

**Art - Year 2**

| <b>Autumn 1</b>                                                                                                                                                                                                                                                                                                                   | <b>Autumn 2</b>                                                                                                                                                                                                                                                                                                       |  | <b>Spring 2</b>                                                                                                                                                                                                                              | <b>Summer 1</b>                                                                                                                                                                                                                                                                                                                       |  |
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| <b>Colour and Shape</b>                                                                                                                                                                                                                                                                                                           | <b>Colour, Shape and Texture</b>                                                                                                                                                                                                                                                                                      |  | <b>Portraits and Self Portraits</b>                                                                                                                                                                                                          | <b>Landscape and Symmetry</b>                                                                                                                                                                                                                                                                                                         |  |
| <b>Artists:</b><br>Kandinsky, Delaunay, Monet, Klee, Picasso, Calder                                                                                                                                                                                                                                                              | <b>Artists:</b><br>Matisse, Durer, Jan van Eyck                                                                                                                                                                                                                                                                       |  | <b>Artists:</b><br>Leonardo da Vinci, Holbein, Hogarth, Van Gogh, Rembrandt, Kahlo, Picasso, Gentileschi                                                                                                                                     | <b>Artists:</b><br>Constable, Turner, Rousseau, Leonardo da Vinci, Hobbema, Goldsworthy                                                                                                                                                                                                                                               |  |
| <b>Concepts:</b><br>Primary colours, secondary colours, warm and cool colours, tints and shades, geometric shapes, organic shapes<br><b>Skills:</b><br>Colour mixing, drawing geometric shapes, using natural objects to draw organic shapes, creating sculptures with paper and wire, working as a team 3D FORM PAINTING DRAWING | <b>Concepts:</b><br>Cut-outs, complementary colours, organic shapes, composition, visual texture<br><b>Skills:</b><br>Colour mixing, selecting complementary colours, cutting organic shapes, creating texture with mark-making and colour, drawing with chalk and charcoal, graphite and oil pastels COLLAGE DRAWING |  | <b>Concepts:</b><br>Portraits v self-portraits, representation in portraits, proportions of a face, cubism<br><b>Skills:</b><br>Planning and drawing a face, drawing a profile, mixing skin tones, drawing with oil pastels DRAWING PAINTING | <b>Concepts:</b><br>What is a landscape, different methods to paint landscapes, Turner's style, symmetry in nature and art, temporary art?<br><b>Skills:</b><br>Washes with a sponge, using bold brushstrokes, detailed drawing with oil pastels, creating sculptures with found objects MIXED MEDIA (DRAWING AND PAINTING) SCULPTURE |  |
| <b>Skills Progression:</b><br>Painting Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour<br><br>3D form Modelling with clay – sticking and carving, sculpting with wire and paper,                                                                                                     | <b>Skills Progression:</b><br>Painting Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour<br><br>Drawing Using lines, observation, detail, mark making to show texture,                                                                                                     |  | <b>Skills Progression:</b><br>Painting Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour<br><br>Drawing Using lines, observation, detail, mark making to show texture,                            | <b>Skills Progression:</b><br>Drawing Using lines, observation, detail, mark making to show texture, pencil, chalk, charcoal, oil pastels<br><br>3D form Modelling with clay – sticking and carving, sculpting with wire and paper,                                                                                                   |  |

