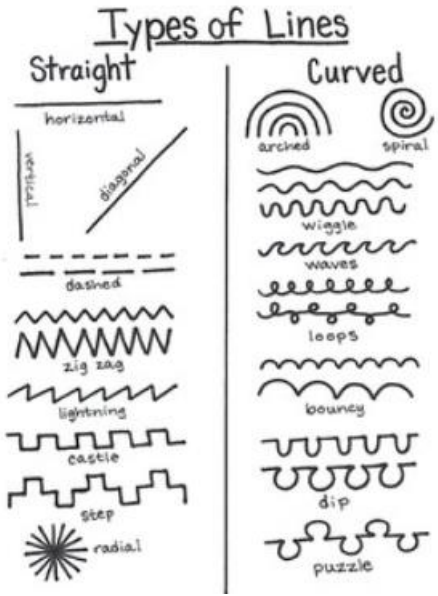



### St Louis Art progression expectations by Year Group

Year 1 Colour	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Skill	To hold the brush like a pencil to give good control.	To control the amount of water/paint that is loaded onto the brush.	To add black or white gradually to create tints and shades which change gradually.	To experiment using tints & shades to create different marks with a brush.	To use short, rough brushstrokes and long, smooth brushstrokes.	To create pictures using wax resist.
Knowledge	To understand that the primary colours are red, yellow and blue.	To understand we can describe colours as secondary colours, warm and cool colours.	To know that a tint is made by adding white to a colour and a shade is made by adding black to a colour.	To understand that artists can use tints and shades of blue to paint water.	To study how Monet used tints and shades and different brushstrokes.	To experiment using different materials to make a picture.
Year 1 Line	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Skill	To show how lines can be used to show different things, ranging from simple shapes and objects to representing dreams and patterns. To look at how artists can use different materials to make lines, not only using pencils, pens and paint but using 3D media, such as wire and string.	To explore making different lines using different materials.	To use a felt tip to draw lines and shapes like Miro, spaced out evenly over an A5 space.	To paint inside shapes neatly using the primary colours, pulling the brush smoothly.	To hold a ruler on the page with one hand and draw straight lines against the ruler with the other hand.	To paint lines again and again, close together, covering the whole of the piece of paper.

<p>Knowledge</p>	<p style="text-align: center;"><u>Types of Lines</u></p>  <p>To know that we can use different words such as straight, zigzag, curved, wavy, loop, thick, thin to identify different types of line.</p>	<p>To know that artists can use lines, made from different materials, to show different things.</p>	<p>To know Miro made paintings with lines and shapes dotted all over the picture.</p>	<p>To know that Miro made very large paintings.</p>	<p>To know that line were important to Klee.</p>	<p>To know that Pwerle made pictures with lines which repeat again and again.</p>
<p>Year 1 Architecture</p>	<p>Lesson 1</p>	<p>Lesson 2</p>	<p>Lesson 3</p>	<p>Lesson 4</p>	<p>Lesson 5</p>	
<p>Skill</p> <p>Knowledge</p>	<p>To use lines to draw a building.</p> <p>To understand that architecture is the art of designing buildings.</p>	<p>To include detail in my drawing.</p> <p>To understand that buildings are</p>	<p>To make a rose window by folding paper circles into eighths and cut small triangles in the creases.</p>	<p>To make a gargoyle by creating a 'pinch pot' out of clay and adding detail.</p>	<p>To design a building with a purpose using small cardboard cuboids with one side open,</p>	

		built for a purpose.	To be able to describe different features of buildings.	To know a gargoyle is a carved face of a person or an animal which acts as a spout to take the water away from a building.	stuck together with Sellotape.  To know that architects think about the purpose of a building when they are designing it.	
Year 1 Style in Art/Narrative Art	Lesson 1	Lesson 2	Lesson 3/ Lesson 4		Lesson 5	Lesson 6
Skill	To create a picture by using dots. To fill every part of the picture using dots.	To make swirls with short brushstrokes. To use tints of blue and yellow.	To add colours in oil pastels. To draw a line to show the reflection.		To sketch a scene from a story in pencil.	To show personality in my drawing.
Knowledge	To understand that artists can paint using different styles.	To know that Van Gogh painted in different styles.	To know that Van Gogh used short brushstrokes in Starry Night.		To understand that art can tell a story.	To know that artists think carefully about how they represent characters in their work.
Year 1 Paintings of children.	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6

