit. This iconic mural, created by the street artist, shows a man in the act of throwing a bouquet of flowers as if it were a grenade. It is meant to show how beauty and conflict can be together.</p><p>Banksy’s signature blend of social commentary and artistic brilliance shines through in “The Flower Thrower,” as it challenges us to rethink the way we confront problems and seek solutions through peaceful means. It’s a striking reminder that art has the ability to speak volumes, provoke conversation, and inspire change, even when painted on the walls of the urban landscape. Palestine</p><p>Representations of mood and the use of colour https://www.celebritycruises.com/blog/famous-murals</p><p>Murals in Sheffield https://streetartsheffield.com/explore-sheffields-street-art-scene</p></div>
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		Year 5		
Topic Knowledge	Unit title	Painting- Georgia O’Keeffe (Autumn 1)	Photography- Macro Photography in Nature (Spring 1)	Sculpture- Egyptian canopic jars (Summer 1)
	Link to school values	Together we embrace difference- Pupils will study Georgia O’Keeffe and understand her willingness to represent paintings in her own abstract way and that this was during a time when very few women were successful artists.	Together We are Problem Solvers: pupils will practise photographing different objects from different angles, using different lenses and lighting to create the best macro photography, this will require them to problem solve and use patience and practice.	Together We do Our best: Pupils will experience practising sculpting and will need to develop patience as they mould and change their sculptures, they will also need to work in pairs when creating the cylindrical body
	New Key Vocabulary	hue, tertiary colour, exaggeration, flowing lines, watercolour Recall: Colour theory, Observation, outline influences, shade, tint, primary colour, secondary colour, technique, blocks of flat colour, creating mood, solid shape, brushstroke, light and dark tones, pastel tones, bold tones, abstract Primary colour	Flora, fauna, framing, resolution, macro, focus, composition, backlighting, front lighting, side lighting	Slab building, former, vocabulary recall: 3-dimensional, form, wedging, pinching, scoring, slip, texture, incising, coiling, decorative
	End points	Pupils will produce an A4 painting of an enlarged flowers(s) in the style of Georgia O’Keeffe using watercolour paint. Throughout the unit they will learn about Georgia O’Keeffe as an artist and her style and techniques as well as other famous watercolour artists. Pupils will learn to carefully observe paintings and copy/replicate shapes and sketching outlines. They will experiment with using watercolour paint and poster paint and using pastel and bold tones and will be developing fluency in mixing colour and controlling the medium using different thicknesses of brushes.	Pupils will use photographic techniques and their developing techniques (viewpoint, lighting) to create a series of macro photographs in nature in the local area. Specifically, they will use the composition techniques of 3 types of lighting, 3 types of viewpoints, zoom, focus and framing to produce their own macro photographs. They will be able to edit using skills of cropping, changing colour, changing resolution to create a series of macro photographs that represent a nature theme of their choice.	Pupils will create their own canopic jar based upon Ancient Egyptian examples. They will be introduced to slab building (to make the cylindrical column). They will further develop their skills of rolling a base, adding coils and sculpting a decorative lid. Throughout they will also experiment and create a practice (modern) sculptured lid before moving onto their final piece. They will further practice the techniques of relief and incising for adding pattern.