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| sculpting with natural objects                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | pencil, chalk, charcoal, oil pastels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | pencil, chalk, charcoal, oil pastels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | sculpting with natural objects                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b><u>Knowledge Goals</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b><u>Knowledge Goals</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | <b><u>Knowledge Goals</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b><u>Knowledge Goals</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <p>To know that the primary colours are red, yellow and blue.</p> <p>To know that primary colours can be mixed to make secondary colours.</p> <p>To know that there are warm and cool colours.</p> <p>To know that a tint can be made by adding white to a colour.</p> <p>Geometric shapes are shapes that can be named.</p> <p>Geometric shapes can be 2d or 3d. 2d geometric shapes include: squares, circles, triangles, rectangles, ovals, and diamonds.</p> <p>An organic shape is a shape that cannot be named (unlike a geometric shape)</p> <p>Calder used organic shapes to make his sculptures.</p> <p>Calder made his sculptures out of wire.</p> | <p>To know Matisse made colourful pictures by cutting out and arranging shapes.</p> <p>Matisse called this “painting with scissors”.</p> <p>Matisse carefully considered the arrangement (composition) of his shapes</p> <p>Complementary colours are opposite each other on the colour wheel.</p> <p>Matisse used complementary colours in his cut-outs.</p> <p>To know that composition means how different ingredients in art (e.g. colour and shape) are put together to make up a whole work of art.</p> <p>To know that Matisse carefully considered the composition of this cut-out</p> |  | <p>To know that a portrait is a word used to describe a picture of a real person</p> <p>Portraits can tell you about how somebody feels, how they looked, their status or their personality.</p> <p>Portraits that artists create of themselves are called ‘self-portraits’.</p> <p>Many famous artists have created self-portraits including Frieda Kahlo</p> <p>Artists think carefully about the colour of the paints they use in self-portraits</p> <p>Artists mix different colours to represent skin colour. An artist can use different skin tones to show light and shade.</p> <p>To know that Picasso’s painting style changed over time.</p> <p>To know that cubism is a way of painting or drawing where artists</p> | <p>To know that landscape is an image of the natural environment seen in one view i.e. an expanse of scenery such as mountains, fields or the sea.</p> <p>To know Turner and Constable were English painters who both painted landscapes</p> <p>To understand that different painters used different methods for painting landscapes</p> <p>Symmetry exists in nature.</p> <p>To know that artists can use symmetry in what they create.</p> <p>To know Leonardo da Vinci uses symmetry in The Last Supper</p> <p>To know sculpture can be temporary</p> |  |

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|  | <p>To know that visual texture means how artists show what something feels like.</p> <p>To know that artists can create visual texture using different marks.</p> <p>To know that the Arnolfini Portrait is a masterpiece in visual texture.</p> <p>Parts of the Arnolfini portrait show us things about the people in it.</p> |  | <p>show more than one view of something in the same picture.</p> <p>To know what a cubist picture looks like.</p> <p>To know that cubism is a way of painting or drawing where artists show more than one view of something in the same picture.</p> <p>To know what a cubist picture looks like.</p> |  |  |
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#### **National Curriculum**