Skill	To hold a position/ instruct someone else to hold a position like a child in a painting.	To accurately copy lines and shapes.	To choose a brush which is the right size. To add detail.	To use single lines to show the position of legs, arms, body and head.	To create a cubist picture.	Continue last week's project.
Knowledge	To understand that art can tell us about people.	To know that artists sometime plan their paintings.	To understand how to match colours and choose a brush.	To understand that art can tell us about how children lived in the past.	To understand that cubism means showing different views of the same thing in one picture.	
Year 1 Sculpture	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Skills	<p>To make different shapes out of clay to make a sculpture of a penguin.</p> 	To use different colours on different parts of a sculpture.	To mould different shapes for body, arms, legs and head.	To make a mould using playdough. To squeeze the plaster into my mould.	To add small details with a small brush using acrylic paints.	To make a wire armature and cover it in foil. I can choose and arrange my armature.
Knowledge	To understand that sculpture is a 3D form of art.	To know that Degas made a sculpture from wax called Little Dancer Aged Fourteen.	To know that sculptors make sketches and models to plan their sculptures.	To understand that sculptures can be made by casting.	Barbara Hepworth made many different sculptures in bronze with different patina.	To know that sculptors use different styles.

Year 2 Colour and Shape	Lesson 1	Lesson 2	Lesson 3 /4		Lesson 5	Lesson 6
Skills	To control the amount of water/paint that is loaded onto a brush.	To add black or white gradually to create tints and shades which change gradually.	To place different tints and shades in shapes which are next to each other. To draw straight lines without using a ruler.		To use lines to draw the outside of a shape, without any detail inside it.	To fold, manipulate, cut and stick cardboard.
Knowledge	To understand we can describe colours as primary, secondary, warm and cool.	To know that a tint is made by adding white to a colour and a shade is made by adding black to a colour	To understand that geometric shapes are shapes that can be named and can be used in art.		To know an organic shape is a shape which cannot be named and are often found in nature	To know that Calder used organic shapes to make his sculptures.
Year 2 Colour, Shape and Texture	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Skills	To hold the brush like a pencil to give good control. To pull the brush smoothly and paint the whole sheet of paper.	To draw and cut out organic shapes for a cut-out.	To create a composition of cut out shapes.  To understand that Matisse	To explore using marks in charcoal to create visual texture.	To draw and show the texture of different fabrics.	To draw and show the texture of different fabrics.

Knowledge	To understand Matisse made colourful pictures by cutting out and arranging shapes.	To know that Matisse used organic shapes and complementary colours in his cut-outs.	carefully considered the composition of his cut-outs.	To understand that artists can show how something feels.	To explore how Jan van Eyck created visual texture in 'The Arnolfini Portrait'.	To understand portraits can show us about the people in them and the artist who made them.
Year 2 Portraits and self-portraits	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Skills	To learn how to plan drawing a face, setting out the structure of the face and where facial feature go. Following step by step instructions.	To mix three different skin tones.	To paint features and hair. To include detail in expression, or in the background.	Continue last week's project.	To add bright and unusual colours in oil pastel.	To add patterns, shapes or bright colours in the background of my portrait.
Knowledge	To understand what a portrait and a self-portrait is.	To explore the use of colour in self-portraits.	To understand how artists represent themselves through self-portraits.		To explore how an artist can represent themselves or others in different ways.	To know what a cubist picture looks like.
Year 2 Landscape and Symmetry.	Lesson 1	Lesson 2	Lesson 3/4		Lesson 5	Lesson 6
Skills	To use different parts of a sponge to dab colour on.	To draw a boat using pencil and oil pastels.	To paint a sea using bold brushstrokes.		To use a continuous line to copy a drawing.	To create a sculpture in a team using natural objects.

