



Art Long-term Overview 24/25	AUTUMN	SPRING		SUMMER
Nursery	<b>Drawing Skills: Mark Making - Lines and Circles</b> Children will learn: 1. to begin to use a variety of drawing tools. 2. to draw circles and lines. 3. to give meaning to drawing.	<b>Naming of Colours (Elmer)</b> Children will learn: 1. to begin to use a variety of tools such as paint and brushes. 2. to choose colour for a purpose.		<b>Making Junk Models</b> Children will learn: 1. to handle, manipulate and enjoy using materials by stretching, pulling, twisting, squeezing. 2. to explore different materials freely, in order to develop ideas about how to use them and what to make. 3. to make simple representations of animals and people.
Reception	<b>Drawing Skills: Learning to Draw Myself (Artist – Giuseppe Archimboldo)</b> Children will learn: 1. to use drawings to tell a story. 2. to explore different textures. 3. to show different emotions in drawings. 4. to encourage accurate drawings of people and objects.	<b>Exploring Primary Colours (Artist – Monet)</b> Children will learn: 1. to use a variety of tools, including different size/shape of brushes and tools e.g. sponges, fingers, twigs. 2. to mix and match colours to different artefacts and objects. 3. to paint from direct observation and imagination.		<b>Nature Sculptures - Andy Goldsworthy (Artist – Matisse)</b> Children will learn: 1. to safely handle, manipulate and enjoy using a variety of materials, tools and techniques. 2. to make representations of animals or people using a 3D structure. 3. to adapt and refine ideas. 4. to use different techniques for joining.
Year 1	<b>Colour Creations</b> Children will learn: 1. about different colours to express their views on their favourite colour and represent this in objects that are of the same colour. 2. about and to identify the primary colours and explore works of art by artists that use primary colours, such as Piet Mondrian and	<b>Sparks and Flames</b> Children will learn: 1. about light and dark in art, using chalk to	<b>Super Sculptures</b> Children will learn: 1. to use simple shapes to make sculptures of the human form by looking at Anthony Gormley's 'human' sculptures. 2. to make simple mannequins and pose them, or use found	<b>Yayoi Kusama</b> Children will learn: 1. about Yayoi Kusama and her artwork and the similarities and differences between each of her pieces, identifying the key theme throughout her work. 2. different ways that they can create dots using different mediums and techniques.

	<p>create their own versions in this artistic style.</p> <ol style="list-style-type: none"> <li>about mixing the primary colours together to create a secondary colour.</li> <li>about colour wheels and how to create different shades of one secondary colour.</li> <li>about creating light and dark shades of a colour, using these techniques to create their own artwork using one colour but different shade variations.</li> <li>about Wassily Kandinsky and his different works of art, creating their own interpretations influenced by Kandinsky's style.</li> </ol>	<p>create flames.</p> <ol style="list-style-type: none"> <li>what a silhouette is.</li> <li>to develop their fine motor skills by using scissors to cut out silhouettes of buildings.</li> <li>to use the language of foreground and background to describe different areas of a picture.</li> <li>to use collage to create flames and learn about the shapes and colours they can</li> </ol>	<p>materials to create 'human' sculptures.</p> <ol style="list-style-type: none"> <li>about Henry Moore's inspired clay sculptures and make a whole-class work of art featuring human silhouettes.</li> <li>about sculptures by Barbara Hepworth and Anish Kapoor, looking at the structure of some natural objects and exploring sculptures with 'inside' and 'outside' spaces.</li> <li>to make sculptures using a range of materials and large sheets or tarpaulins.</li> <li>about kinetic sculptures by Alexander Calder and make mobile sculptures or windpowered spinning sculptures.</li> <li>about sculptures by Dale Chihuly to create Chihuly-inspired sculptures using clear plastic containers, paints, marker pens and other clear/shiny art materials or found objects.</li> </ol>	<ol style="list-style-type: none"> <li>about Kusama's 'The Obliteration Room', how it was made and about its installations in various galleries.</li> <li>to use collage to recreate the artwork in different ways.</li> <li>about Kusama's pumpkin sculptures and their form, discussing the shape of the pumpkin sculptures.</li> <li>create from clay using the rolling technique.</li> <li>to recreate Kusama's pumpkins by decorating sculptures or creating a painting using their chosen dot techniques.</li> </ol>
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see in the flames in the painting by Rita Greer.