	Crucial knowledge	Observation Pupils know to begin by carefully observing and breaking up what they can see in paintings into simple shapes Planning and Composition Pupils can sketch shapes lightly before painting, creating shapes they can see and shapes to reflect images in an abstract way Colour Pupils can notice the colours used (primary, secondary, different shade, hues, contrast, complimentary, tints and tones) Pupils can replicate colours by using mixing techniques of beginning with the lightest colour and gradually adding the darker colour and washing their brush Fine Motor Skills Pupils can correctly hold thick and thin brushes (see image) Pupils can use the brush strokes of lines and swirls to create shapes using watercolour 7 poster paint Improving and adding detail Pupils know that some paintings take time and require waiting for layers to dry. Pupils know and practise how to adapt and turn "mistakes" into part of the artwork. Pupils can add fine detail to their painting after it has dried by using lines, dots and dashes	a mundane or simple object can be photographed in such a way to create an incredible image Taking photos at different angles (eye/low/high/bird/worm) enables you to capture the most unusual shot Backlighting is when the light is behind the subject (the photographer is facing the light). This normally results in a dark colour, shadowy subject or a silhouette Front Lighting is when the light source is in front of the subject (coming from behind the photographer). Front lighting lights up a subject very well, and the colours are really clear Side lighting is light that comes from one side of the subject. This type of lighting is often used to add a moody look to a photo because it tends to cast shadows across the front of the subject Macro is producing photographs of small items larger than life size. The zoom on the camera is used and the subject needs to be in focus. Photographs can be edited by changing the colour, shape (cropping) , zooming in	12. One way of sculpting a pot is by using the slab method. 13. Slab building is a method of making pottery in which a think, flat plate (made by rolling), is cut into shapes which are joined to form an object. The joined edges are scored and slipped. 14. A former is a support which holds the sculpture in place to stop it changing shape. 15. Coils can be added to a slab pot to add to the sculpture and change the shape. 16. To join clay pieces and change the shape scoring and slip is used. This is making one surface rough and using slip to add the next piece. 17. Slip is very wet/watery clay 18. It is best to add designs to clay when it is “leather hard” (almost dry) 19. Incising is a way of decorating and drawing on clay by scratching/carving a pattern with a sharp material or pressing an object down 20. Relief is another way of adding pattern and texture. 21. Relief is making a 3D pattern by adding clay to a surface 22. When clay dries it shrinks so the lid should be made slightly bigger so that when it dries it fits correctly
Concepts	Drawing Sculpture Painting Photography Shape colour	Colour There can be different tones of all colours. Tertiary colours are made by mixing 2 secondary colours. Pairs of colours can contrast or complement each other. Shape: A shape is made with lines and it is the space inside the lines, it is normally 2 dimensions (flat). Pieces of artwork all include different shapes. Painting The art of creating pictures using colours (including mixing), tones, shapes, lines, and textures. Poster and watercolour are two types of paint. Other media used is acrylic and oil paint.	The word Photography literally means 'drawing with light', which derives from the Greek photo, meaning light and graph, meaning to draw. The viewpoint of the object and lighting can change the image created. The colour tone of the subject in the photograph can change dependent on the direction of the light and on how the photo is edited.	Sculpture- Form is a three-dimensional shape. Sculpture is about creating forms from different materials eg clay. Drawing is a way of making a picture or design. Drawings are created by making lines on a surface. Long lines make up the shapes and small lines make the textures. Artists observe (look carefully) at things (objects, landscapes, people....) and then try to replicate them through drawing. Drawings can be in colour or black and white and they can be made using different media (pencil, ink, pastel etc) Shape A shape is an area enclosed by a line. It can be 2 or 3 dimensional. It could be just an outline or it could be shaded in. There are many ways to describe shapes, symmetrical, jagged, curved, irregular, proportioned. Form is a three-dimensional shape.
Practical knowledge	Vocabulary	hue, tertiary colour, exaggeration, flowing lines, watercolour	Flora, fauna, commercial, mundane	Former, wedging, pinching, scoring, slip, coiling, decorative
	Use of media	Watercolour, poster paint, pencil sketching	Photography and editing software	Clay, slip
	Technical terms	Exaggeration, abstract, blending, colour theory	Resolution, backlighting, front lighting, side lighting	3 dimensional, sculpting, incising, texture relief, carving, slab building
	Experiment	To experiment with drawing large sections of an image using a view finder To experiment with colour mixing (watercolour & poster paint) Experiment with replicating colours and shapes Experimenting with improving work	To experiment with taking photographs of a mundane or simple object from different angles, viewpoints and lighting to create the most effective photographs	Experimenting with design and creating their own modern version of a canopic jar lid Experimenting with surface design Experimenting with creating their own canopic jar
	Fluency	Colour mixing Brush control Sketching	Developing greater fluency in the use of camera viewpoints and the position of lighting and editing a photograph	wedging, rolling a flat base with guides, scoring and slip, improving the texture when leather hard, sculpting a shape from clay, adding coils.
	Authenticity	Creating own version of a flower in the style of Georgia O’Keeffe	Annotating favourite photographs explaining techniques used (angles & lighting) and impact on image	Evaluating their own decorative sculpture, explaining shape, pattern and processes used and overall impact
Disciplin ary Knowled	The paradigms of art (typical examples of a form of art and the	Painting as an artform (flowers)- disciplinary Painting is a form of art (landscapes overtime in watercolour) • Key Questions 1. What do they have in common (what is the subject)?	<ul style="list-style-type: none"> Trees presented in different artforms Different types of macro photography Producing photographs for companies and businesses Photographs of the same subject with different lighting techniques 	<ul style="list-style-type: none"> Decorative sculpture during Ancient times Functional sculpture during ancient times Representations of a subject as decorative and functional ceramics

	<i>products and purposes of art)</i>	2. How are they different? 3. When do you think they were created?		