Knowledge	To understand what a landscape painting is.	To explore different methods for painting landscapes.	To understand that Turner used bold brushstrokes.		To understand that Leonardo da Vinci uses symmetry in The Last Supper.	Artists can create works of art using symmetry.
Year 2 History Painting	Lesson 1	Lesson 2	Lesson 3	Lesson 4 /5		Lesson 6
Skills	To draw part of a narrative (a piece of art that tells a story with colour and lines, instead of words). In the style of Burne Jones, Theseus and the Minotaur in the Labyrinth (1861)	To draw straight lines with a ruler to create a maze. To create lots of different pathways.	To show different characteristics of the minotaur by the way I draw.	To draw the minotaur using chalk and charcoal. To use lines to successfully copy shapes.		To arrange different parts of my collage successfully.
Knowledge	To know that artists have shown myths in art throughout history.	To know that a work of art can tell part or the whole of a narrative.	To know that Picasso painted many pictures of the Minotaur.	To know that an artist can show different characteristics by the way they draw.		To know that many artists have shown classical myths in their paintings.
Year 2 Murals and Tapestry	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Skills	To create a poly tile printing block. <a href="#">Block printing process - Printmaking - AQA - GCSE Art and Design Revision - AQA - BBC Bitesize</a>	To print with a poly tile printing block.	To print using found objects.	To weave a seaweed strip.	To create a successful composition.	To assemble a class mural.

Knowledge	<p>Developing techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To know that sometimes artists paint on walls or ceilings.</p>	<p>To know that Michelangelo painted a mural on the ceiling of the Sistine Chapel.</p>	<p>Murals are pieces of art that everyone can see.</p>	<p>To know that a tapestry is a piece of art made from woven threads.</p>	<p>To study the composition of a mural.</p>	
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Year 3 Line	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5/6	
Skills	To experiment using different grades of pencil, with different kinds of line, creating different shapes and draw using imagination.	To complete a continuous line drawing of an object varying line weight.	To draw a hand using lines to show form.	To make a polystyrene printing block.	To print using a polystyrene printing block.	
Knowledge	To understand that artists use sketchbooks and that lines are basic tools for artists	To understand that artists can use different line weight.	To understand that artists can use lines in different ways.	To understand that printing can create lines.	To know that Hokusai produced thirty -six views of Mount Fuji using woodblock printing.	



Year 3 Still Life and Form	Lesson 1	Lesson 2	Lesson 3/4		Lesson 5	Lesson 6
Skills	To carefully observe shapes in a painting, using lines to replicate these, using a fluid, continuous line.	To use different pencil techniques to show tone and form on a cube.	To draw a still life using cross hatching.		To draw a pear with oil pastels.	To draw a still life using oil pastels.
Knowledge	To understand a 'still life' is picture of something that does not move. They have been painted for a long time.	To understand that artists use tone to create form.	To know that artists can show tone and form using cross hatching.		To understand that artists can use colour to create form.	To know how to use colour to create form.
Year 3 Art in Ancient Egypt	Lesson 1	Lesson 2	Lesson 3/4		Lesson 5	Lesson 6
Skills	To use lines to draw 'Book of the Dead' (wall painting) from Ancient Egypt, including lots of detail.	To make a Sphinx cut out of clay, including all the different parts of the Sphinx.	To make an Egyptian collar, using paper plates marked with shape of collar and macaroni pasta.		To make papyrus, using strips of brown paper, PVA glue and water	To draw an Ancient Egyptian god on my papyrus.
Knowledge	To know the Ancient Egyptians created different pieces of art.	To know that the Great Sphinx is a large statue built by the Ancient Egyptians.	To know that a bust means a sculpture of a head and shoulders.		To know that the Ancient Egyptians made the first paper called papyrus.	To know that the Ancient Egyptians used art to show what they believed in.