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms

Use a range of materials creatively to design and make products

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

**Art - Year 1**

| <b>Autumn 1<br/>Colour</b>                                                                                                                                                                                                                                             | <b>Autumn 2<br/>Line</b>                                                                                                                                                                                                                                                                                                                                                                                   | <b>Spring 2<br/>Style in Art/Narrative<br/>Art- This takes place in<br/>the provision for<br/>children to access<br/>activities<br/>independently</b>                                                                                                                                    | <b>Spring 1<br/>Architecture</b>                                                                                                                                                                                                                                              | <b>Summer 1<br/>Paintings of Children<br/>This takes place in the<br/>provision for children<br/>to access activities<br/>independently</b>                                                                                                                                                                                                                        | <b>Summer 2<br/>Sculpture</b>                                                                                                                                                                                                                                                                                                                                                 |
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| <b><u>Artists:</u></b><br>Van Gogh, Bruegel,<br>Vermeer, Hockney,<br>Monet                                                                                                                                                                                             | <b><u>Artists:</u></b><br>Rembrandt, Miro, Klee                                                                                                                                                                                                                                                                                                                                                            | <b><u>Artists:</u></b><br>Seurat, Van Gogh,<br>Tintoretto, Uccello,<br>Moreau                                                                                                                                                                                                            | <b><u>Buildings:</u></b><br>Westminster Abbey, St<br>Paul's Cathedral, Houses of<br>Parliament, Southwark<br>Cathedral, The Penguin<br>House at London Zoo                                                                                                                    | <b><u>Artists:</u></b><br>Hogarth, Bruegel,<br>Hockney, Cassatt                                                                                                                                                                                                                                                                                                    | <b><u>Artists:</u></b><br>Degas, Gormley,<br>Hepworth, Moore,<br>Giacometti                                                                                                                                                                                                                                                                                                   |
| <b><u>Concepts:</u></b><br>Primary and secondary<br>colours, warm and cool<br>colours, tints and<br>shades, rough and<br>smooth brushstrokes<br><b>Skills:</b> colour mixing,<br>holding and using a<br>brush, using different<br>brushstrokes PAINTING<br>MIXED MEDIA | <b><u>Concepts:</u></b><br>Lines as basic tools,<br>describing different<br>lines, different<br>materials for making<br>lines, lines can be used<br>to represent different<br>things<br><b>Skills:</b> drawing different<br>lines with different<br>materials, drawing lines<br>with a ruler, painting<br>and colouring neatly<br>inside shapes, drawing<br>from the imagination<br>DRAWING MIXED<br>MEDIA | <b><u>Concepts:</u></b><br>Style, painting<br>technique,<br>brushstrokes,<br>pointillism, narrative<br>paintings, characters in<br>paintings<br><b>Skills:</b> painting with<br>dots, using short<br>brushstrokes, colour<br>mixing, drawing from<br>the imagination<br>PAINTING DRAWING | <b><u>Concepts:</u></b><br>Defining architecture,<br>purpose, features, design<br>process.<br>Skills: line drawing (detail),<br>collage with tissue paper,<br>modelling with clay,<br>designing for a purpose,<br>model making with mixed<br>media DRAWING 3D FORM<br>COLLAGE | <b><u>Concepts:</u></b><br>Paintings can tell us<br>about the past, art can<br>give us messages,<br>cubism<br><b>Skills:</b> Accurately<br>copying shapes, colour<br>matching, painting<br>with watercolour,<br>choosing which brush<br>to use, drawing people<br>from manikins,<br>planning and arranging<br>elements of a picture<br>PAINTING DRAWING<br>COLLAGE | <b><u>Concepts:</u></b><br>Defining sculpture,<br>materials,<br>carving/building-up<br>sketches/maquettes,<br>casting, colour in<br>sculpture, different<br>styles, scale<br><b>Skills:</b> Drawing people<br>from life, using<br>charcoal, modelling<br>with clay, casting in<br>plaster, painting plaster<br>and painting detail,<br>sculpting with wire<br>DRAWING 3D FORM |

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| <b><u>Skills Progression:</u></b><br>Painting Brush hold, brush choice, colour mixing, brushstrokes, colour matching, accuracy, watercolour<br><br>Collage with tissue paper - tearing                                                                                                | <b><u>Skills Progression:</u></b><br>Painting Brush hold, brush choice, colour mixing, brushstrokes, colour matching, accuracy, watercolour<br><br>Drawing Using lines, using a ruler, observation, detail, pencil, charcoal, felt tips, oil pastels                                                       | <b><u>Skills Progression:</u></b><br>Painting Brush hold, brush choice, colour mixing, brushstrokes, colour matching, accuracy, watercolour                                                                                                                          | <b><u>Skills Progression:</u></b><br>3D form Modelling with clay – sticking and carving, model making with mixed media, casting plaster, sculpting with wire and Modroc<br><br>Drawing Using lines, using a ruler, observation, detail, pencil, charcoal, felt tips, oil pastels<br><br>Collage with tissue paper – tearing | <b><u>Skills Progression:</u></b><br>Painting Brush hold, brush choice, colour mixing, brushstrokes, colour matching, accuracy, watercolour                                                                                                                      | <b><u>Skills Progression:</u></b><br>3D form Modelling with clay – sticking and carving, model making with mixed media, casting plaster, sculpting with wire and Modroc<br><br>Drawing Using lines, using a ruler, observation, detail, pencil, charcoal, felt tips, oil pastels |
| <b>Knowledge Goals</b>                                                                                                                                                                                                                                                                | <b>Knowledge Goals</b>                                                                                                                                                                                                                                                                                     | <b>Knowledge Goals</b>                                                                                                                                                                                                                                               | <b>Knowledge Goals</b>                                                                                                                                                                                                                                                                                                      | <b>Knowledge Goals</b>                                                                                                                                                                                                                                           | <b>Knowledge Goals</b>                                                                                                                                                                                                                                                           |
| To know that the primary colours are red, yellow and blue.<br>To know why the primary colours are special.<br>To identify secondary colours.<br>To identify warm and cool colours.<br>To know that Van Gogh painted Sunflowers.<br>To know that a tint can be made by adding white to | To identify and use different kinds of lines.<br>Artists use lines to show different things.<br>Artists can use different materials to make lines.<br>To explore how Miro use lines.<br>To know that lines can be used to represent lots of different things<br>To know that lines were important to Klee. | Style means how something looks.<br>Artists can paint using different styles.<br>Pointillism is a way of painting where the artists uses lots of small dots to create an image.<br>Georges Seurat was a famous artist who painted using the technique of pointillism | To know that architecture is the art of designing buildings.<br>To know that people who design buildings are called architects.<br>To know that design is planning and drawing how a building is going to look.<br>To know that different buildings have different purposes.                                                | To know that art can tell us about people.<br>To know that art can tell us about how people lived.<br>To understand that artists can use art to give messages.<br>To know that Hogarth painted The Graham Children.<br>To know that artists sometimes plan their | 3D means something that has length, width and depth, not a picture drawn flat on a page.<br>Sculpture is a 3D form of art.<br>Sculpture can be made out of lots of different materials<br>A sculpture can be built up or carved away.                                            |