6. how to use a description of a fire as inspiration when creating their own representations of The Great Fire of London using tissue paper.

7. to evaluate their own work, thinking about how they can improve it.

8. to use a variety of materials and techniques



		<p>es to create 3-D pictures of a London landmark that was destroyed in The Great Fire. They will make their buildings before adding 3-D flames to them.</p> <p>9. to create layered 3D scenes through the arches of a bridge and think about the foreground, middle ground and background of the paintings.</p>		
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		<p>10.to use mixed media to create scenes and create dioramas of fire scenes. They can use their imagination to create buildings, people and flames to depict events and scenarios.</p>		
<b>Year 2</b>	<p><b>Animal Art</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about the shapes and colours of a variety of British (European) animals. They will complete a picture where part of an animal is already shown.</li> <li>2. some methods for observation.</li> <li>3. to use patterns, shapes and colours to identify a variety of African animals by making an African animal finger puppet.</li> <li>4. about the patterns and colours that elephants are decorated with during the Jaipur Elephant Festival. Children will create their own patterned elephant either on paper or with clay.</li> </ol>	<p><b>Self-portrait</b></p> <p>Children will learn</p> <ol style="list-style-type: none"> <li>1. about the difference between portraits and self-portraits by discussing and evaluating different existing works of art including some by Matisse, Kahlo, Rembrandt, Van Gogh and others.</li> <li>2. to evaluate different existing works of art including some by Matisse, Kahlo, Rembrandt, Van Gogh and others by looking at and discussing different forms of collage before having a go at creating a self-portrait collage themselves about collage as a medium to create self-</li> </ol>	<p><b>Henri Rousseau</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about the life and works by Henri Rousseau.</li> <li>2. how Rousseau was a self-trained painter and never went to a jungle, instead he studied plants in the botanical gardens in Paris by creating fact booklets or create posters to explain to others the life of Rousseau.</li> <li>3. about famous portraits and landscapes by exploring real plants and flowers using a skills poster to develop their sketching skills.</li> <li>4. that Rousseau claims to have invented a new genre of 'Portrait-Landscapes' by creating their own version.</li> </ol>	

	<ol style="list-style-type: none"> <li>about some Aboriginal animal art. Children will be shown how to make their own Aboriginal animal dot art either on paper or a terracotta pot.</li> <li>how to create a snake coil mobile or a sitting parrot by jumbled up photos, using visual clues to help them.</li> <li>about animal symbolism in native American culture, especially in totem pole artwork by choosing an animal or animals that they think best reflect their personality to use as the basis for some totem pole artwork.</li> <li>how to paint an Antarctic animal scene mixing shades of blue paint by looking at photos of Antarctica to see which animals and colours they can see. They will then paint an Antarctic animal scene with the skill focus on mixing shades of blue paint.</li> </ol>	<p>portraits in using Julian Opie's style of portrait as inspiration.</p> <ol style="list-style-type: none"> <li>how to make different marks with different grades of pencil by exploring pencils and the letters on them defining what they mean and making links with different kinds of sketching as they explore.</li> <li>about a range of paints and the different effects they can be used to create by comparing and contrasting the use of water coloured paint and poster paint by completing the same picture in each different type of paint and discussing the outcome and their preferences.</li> <li>to compare and contrast the use of watercolour paint and poster paint by completing the same picture in each type of paint, and discussing the outcome and their preferences.</li> <li>about the shape and position of features on a face by sketching and painting their own portrait. They can create a silhouette profile portrait that reflects aspects of themselves.</li> <li>about why people create self-portraits, what they want to portray, and how they might do this using colour, poses or even objects.</li> <li>how sculptures can also be a form of portrait, and will look at examples made from wood, stone and metal.</li> </ol>	<ol style="list-style-type: none"> <li>about how animals are portrayed in Rousseau's paintings, in particular the pouncing animals by designing animal masks in the style of his works</li> <li>to evaluate all they have learnt about Henri Rousseau and how he used his imagination. By being challenged to imagine a place they've never been to before, re-create it in the style of Rousseau and include a portrait of themselves within the picture.</li> </ol>
<b>Year 3</b>	<p><b>Georges Seurat and Pointillism</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>the term 'Neo-impressionism' and identify that trends in art change over time.</li> <li>how, when and why the Pointillist movement began and explore some</li> </ol>	<p><b>Famous Buildings</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>to be given a general overview the role of an architect.</li> <li>to explore a range of famous buildings from around the world.</li> </ol>	<p><b>William Morris</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>to find out who William Morris was and how he was important.</li> <li>to find about the Arts and Crafts movement and Morris' involvement in it.</li> </ol>