Year 3 Anglo-Saxon Art	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5/6	
Skills	To create symmetrical and interlocking patterns (drawing patterns on a shoulder clasp like found at Sutton Hoo).	To paint your shoulder clasp design using watercolours.	To draw patterns and pictures on a letter, using detailed pencil marks.	To paint an illuminated letter using watercolours.	To make a collage of a boat using felt.	
Knowledge	To know the Anglo-Saxons created art from metal.	To know that the Anglo Saxons created interlaced designs.	To know that illuminated letters are decorated with pictures and patterns.	To know that illuminated letters use colour to make the design eye-catching.	To understand that the Bayeux Tapestry shows the events of 1066 and the Battle of Hastings.	
Year 3 Architecture	Lesson 1	Lesson 2	Lesson 3	Lesson 4/5		Lesson 6
Skills	To design a relief tile, deciding what shape my tile will be. Using lines to show my design keeping it simple.	To make a relief tile from clay, rolling clay into the right shape. Adding/carving away clay to show the design.	To paint my relief tile using acrylic paints.	To design and create a mosaic using tissue paper.		To finish my mosaic.
Knowledge	To understand what architecture means and the importance of the Parthenon.	To know that line and symmetry are important when designing buildings.	To understand that architects use different things to inspire their designs.	To recognise and describe work by Gaudi.		To show what I know about architecture.
Year 3	Lesson 1	Lesson 2	Lesson 3	Lesson 4/5		Lesson 6

Modern Architecture						
Skills	To draw an outline of the curved shapes of the Guggenheim Museum, using lines or shading to show different tones.	To design a bed system, marking the different shape on the lines of the squared paper, making straight lines with a ruler.	To draw a skyscraper inspired by an everyday object, labelling my building to say what materials it should be made out of.	To make a model for a building using matchsticks and blue tack.		To create a bridge and find the strongest way to bridge a gap using plastic cups and masking tape.
Knowledge	To compare modern and traditional architecture.	To understand that the function of a building affects its design.	To understand that architects use different things to inspire their designs.	To consider the process an architect takes to design a building.		To understand that an engineer works out how a building will stand up safely.
Year 4 Light	Lesson 1/2		Lesson 3	Lesson 4	Lesson 5	Lesson 6
Skills	To create tone in a still life drawing using a pencil/ chalk and charcoal.		To paint a still life object using tone. Working from dark to light: adding shadows with dark colours progressing through mid-tones to highlights with lighter colours.	To paint a ground and underpainting of a still life on cardboard using acrylic paints.	To mix and paint with different tones, using acrylic paints.	To mix and paint with different tones, using acrylic paints. (Continued from last week).
Knowledge	To understand that artists can use tone to show form and drama.		To understand how Caravaggio and Vermeer use tone differently.	To understand that using a 'ground' and 'underpainting' is a technique of painting in layers.	To understand that artists can use tints and shades to show form.	To understand that artists can use and show light in different ways.