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| <p>a colour and a shade can be made by adding black to a colour.</p> <p>To be able to explain how colours have been altered to create a tint and a shade.</p> <p>To know that David Hockney painted A Bigger Splash.</p> <p>To know that a brushstroke is a mark a painter makes with their brush</p> <p>To know that Monet painted a variety of seascapes.</p> | <p>To know that different lines can create different shapes.</p> <p>To know that different shapes can represent different things.</p> <p>To know that Klee used lines to draw landscapes.</p> <p>To know that Klee used his imagination.</p> <p>To know that artists can use lines to show different shapes.</p> | <p>Van Gogh sometimes painted using short brushstrokes and swirls.</p> <p>A brushstroke is the mark made by a paintbrush.</p> <p>Art can tell a story.</p> <p>The word narrative means story.</p> <p>St George and the Dragon is a narrative that has been told through art.</p> <p>Artists think carefully about how they represent characters in their work.</p> <p>We can find out about characters from looking at how artists have painted them.</p> | <p>To know that architects design features such as arches, pillars or domes.</p> <p>Features have different purposes.</p> <p>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.</p> <p>To know that architects think about the purpose of a building when they are designing it.</p> | <p>paintings to describe different lines and shapes.</p> <p>Primary colours can be mixed to make secondary colours which are orange, purple and green.</p> <p>Tints and shades are made by adding white and black to a colour.</p> <p>When using watercolour paint you can make a colour lighter by adding water.</p> <p>Art can tell us about people in the past.</p> <p>Artists can paint what they see</p> <p>Cubism means showing different views of the same thing in one picture.</p> <p>David Hockney's The Scrabble Game is painted in a cubist style.</p> | <p>A person who creates sculptures is called a sculptor.</p> <p>Sculptures can be made from different materials such as wax, clay and bronze.</p> <p>Sculptors use models and sketches to plan their sculptures.</p> <p>A model for a sculpture is called a Maquette.</p> <p>Sculptors can add different colours to their sculptures.</p> <p>Lots of sculptures are made by casting bronze.</p> <p>Sculptors use different styles.</p> <p>Style in art means how a piece of art looks.</p> <p>Giacometti sometimes sculpted in plaster around a wire armature.</p> |
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Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work



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| <b>Art - Reception</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                             |                          |                                         |                                     |                                          |
| <b>EYFS – CoEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                             |                          |                                         |                                     |                                          |
| Through the provision children are encouraged and have opportunities to build and develop learning skills. The children have the opportunities to learn playfully and explore their own fascinations showing high levels of engagement. Supporting adults aid the children to stay motivated to achieve their intended goal. Play partners will use sustained shared thinking to develop their thinking skills so children can make links and evaluate and create new ways of expressing their ideas. |                             |                          |                                         |                                     |                                          |
| <b>Autumn 1</b><br>All about Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Autumn 2</b><br>Journeys | <b>Spring 1</b><br>Space | <b>Spring 2</b><br>Growing and Changing | <b>Summer 1</b><br>Kings and Queens | <b>Summer 2</b><br>Stories from the Past |