	Engagement with debate & dialogue <i>(making sense of, interpreting & judging art)</i>	landscapes overtime in watercolour landscapes in oil paint over time <ul style="list-style-type: none">What is the subject of each?What is the artform?What media has been used (W/C or oil)Id primary & secondary coloursId bright, pastel colours, complimentary & contrastingWhat do the paintings have in common over time (shape, colour, paint)?Which do you prefer and why?	Interpret photographs of various famous photographers (see below) and comment upon the mood and impact <ul style="list-style-type: none">What do you like most about this artwork? Why?Is there anything you don't like? What would you change?Would you want to have this in your room? Why or why not?What do you think makes this artwork special or unique?	<ul style="list-style-type: none">What is the purpose of the piece of art work?Are the sculptures beautiful?What do you like most about this artwork? Why?Is there anything you don't like? What would you change?Would you want to have this in your room? Why or why not?What do you think makes this artwork special or unique?
Theoretical knowledge	Knowledge of meaning & interpretations	Introduce & Teach about Georgia O'Keeffe (interpretation and processes used, art history & movement) https://www.georgiaokeeffe.org Who is Georgia O'Keeffe? Tate Kids Georgia O'Keeffe- close up art work and the impact (emphasise it is not the complete flower/plant)	Comparing photographs of the same theme (food, flora, fauna,) and interpret meaning and purpose of the image <ul style="list-style-type: none">What do you think the artist wanted people to think about when looking at this?If you could ask the artist one question, what would it be?What message is the artist trying to convey (get across)?	What do you think the artist wanted people to think about when looking at this? If you could ask the artist one question, what would it be? What message is the artist trying to convey (get across)?
	Materials and processes chosen by artists	Introduce & Teach about Georgia O'Keeffe (interpretation and processes used, art history & movement) https://www.georgiaokeeffe.org Who is Georgia O'Keeffe? Tate Kids <ul style="list-style-type: none">What do you see? (Shapes, colours, patterns)- use a cardboard frame/viewer to focus in on sectionsHow does this painting make you feel?What part of nature might have inspired this?What do you see? (Shapes, colours, patterns)Can you identify pastel tones, bold tones, light and dark tonesHow does this painting make you feel?What part of nature might have inspired this?Which is abstract and whyWhat emotions are being evoked?	Comparing the composition of different photographs (lighting, viewpoints, lens used) <ul style="list-style-type: none">What viewpoint (angle) has the artist used?What direction of light has the artist used?Why have they chosen this lens and what is the impact?What is the background choice and what is the impact?	What shape has the artist chosen and what is the impact? How has the artist added this pattern? What materials or tools do you think the artist used to make this? How do you think the artist started this piece? What details make this artwork look hard or easy to create? Do you notice any special textures? How do you think they were made? What do you think took the most to create in this artwork?
	Journeys and connections through time <i>(eg art movements)</i>	landscapes overtime in watercolour landscapes in oil paint over time Disciplinary – improving & editing your artwork- famous watercolour artists over time <ul style="list-style-type: none">What details do you think have been added later in these paintings?How have they been added (brush size/dots/dashes)Why do you think changing/covering up mistakes is best done when the paint is dry?When were they created?What is the artist's style?	Famous macro photographers: Harold Edgerton Ondre Pakan Leon Baas https://photographyproject.uk/research/macro-photographers/ Famous flora & fauna photographers: Frans Lanting https://lanting.com/images/ Anna Henly https://www.annahenly.co.uk/wildlife-photography/	When and where do you think this was made? Why? Does this remind you of art you've seen before? How is it similar or different? What clues tell you about the time or place this artwork represents? Does this artwork remind you of something in nature or history? Ancient decorative sculptures: The Great Sphinx of Giza in front of the Great Pyramid of Giza. Egyptian scarab beetle, Egyptian canopic jars Discobolos (The Discus Thrower) by Myron in the Museo Nazionale Romano, Rome. Ancient functional sculptures: Egyptian canopic jars Slab building ceramicists: Hopi and Zuni Pottery Clarice Cliff (British, 1899–1972): Known for her colorful Art Deco pottery, Terry Davies: A contemporary British ceramic artist, Akio Takamori: A Japanese-American ceramic artist known for creating large, slab-built figurative sculptures

		Year 6		
Topic Knowledge	Unit title	Drawing- architecture (Autumn 1)	Painting- Georgia O’Keeffe (Spring 1)	Photography- Macro Photography in Nature (Summer 1)
	Link to school values	Together we are safe - Architecture must consider safety in both structure and use. Pupils will be made aware of the responsibility in creating environments where people feel secure and protected.	Together we embrace difference- Pupils will study Georgia O’Keeffe and understand her willingness to represent paintings in her own abstract way and that this was during a time when very few women were successful artists.	Together We are Problem Solvers: pupils will practise photographing different objects from different angles, using different lenses and lighting to create the best macro photography, this will require them to problem solve and use patience and practice.