Year 4 Space	Lesson 1	Lesson 2	Lesson 3	Lesson 4/5		Lesson 6
Skills	To draw a 3d shape using pencil shading, observing dark/light tones.	To draw different layers of a landscape using pencil.	To cut out the background layer (from last week), using long strokes of the scissors so the edge isn't jagged.	To create different layers of my picture to represent foreground, middle ground and background.		To paint and add detail in oil pastels to my cardboard picture.
Knowledge	To understand that artists can create the illusion of three dimensions.	To understand how artists use foreground, middle ground and background to create depth.	To understand how artists use foreground, middle ground and background to create depth.	To understand how artists use foreground, middle ground and background to create depth.		To understand that artists can use colour and detail to show depth.
Year 4 Design	Lesson 1	Lesson 2/3		Lesson 4	Lesson 5	Lesson 6
Skills	To comment on the different elements of art in a picture. (colour, light, line, shape, form, space and texture.).	To create a cut out, choosing appropriate shapes to show other objects in my collage.		To copy the lines of The Scream, choosing which lines to make stronger with a felt tip.	To add watercolour paint to The Scream, using smooth brushstrokes.	To draw my own version of a screaming face, using lines to show expression.
Knowledge	To understand the meaning of design in art.	To understand that Matisse carefully considered the design of his cut outs.		To know that expressionism is a type of art where design shows strong emotion.	To know that colour is an element of art that can affect emotion.	To understand that lines can be used to show emotion.

Year 4 Monuments in Ancient Rome.	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Skills	To make a list of the steps to take to make a model of the Pantheon.	To follow instructions to make a model of the Pantheon.	To follow instructions to make a model of the Pantheon (continued from last week).	To follow instructions to make a model of the Pantheon (continued from last week).	To follow instructions to make a model of the Pantheon (continued from last week).	To write down facts about a monument from Ancient Rome.
Knowledge	To know that Roman monuments can tell us about the Emperors who built them.	To discover facts about the Pantheon.	To discover facts about the Colosseum.	To understand that the Colosseum is made up of arches and why these are important.	To understand what Trajan's Column was for and what it shows.	To show what I know about monuments of Ancient Rome.
Year 4 Byzantine Monuments	Lesson 1	Lesson 2/3		Lesson 4/5		Lesson 6
Skills	To draw a picture of Constantine, from a mosaic, using lines, adding as much detail as possible.	To copy a Byzantine pattern and paint it, using Byzantine patterns in a circle or diamond shape which are symmetrical.		To draw a simple template of my face and make a mosaic face, using skin toned paper.		To finish my mosaic and reflect on my work.
Knowledge	To understand that Constantine the Great founded Constantinople and ruled over the	To know that Hagia Sofia was built as a church during the Byzantine Empire.		To know that ornate mosaics were made during the Byzantine Empire .		To understand that icons were painted to use for prayer and reflection.

	Byzantine Empire, which continued to exist for over 1000 years					
Year 4 Needlework, Embroidery and Weaving.	Lesson 1	Lesson 2	Lesson 3/4		Lesson 5	Lesson 6
Skills	To make a cross-stitch design on squared paper using a maximum of two colours.	To use cross-stitch using wool or embroidery thread.	To finish cross-stitch bookmark, keeping the stitches the right size. To knot when finished using a piece of thread.		To design and create a mosaic. To create a warp thread on a loom, weaving using a weft thread.	To continue weaving a bookmark from last week.
Knowledge	To understand that needlework is the art of sewing or embroidery.	To understand that embroidery is the art of making pictures or patterns by sewing onto cloth.	To understand that cross-stitch is one embroidery stitch.		To understand what weaving is.	To study the work of Anni Albers.
Year 5 Style in Art	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Skills	To draw two pears, one using a smooth style and one using a rough style using oil pastels and soft pastels.	To sketch Rococo designs using just lines and adding small detail.	To design a chair in a modernist style using light lines.	To plan an abstract painting using colours, forms, shapes and lines. To then transfer to a canvas and use oil pastels.	To transfer your abstract painting to a canvas and use oil pastels.	To complete abstract painting.
Knowledge						