	<p>Impressionist and Pointillist paintings to compare and contrast the different styles.</p> <ol style="list-style-type: none"> <li>3. to explore a variety of Seurat's paintings, particularly 'A Sunday on the Grand Jatte'.</li> <li>4. to consolidate what Pointillism is and look at some further examples of Pointillist art.</li> <li>5. to explore some of the different methods they could use to create a Pointillist effect in their own artwork and consider which is most effective.</li> <li>6. to explore Seurat's interest in colour and optical mixing.</li> <li>7. to identify primary, secondary and tertiary colours in the colour wheel.</li> <li>8. to identify pairs of complementary colours.</li> <li>9. how to mix colours using Pointillism.</li> <li>10. to take a closer look at some of Seurat's Pointillist paintings looking specifically at how he used Pointillism to create shading.</li> <li>11. how to use dots to create areas of light and dark, as well as how to blend colours. They are challenged to practise their shading skills independently.</li> <li>12. to understand that Pointillism was an art movement.</li> <li>13. to identify other Pointillist artists besides Seurat and some of their pieces, discussing what they feel about them.</li> <li>14. to research a particular artist or recreate a famous piece of Pointillist artwork for themselves.</li> <li>15. to discuss what they have learnt about Pointillism and the Pointillist style of art.</li> <li>16. to generate ideas for themes they could use before creating their own piece of Pointillism artwork. They will evaluate their finished pieces and say what they think and feel about them.</li> </ol>	<ol style="list-style-type: none"> <li>3. to discuss which building they think looks best and why, and think about why their opinions may differ.</li> <li>4. who Sir Christopher Wren was and discover his role as an architect.</li> <li>5. to look in detail at the architecture and design of St Paul's Cathedral.</li> <li>6. to examine four different shading techniques - hatching, crosshatching, scumbling and stippling.</li> <li>7. to apply these techniques when shading in an outline of St Paul's Cathedral.</li> <li>8. to explore the history, design and features of St Basil's Cathedral in Russia.</li> <li>9. to study pictures of the cathedral before looking at different methods and techniques they can use to recreate the cathedral in their own artwork after learning about tints and shades.</li> <li>10. to identify lines of symmetry in the Taj Mahal and explore some of its other design features, including its reflection.</li> <li>11. to use the Taj Mahal as the basis for their own artwork, focusing on symmetry.</li> <li>12. why so many architects make their creations symmetrical.</li> <li>13. how and why trends in architectural styles change over time.</li> <li>14. that the Sydney Opera House was designed as part of a competition before exploring the features of this relatively modern building.</li> <li>15. to use the opera house as the inspiration for their own artwork, where they will create a collage of the building, or experiment with making a paper sculpture.</li> </ol>	<ol style="list-style-type: none"> <li>3. to look in detail William Morris' textile and wallpaper designs in order to analyse and compare each one. Use his art to create a design in a similar fashion.</li> <li>4. to investigate the Arts and Crafts movement, and Morris' involvement in it, in more detail.</li> <li>5. how the industrial revolution affected the way in which things were being produced and how this affected the quality and quantity of what was produced.</li> <li>6. to test the outcome of quality vs quantity as bear makers, comparing and analysing the resulting products.</li> <li>7. to explore how Morris' designs having natural inspirations.</li> <li>8. to use their observation skills to sketch a still life of a natural object inspired by nature and natural objects.</li> <li>9. to learn about the process in which wallpaper is printed using wooden blocks.</li> <li>10. to use inspiration from Morris' designs and their sketching from the previous lessons, to create a design for their own printing block and test it out in a repeating pattern.</li> <li>11. to produce their own printing block out of cardboard to print a repeating pattern and as a challenge to create a rotating pattern or a print with a different layout.</li> </ol>
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		16. to draw on everything they have found out about architecture and a variety of building designs to design their own building for a particular purpose, focusing on the exterior aesthetics using their own criteria or those given to them by a 'client', thinking about colour, line, shape and features.	
<b>Year 4</b>	<p><b>LS Lowry</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about the British artist LS Lowry and his paintings, looking for common themes, similarities and differences.</li> <li>2. to discuss and analyse paintings from LS Lowry more closely by answering questions about their opinions.</li> <li>3. about Lowry's 'matchstick men' in his paintings and how he created them.</li> <li>4. how to use different tools to recreate Lowry's 'matchstick men'.</li> <li>5. use different tools to recreate the figures and analyse and evaluate their effectiveness in their sketchbooks.</li> <li>6. about the colours that Lowry used in his paintings, taking a closer look in particular at the five colours that Lowry claimed to use: red, blue, yellow, black and white.</li> <li>7. how to create tints, tones and shades through careful colour mixing and matching.</li> <li>8. how Lowry adds depth and perspective to his paintings through the use of small and paler objects in the backgrounds of his paintings.</li> <li>9. to identify the foreground, mid-ground and background of some of Lowry's paintings and then create a landscape painting using these features to add depth.</li> <li>10. to create their own composite painting.</li> </ol>	<p><b>Plant Art</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about a variety of different plant-themed artworks, by different artists, created in different periods of time.</li> <li>2. what botanical illustrations are, and the original reasons for which they were created, identifying the differences between these types of illustrations and other paintings of plants.</li> <li>3. how they can create detailed illustrations like these, by using constant observation, attention to detail, and patience.</li> <li>4. how different tones of colour can be used to create different effects in an artwork, and will use the work of Georgia O'Keeffe to explore this.</li> <li>5. how to mix tints, shades and tones of a colour.</li> <li>6. They will apply this knowledge to their independent work, where they are challenged to paint a flower from given photographs</li> <li>7. about Oral Kiely and some examples of her artwork.</li> <li>8. how to draw a tree, focusing on the branches.</li> <li>9. what depth is and how it can be created in an artwork.</li> </ol>	<p><b>Sonia Delaunay</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about the early life of Sonia Delaunay and discuss the influence the work of other artists had on her early paintings.</li> <li>2. to analyse one of Delaunay's works in more detail.</li> <li>3. to recreate their own portrait in the style of Sonia Delaunay.</li> <li>4. about Sonia Delaunay's experimentation with colour using a style of art known as Orphism.</li> <li>5. about complementary and harmonious colours.</li> <li>6. to analyse some of Delaunay's works with this knowledge.</li> <li>7. how Sonia Delaunay created a sense of rhythm and movement in her artwork.</li> <li>8. how Sonia Delaunay began to design clothes and how her artistic style impacted on her designs.</li> <li>9. to explore a collaborative piece of art made by Sonia and a poet, Blaise Cendrars, about a train journey across Russia.</li> <li>10. to create their own visual accompaniment to a Robert Louis Stevenson poem about a train journey</li> <li>11. how the work of Sonia Delaunay influenced both individual artists and the genre of modern art itself.</li> </ol>