	New Key Vocabulary	Drawing, pen and ink, detailed study, exaggeration, line drawing - light and bold, form, 2 point perspective, 3-D, vanishing point, orthogonal lines (right angle lines),	hue, tertiary colour, exaggeration, flowing lines, watercolour Recall: Colour theory, Observation, outline influences, shade, tint, primary colour, secondary colour, technique, blocks of flat colour, creating mood, solid shape, brushstroke, light and dark tones, pastel tones, bold tones, abstract Primary colour	Flora, fauna, framing, resolution, macro, focus, composition, backlighting, front lighting, side lighting
	End points	Pupils will produce an A4 architectural drawing of a building based on research and sketches throughout the unit. Throughout the unit, they will learn about architects through time such as Christopher Wren. They will look at houses in different locations and compare the styles and influences. They will experiment with pencil and pen and shading techniques and learn how to draw using a 1 and 2 point perspective.	Pupils will produce an A4 painting of an enlarged flowers(s) in the style of Georgia O’Keeffe using watercolour paint. Throughout the unit, they will learn about Georgia O’Keeffe as an artist and her style and techniques as well as other famous watercolour artists. Pupils will learn to carefully observe paintings and copy/replicate shapes and sketching outlines. They will experiment with using watercolour paint and poster paint and using pastel and bold tones and will be developing fluency in mixing colour and controlling the medium using different thicknesses of brushes.	Pupils will use photographic techniques and their developing techniques (viewpoint, lighting) to create a series of macro photographs in nature in the local area. Specifically, they will use the composition techniques of 3 types of lighting, 3 types of viewpoints, zoom, focus and framing to produce their own macro photographs. They will be able to edit using skills of cropping, changing colour, changing resolution to create a series of macro photographs that represent a nature theme of their choice.
	Crucial knowledge	<p>Pupils will study the styles of architecture over time. analysing architectural designs. They will be able to match up historic buildings with description and era. Recognising common features and what has changed and the reasons behind change.</p> <p>Drawing To draw using 1 and 2-point perspective, using these skills to make buildings look 3D when planning a building design. They will develop eye to hand control and show improvements by critical observation and explore drawing techniques to create texture. They will combine these drawing skills to draw their own building. They will be able to evaluate the process and outcome of a design writing a detailed and critical evaluation, using knowledge and vocab learnt.</p> <p>websitehttp://www.paintdrawpaint.com/2010/09/drawing-basics-two-point-perspective.html <u>How to Draw a House in 2-Point Perspective : 9 Steps (with Pictures) - Instructables</u></p>	<p>Observation Pupils know to begin by carefully observing and breaking up what they can see in paintings into simple shapes</p> <p>Planning and Composition Pupils can sketch shapes lightly before painting, creating shapes they can see and shapes to reflect images in an abstract way</p> <p>Colour Pupils can notice the colours used (primary, secondary, different shade, hues, contrast, complimentary, tints and tones) Pupils can replicate colours by using mixing techniques of beginning with the lightest colour and gradually adding the darker colour and washing their brush</p> <p>Fine Motor Skills Pupils can correctly hold thick and thin brushes (see image) Pupils can use the brush strokes of lines and swirls to create shapes using watercolour 7 poster paint</p> <p>Improving and adding detail Pupils know that some paintings take time and require waiting for layers to dry. Pupils know and practise how to adapt and turn "mistakes" into part of the artwork. Pupils can add fine detail to their painting after it has dried by using lines, dots and dashes</p>	<p>a mundane or simple object can be photographed in such a way to create an incredible image</p> <p>Taking photos at different angles (eye/low/high/bird/worm) enables you to capture the most unusual shot</p> <p>Backlighting is when the light is behind the subject (the photographer is facing the light). This normally results in a dark colour, shadowy subject or a silhouette</p> <p>Front Lighting is when the light source is in front of the subject (coming from behind the photographer). Front lighting lights up a subject very well, and the colours are really clear</p> <p>Side lighting is light that comes from one side of the subject. This type of lighting is often used to add a moody look to a photo because it tends to cast shadows across the front of the subject</p> <p>Macro is producing photographs of small items larger than life size. The zoom on the camera is used and the subject needs to be in focus.</p> <p>Photographs can be edited by changing the colour, shape (cropping) , zooming in</p>