	Style can refer to the technique an artist has used to make a painting.	To understand that Rococo was a style of art and design from the 1700s.	To understand that Rococo and Modernism are two contrasting styles .	To know that abstract art is art that doesn't try to look like something.	To know that artists can use colour theory to create an effect in abstract paintings.	To know that Rachel Jones is a contemporary artist who makes abstract work
Year 5 Islamic Art and Architecture.	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Skills	To draw a geometric design using a ruler and compass.	To complete four geometric designs and elaborate my design.	To add colour using ink to my geometric design.	To shape and cut clay to make a tile.	To add detail to my clay tile.	To paint my tile using acrylic paint.
Knowledge	To know that Islamic art and architecture relate to the religion of Islam or the Islamic world.	To understand that Islamic art uses calligraphy, geometric and vegetal patterns.	To know that common types of Islamic buildings are mosques, palaces and tombs.	To understand the Alhambra shows features of Islamic art and architecture.	To understand the Taj Mahal shows features of Islamic art and architecture.	To understand Begum's work is influenced by Islamic art and architecture.
Year 5 Art from Western Africa.	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Skills	To annotate a photograph and sketch different masks using chosen method (eg line/shading/cross hatching).	To sketch the shapes of insects and patterns and shapes within insects.	To create a design for a cardboard relief.	To build a cardboard relief representing an insect.	To paint and add detail in oil pastels/acrylic paint to my relief using three colours.	To complete my cardboard relief representing an insect.

Knowledge	To know that the Bamana people from Mali carve antelope headdresses to use in the Chiwara ceremony .	To understand what Malian antelope headdresses represent.	To know that the Benin Plaques are cast brass plaques made to decorate the royal palace in Benin City	To know that trade between the Edo peoples and the Portuguese is shown in Benin art.	To understand that British forces took artworks from Benin City and some people think they should be returned.	To show what I know about African art.
Year 5 Chinese Painting and Ceramics.	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Skills	To annotate pictures and experiment with Chinese ink stick and stone.	To paint Chinese characters using Chinese ink stick and stone.	To paint a bamboo picture using Chinese ink stick and stone.	To paint a flower picture, using only black and one other colour in Chinese ink and stone.	To continue last week's project.	To reflect on the success of my paintings.
Knowledge	To understand which materials are used to make Chinese calligraphy paintings.	To understand the importance of calligraphy in Chinese art.	To understand what makes up Chinese painting style.	To understand the importance of Ming ware in Chinese porcelain production.	To understand the influence of Chinese porcelain in Europe.	To show what I know about Chinese art.
Year 5 Print Making	Lesson 1	Lesson 2/3		Lesson 4	Lesson 5	Lesson 6
Skills	To make a mono-print using ink, evenly applying the ink, blotting the ink, using different marks to show different textures.	To make a template.		To create the first layer of a screen-print.	To add the second layer of my screen-print.	To reflect on the success of my prints.
Knowledge		To understand how a screen-print is made.				



	To understand that printing is an indirect art that can produce many copies.			To understand how a relief print is made.	To understand how an intaglio print is made.	To show what I know about printmaking.
Year 5 Take One Picture	Lesson 1	Lesson 2	Lesson 3	Lesson 4/5		Lesson 6
Skills	To say what I see, guess, know, imagine and say what questions I have. To explore the painting by using a sequence of drawing activities.	To identify issues which the painting shows and comment on the elements of art it shows. To draw/collage the painting.	To investigate ideas for a piece of art.	To construct the work of art.		To reflect on the success of my work of art.
Knowledge	To investigate the picture.	To discuss and understand the different issues raised by the picture.	To discuss and understand how the issues raised by the picture relate to our local community. To discuss and investigate ideas and media for a piece of art.	To construct a work of art.		To show what I know about the picture.
Year 5 Photography????						