			10.to use layers of coloured card to create depth in their artwork. 11.what a sculpture is and what materials they can be made out of, focusing on sculptures made from clay. 12.how to add or remove bits of clay to create detail. 13.to use nature itself as the media or tools with which to create a piece of art.	12.to explore how her artistic style impacted on her designs. 13.to discover just how wide-ranging and successful her art and fashion designs became, and how she brought art into everyday life
<b>Year 5</b>	<b>Cityscapes</b> Children will learn: <ol style="list-style-type: none"> <li>1. who Charles Fazzino is and how he creates his unique cityscapes.</li> <li>2. what 3D pop art is and how it is created before looking at cityscape images and discussing the detail and layers they can see. Children will then get the chance to create their own 3D pop art city.</li> <li>3. about artwork by Leonid Afremov who uses a palette knife to create textured, bold</li> </ol>	<b>Objects and Meanings</b> Children will learn: <ol style="list-style-type: none"> <li>1. what is meant by the term 'still life'.</li> <li>2. about the origins of still life paintings. and look comparing still life paintings by famous artists.</li> <li>3. to complete still life paintings, using their prior knowledge.</li> <li>4. to look closely at tonal scales and how they create tones by applying varying pressure with their pencil.</li> <li>5. to look at light sources and different shading techniques.</li> <li>6. to use these techniques to shade in 3D shapes.</li> <li>7. about where artists have chosen to place objects.</li> <li>8. to create tones using pencil</li> </ol>	<b>Sculpting Vases</b> Children will learn: <ol style="list-style-type: none"> <li>1. what containers and vases are before examining their materials, components and uses.</li> <li>2. about historical vases and their designs, exploring and sketching different features they see.</li> <li>3. to examine vases designed by a variety of artists and craftspeople.</li> <li>4. about some of the techniques used by artists when creating different types of vases, before using the designs as inspiration for their own vase designs.</li> <li>5. some different techniques when working with modelling materials.</li> <li>6. how they can manipulate plasticine into different shapes and how they can add decorative features, such as plaits, imprints and other embellishments, in preparation for their work with clay.</li> <li>7. how to make a vase out of clay, considering how to deal with problems or difficulties that arise, before using clay to create the basis of their final vase.</li> <li>8. to follow their designs to create their vases out of clay.</li> <li>9. how to use a variety of materials and techniques to create different effects to</li> </ol>	<b>Frida Khalo</b> Children will learn: <ol style="list-style-type: none"> <li>1. who Frida Khalo was and the kind of artwork she is famous for creating. They are challenged to look closely at her art and answer questions about what they see and feel about them, encouraging them to express their own opinions.</li> <li>2. how Frida Khalo created her famous self-portraits.</li> <li>3. about the proportions of the face and how the features are drawn into a portrait or self-portrait in relation to one another before sketching a proportional self portrait.</li> <li>4. about Kahlo's background of Mexican art and the influences it had on her paintings.</li> <li>5. how Kahlo expressed her cultural identity in her paintings and clothing. Using this to inspire them the children reflect on their own identity and express this in their own self portraits.</li> <li>6. how to compare the artwork of some surrealist artists to Kahlo's work to determine if she could be labelled as a surrealist. They then use work by Kahlo and others such as Dalí and Adnams to inspire their own surrealist work.</li> </ol>