Concepts	<p>Drawing- line, shape, form, media such as pencil, ink, pastel, wire, string, brushes, pens- vocab observational, outer edges, intersecting lines</p> <p>Painting colour mixing, primary, secondary, tertiary,watercolour, translucent, powder, acrylic,</p> <p>Sculpture form space, slabbing, coiling, slip, scoring, pinching</p> <p>Photography light, dark, balance, rule of thirds, film print, slide, digital, resolution, manipulation</p> <p>Shape</p> <p>form</p>	<p>Drawing is a way of making a picture. Drawings are created by making lines, shape and form on a surface. Long, short, thick and thin lines are used for the outer edges of shape, form and texture. Artists observe (look carefully) at things (objects, landscapes, people....) and then try to replicate them through drawing. Drawings can be in colour or black and white and they can be made using different media (e.g. pencil, ink).</p> <p>Architecture is the science and art of designing buildings. People who practice architecture are called architects. Architects express an artistic vision through the size, shape, colour, materials, and style of a building’s elements.</p>	<p>Colour There can be different tones of all colours. Tertiary colours are made by mixing 2 secondary colours. Pairs of colours can contrast or complement each other.</p> <p>Shape: A shape is made with lines and it is the space inside the lines, it is normally 2 dimensions (flat). Pieces of artwork all include different shapes.</p> <p>Painting The art of creating pictures using colours (including mixing), tones, shapes, lines, and textures. Poster and watercolour are two types of paint. Other media used is acrylic and oil paint.</p>	<p>The word Photography literally means 'drawing with light', which derives from the Greek photo, meaning light and graph, meaning to draw. The viewpoint of the object and lighting can change the image created.</p> <p>The colour tone of the subject in the photograph can change dependent on the direction of the light and on how the photo is edited.</p>
Pr ac tic al	Vocabulary	Design, elevation, façade, functionality, gable, hip roof, symmetry, texture, vanishing point, three-dimensional, 1 point perspective, 2 point perspective	hue, tertiary colour, exaggeration, flowing lines, watercolour	Flora, fauna, commercial, mundane

		Architecture Glossary for Kids - Twinkl Homework Help		
	Use of media	Ipads for architectural research, pencil, sketching, pen, ruler	Watercolour, poster paint, pencil sketching	Photography and editing software
	Technical terms	elevation, façade, functionality, gable, hip roof, neoclassical architecture, Sustainable architecture, symmetry, texture, vanishing point - a point on the image plane of a perspective showing where the two-dimensional perspective projections of parallel lines in three-dimensional space appear to converge, 1 point perspective, 2 point perspective, Baroque, Art Nouveau, Modernism, Modern	Exaggeration, abstract, blending, colour theory	Resolution, backlighting, front lighting, side lighting
	Experiment	To experiment with drawing using a 1 point and 2 point perspective To experiment with pencil and pen Experiment with replicating different styles of houses Experimenting with improving work	To experiment with drawing large sections of an image using a view finder To experiment with colour mixing (watercolour & poster paint) Experiment with replicating colours and shapes Experimenting with improving work	To experiment with taking photographs of a mundane or simple object from different angles, viewpoints and lighting to create the most effective photographs
	Fluency	Light sketching Accuracy with pencils and pens Use of ruler in architectural drawing	Colour mixing Brush control Sketching	Developing greater fluency in the use of camera viewpoints and the position of lighting and editing a photograph
	Authenticity	Creating own architectural design of a building in the style of a modern house.	Creating own version of a flower in the style of Georgia O'Keeffe	Annotating favourite photographs explaining techniques used (angles & lighting) and impact on image