Year 6 Art in The 20 <sup>th</sup> Century	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Skills	To create an annotated sketch which is "all about me", annotating my picture using drawings and words.	To plan my artwork, saying what materials I need and how I will use colour.	To start making my work of art.	To continue making my work of art.	To continue making my work of art.	To finish making my work of art.
Knowledge	To understand that art can raise issues and provoke debate.	To understand Picasso started cubism which led to the creation of abstract art.	To understand Hepworth made abstract sculptures which were influenced by the landscape around her.	To understand Auerbach was influenced by the rebuilding of London after the second world war.	To understand different techniques used by some modern artists.	To understand that Himid explores the issue of race and identity in her art
Year 6 Renaissance Architecture and Sculpture	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Skills	To draw Florence Cathedral using just lines.	To create a design for a relief tile showing Florence Cathedral.	To roll and prepare a rectangle clay tile.	To model a relief clay tile, adding detail and adding clay.	To continue to model a relief clay tile.	To glaze a relief clay tile.
Knowledge	To understand Brunelleschi designed Florence cathedral which has the largest brick dome in the world.	To understand Ghiberti used relief sculpture and linear perspective in 'The Gates of Paradise'.	To understand Michelangelo was one of the architects for St Peter's Basilica in Vatican City.	To understand Michelangelo created a sculpture called 'David' which is one of the most	To understand classical sculpture influenced Michelangelo's sculpture, David.	To understand the contemporary artists create art which questions accepted ideas about what art is for.

				famous sculptures in the world.		
<b>Year 6 Victorian Art and Architecture</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>
Skills	To draw one of 3 important London buildings using varied weight lines.	To continue last week's project.	To complete the project from session 1 and 2.	To practise using different watercolour techniques.	To sketch a flower lightly in pencil, adding water to each petal and using the wet in wet technique, working from light to dark.	To complete last week's project.
Knowledge	To understand that Victorian architecture used architectural styles from the past.	To understand that the design of the Houses of Parliament shows gothic and classical features.	To understand we can see Victorian architecture in our local environment.	To understand who the Pre-Raphaelites were and what they stood for.	To understand the Pre-Raphaelites wanted to make what they painted look real.	To show what I know about Victorian art and architecture.
<b>Year 6 William Morris</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>
Skills	To create a design for printing using single lines, adding details using lines for textures or patterns.	To finish my design for printing and trace it onto tracing paper.	To transfer my design onto my polytile.	To print my polytile design.	To paint the second layer of my print.	To finish my print.
Knowledge	To understand William Morris was	To understand how William Morris'	To understand Morris decorated his own houses and	To understand William Morris was a key figure in the	To understand that William Morris was a writer and	To show what I know about

	a Victorian designer.	wallpapers were printed.	sold his designs from his own company.	Arts and Crafts movement.	created his own printing press.	William Morris and his work.
<b>Year 6 Impressionism</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>
Skills	To copy a section of a Monet painting using acrylic paints.	To use a view finder to paint a scene outside to show bushes/trees/sky, sketching out the main shapes in pencil, adding different colours with dabs of the paint brush.	To draw a café scene in chalk and charcoal.	To make a collage of Mont Sainte-Victoire, tearing patches of colour to use in my collage, matching the colours to those in the photograph. In the style of Cezanne.	To continue making a collage of Mont Sainte-Victoire.	To evaluate my work.
Knowledge	To understand that the impressionists were a group of painters from France in the 19th century.	To understand that the impressionists used developing scientific knowledge about the way we see.	To understand the impressionists painted scenes of modern life.	To understand who the post-impressionists were.	To understand Van Gogh and Gauguin were post-impressionist artists.	To understand that the impressionists were influenced by Japanese design .
<b>Year 6 Art in the Italian Renaissance</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>
Skills	To draw my hand using 2b and 6b pencils for drawing detail and shading.	To continue last week's project.	To draw an ear using 2b and 6b pencils. To make a plaster disc.	To make a sun design ready to transfer to my plaster disc.	To paint my sun design on plaster disc.	To draw a scene using linear perspective.
Knowledge	To understand that the Renaissance was a new style in	To know that Leonardo da Vinci	To know that Leonardo painted the Mona Lisa	To know that Leonardo painted a	To know that Michelangelo painted the ceiling	To know that in the renaissance painters made their

	art and culture that started in Italy around 1400.	did anatomical drawings.	using the sfumato technique.	mural called 'The Last Supper'.	of the Sistine Chapel.	paintings realistic by using linear perspective.
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