	<p>and colourful cityscapes.</p> <p>4. how they can make palette knives of their own using card to mimic the process used by Afremov, and will be taught how to use these 'knives' in different ways to create different effects. They can then create their own cityscapes using these techniques.</p> <p>5. how the sky and light in photos of cityscapes changes at different times of the day.</p> <p>6. what a silhouette is. They will create some cityscape art using silhouettes</p>	<p>9. to create tints, tones and shades using paint.</p> <p>10.to create and sketch their own still life arrangements.</p> <p>11.how to apply colour and tone to some still life art.</p>	<p>decorate their vase, looking at some examples of decorated vases as inspiration.</p> <p>10.to evaluate their own finished vases, thinking about what worked well and what they would change.</p> <p>11.to review the work of other children and discuss what they think about different vases that have been created.</p>	<p>7. how Kahlo painted important moments throughout her life, telling a story of how she felt during these times.</p> <p>8. why she chose to paint at particular moments in her life and use this to reflect on their own lives and any memories they would like to illustrate.</p>
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	<p>and colourful backgrounds.</p> <p>7. about some famous cities around the world that are built on and around water.</p> <p>8. how to paint with watercolours to create different effects such as a reflection. They will create some mirror reflection artwork.</p> <p>9. that ink pens can be used to create artwork and will compare the detail of such artwork with watercolours.</p> <p>10. how to use lines and patterns to create their own ink cityscapes.</p>				
<b>Year 6</b>	<p><b>Landscape Art</b></p> <p>Children will learn:</p> <p>1. about perspective in landscape artwork and what ‘perspective’ means.</p>	<p><b>Express Yourself</b></p> <p>Children will learn:</p>	<p><b>Gustav Klimt</b></p>	<p><b>Street Art Project</b></p> <p>Children will learn:</p> <p>1. how graffiti polarises opinion.</p>	