Disciplinary Knowledge	<i>The paradigms of art (typical examples of a form of art and the products and purposes of art)</i>	Architectural drawings of buildings Key questions What is the purpose of this drawing? What is the purpose of the building? How have architectural designs changed over time and why?	Painting as an artform (flowers)- disciplinary Painting is a form of art (landscapes overtime in watercolour) Key Questions 1. What do they have in common (what is the subject)? 2. How are they different? 3. When do you think they were created?	<ul style="list-style-type: none"> Trees presented in different artforms Different types of macro photography Producing photographs for companies and businesses Photographs of the same subject with different lighting techniques
	Engagement with debate & dialogue (making sense of, interpreting & judging art)	Architecture over time. https://www.twinkl.co.uk/resource/t2-a-015-ks2-art-great-architects-through-time-lesson-teaching-pack Iggy Peck architect	landscapes overtime in watercolour landscapes in oil paint over time <ul style="list-style-type: none"> What is the subject of each? What is the artform? What media has been used (W/C or oil) Id primary & secondary colours Id bright, pastel colours, complimentary & contrasting What do the paintings have in common over time (shape, colour, paint)? Which do you prefer and why? 	Interpret photographs of various famous photographers (see below) and comment upon the mood and impact <ul style="list-style-type: none"> What do you like most about this artwork? Why? Is there anything you don't like? What would you change? Would you want to have this in your room? Why or why not? What do you think makes this artwork special or unique?
Theoretical knowledge	Knowledge of meaning & interpretations	Introduce & teach about architects and architectural style over time. Comparing architectural styles of houses – researching different houses in different locations and comparing the architectural style. https://www.rightmove.co.uk/ Recognising influences from different styles of architecture.	Introduce & Teach about Georgia O'Keeffe (interpretation and processes used, art history & movement) https://www.georgiakoeeffe.org Who is Georgia O'Keeffe? Tate Kids Georgia O'Keeffe- close up art work and the impact (emphasise it is not the complete flower/plant)	Comparing photographs of the same theme (food, flora, fauna) and interpret meaning and purpose of the image <ul style="list-style-type: none"> What do you think the artist wanted people to think about when looking at this? If you could ask the artist one question, what would it be? What message is the artist trying to convey (get across)?
	Materials and processes chosen by artists	1 point perspective    2 point perspective  	Introduce & Teach about Georgia O'Keeffe (interpretation and processes used, art history & movement) https://www.georgiakoeeffe.org Who is Georgia O'Keeffe? Tate Kids <ul style="list-style-type: none"> What do you see? (Shapes, colours, patterns)- use a cardboard frame/viewer to focus in on sections How does this painting make you feel? What part of nature might have inspired this? What do you see? (Shapes, colours, patterns) Can you identify pastel tones, bold tones, light and dark tones How does this painting make you feel? What part of nature might have inspired this? Which is abstract and why What emotions are being evoked? 	Comparing the composition of different photographs (lighting, viewpoints, lens used) <ul style="list-style-type: none"> What viewpoint (angle) has the artist used? What direction of light has the artist used? Why have they chosen this lens and what is the impact? What is the background choice and what is the impact?

				
	<p>Journeys and connections through time (eg art movements)</p>	<p>https://view.genially.com/64f9f3c518f7b4001137e19d/interactive-content-architecture-timeline</p> <p>The evolution of architecture</p>  <p>Famous architects and architectural style:</p> <p>Baroque Christopher Wren 1711</p>  <p>St Paul's Cathedral, London</p>  <p>Sagrada Família, Barcelona</p> <p>Art Nouveau/Modernism Antonio Gaudi 1882</p>  <p>The London Aquatics Centre</p> <p>Modern Zaha Hadid 2004</p>	<p>landscapes overtime in watercolour landscapes in oil paint over time Disciplinary – improving & editing your artwork- famous watercolour artists over time</p> <ul style="list-style-type: none">○ What details do you think have been added later in these paintings?○ How have they been added (brush size/dots/dashes)○ Why do you think changing/covering up mistakes is best done when the paint is dry?○ When were they created?○ What is the artist's style?	<p>Famous macro photographers: Harold Edgerton Ondre Pakan Leon Baas https://photographyproject.uk/research/macro-photographers/ Famous flora & fauna photographers: Frans Lanting https://lanting.com/images/ Anna Henly https://www.annahenly.co.uk/wildlife-photography/</p>