	<ol style="list-style-type: none"> <li>2. how artists use vanishing points, horizon lines and construction lines to create linear perspective.</li> <li>3. to use the techniques shown to create their own piece of landscape artwork in perspective</li> <li>4. some techniques for working with watercolours.</li> <li>5. to paint a simple landscape using watercolours</li> <li>6. about atmospheric perspective in landscapes.</li> <li>7. how to create atmospheric perspective in a simple landscape using tints and shades using different mediums, including watercolours and pastels.</li> <li>8. the definition of abstract art.</li> <li>9. about some examples of abstract landscapes by famous artists.</li> <li>10. to create their own abstract landscapes focusing on creating different patterns.</li> <li>11. how to represent the element they are portraying, before creating their piece of abstract artwork by using different patterns.</li> <li>12. some different ideas and techniques to create landscape artwork using collage.</li> <li>13. to create their own landscape collage using torn paper.</li> <li>14. to use their knowledge of all the techniques, mediums and genres they have studied to create a final piece of landscape art, selecting their materials and techniques to recreate a landscape scheme.</li> </ol>	<ol style="list-style-type: none"> <li>1. about different ways to express themselves and identify the ways in which they express themselves.</li> <li>2. how clothing can be a means of expressing their personality and opinions, looking at other people's outfits as well as designing some of their own.</li> <li>3. how cartoonists convey different facial expressions.</li> <li>4. how facial features changes to show an emotion.</li> <li>5. to sketch cartoon faces showing a variety of different emotions.</li> <li>6. what body language is and how bodies can portray emotions.</li> <li>7. to create a wire sculpture of a human and position them to show a particular emotion.</li> <li>8. how lines and fonts can express different ideas and feelings, using the words of Keith Haring as an example.</li> <li>9. about what different kind of lines mean or express.</li> <li>10. to use their understanding of fonts and lines to create calligram portraits of themselves to express their personalities.</li> <li>11. how colour can express the emotions, thoughts and opinions of an artist.</li> <li>12. about Kandinsky's colour theory to reflect on their own responses to different colours and what thoughts and emotions they think of when responding to a colour and use these reflections to create an emotion wheel using colour and shapes.</li> <li>13. about the modern artist Chuck Close who used fingerprinting to create largescale portraits.</li> </ol>	<p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about Klimt's early life and his early portrait sketches.</li> <li>2. to practise sketching portraits in the style of Klimt and practise pencil sketch</li> </ol>	<ol style="list-style-type: none"> <li>2. about distinctive features of graffiti art and consider where it is, and is not, appropriate to make graffiti art.</li> <li>3. how some forms of street art became increasingly accepted over time and why street artists may be commissioned to create art in neglected or public spaces.</li> <li>4. what 'satirical' means.</li> <li>5. how to identify meaning in pieces of satirical street art, discover how street art can be satirical, and consider why works of art such as these provoke strong reactions.</li> <li>6. to create a printing tile design that can be used to make quick, repeated patterns.</li> <li>7. how to respond to images of stencil street art by Banksy, and consider why art in this style is also popular with advertisers.</li> <li>8. how stencils may be created, then design and make their own stencils.</li> <li>9. how to use paint and brushes to 'stipple' paint through stencil designs.</li> <li>10. to create stencil art using stencils made during the previous lesson.</li> </ol>
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		<p>14.the different techniques Close used to create his artwork, including the use of a grid to transfer a portrait from a photo to a canvas.</p> <p>15.to create a self-portrait using their fingerprints.</p>	<p>ch shad ing tech niqu es.</p> <p>3. abo ut Klim t's fam ous friez e, 'Bee thov en Friez e' (190 2), iden tifyi ng and disc ussi ng aspe cts of its sym bolis m.</p> <p>4. to use sym</p>	
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			<p>bols and myt hical char acte rs whil e crea ting their own 'stor ytelli ng' wor ks of art.</p> <p>5. abo ut som e fam ous Klim t piec es from his 'Gol den Peri od' and cons ider</p>	
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			<div>how he was influ ence d by illu min ated man uscri pts.</div> <div>6. to use 'gildi ng' to prod uce wor ks of art base d on sket ches don e prev iousl y.</div> <div>7. abo ut Klim t's land scap es</div>	
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			<p>and identify ways in which he was influenced by other impressionist artists.</p> <p>8. about paintings done by Klimt in his later life, identifying symbolism used to depict</p>	
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			ct life and deat h, as well as way s in whic h deat h is depi cted in othe r texts and wor ks of art.	
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