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| <p><b>Creating with Materials:</b></p> <p>Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Miro. Painting: portraits</p> | <p><b>Creating with Materials:</b></p> <p>Colour and the seasons. Exploring which colours show us different seasons. A study of Pissarro's season paintings. Cutting: snowflake design</p> | <p><b>Creating with Materials:</b></p> <p>Exploring line. Taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures like Hundertwasser using spirals and curved lines. Puppets: Chinese New Year</p>                         | <p><b>Creating with Materials:</b></p> <p>Exploring what we can see in the world around us. Studying how Van Gogh used different marks to draw still life. Looking at Lowry and drawing our own houses and "matchstick" people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses. Design: making a boat that floats and another vehicle that moves with wheels<br/>Create: Easter bonnets</p> | <p><b>Creating with Materials:</b></p> <p>Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist.</p>                                                                   | <p><b>Creating with Materials:</b></p> <p>People in art. Looking at Degas' ballerinas. Practising drawing people. Creating clay sculptures of "Miro-like" people. Fashion: experimenting with fabric to design a suitable piece of sports wear</p> |
| <p><b>Being imaginative and expressive:</b></p> <p>Rhythm, Pulse and Sound<br/>Composer: Wolfgang Amadeus Mozart, Allegro from A Little Night Music.</p>      | <p><b>Being imaginative and expressive:</b></p> <p>Singing in a group (Christmas Performances) Composer: Sergei Prokofiev, Peter and the Wolf</p>                                          | <p><b>Being imaginative and expressive:</b></p> <p>Bloom app on iPad to create repeating patterns of music<br/>Playing with Sounds: Pitch<br/>Listening to and responding to Holst's Planet Suite<br/>Composer: Englebert Humperdinck, Hansel and Gretel</p> | <p><b>Being imaginative and expressive:</b></p> <p>Playing with Sounds: Singing<br/>Games including call and response</p>                                                                                                                                                                                                                                                                                                   | <p><b>Being imaginative and expressive:</b></p> <p>Instrumental Activities<br/>Composer: Louis Armstrong<br/>Music and dance sessions: link to Carnival of the Animals<br/>Composer: Paul Dukas, The Sorcerer's Apprentice</p> | <p><b>Being imaginative and expressive:</b></p> <p>Instrumental activities: Composition: using percussion instruments<br/>Composer: G.F. Handel</p>                                                                                                |

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| <b>Works of Art:</b><br>Miro's work | <b>Works of Art:</b><br>Pissarro's seasons paintings | <b>Works of Art:</b><br>Jackson Pollock | <b>Works of Art:</b><br>Lowry's houses and<br>architecture of Hunderwasser | <b>Works of Art:</b><br>Van Gogh's Sunflowers | <b>Works of Art:</b><br>Degas' Ballet Dancer |
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| Art - Nursery                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |                              |                                         |                                             |                                           |
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| EYFS – CoEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |                              |                                         |                                             |                                           |
| Through the provision children are encouraged and have opportunities to build and develop learning skills. The children have the opportunities to learn playfully and explore their own fascinations showing high levels of engagement. Supporting adults aid the children to stay motivated to achieve their intended goal. Play partners will use sustained shared thinking to develop their thinking skills so children can make links and evaluate and create new ways of expressing their ideas. |                             |                              |                                         |                                             |                                           |
| <b>Autumn 1</b><br>All about Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Autumn 2</b><br>Journeys | <b>Spring 1</b><br>Dinosaurs | <b>Spring 2</b><br>Growing and Changing | <b>Summer 1</b><br>Animals and their Babies | <b>Summer 2</b><br>Heroes and Adventurers |

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| <p><b>Creating with Materials:</b></p> <p>Exploring paint on large easel<br/>Primary colours; red, yellow and blue</p>                                                    | <p><b>Creating with Materials:</b></p> <p>Joining materials to make models of vehicles, focus on wheels<br/>Drawing using different types of lines</p>                               | <p><b>Creating with Materials:</b></p> <p>Make model dinosaurs from malleable materials such as clay or playdough. Use brush with control to create large scale collaborative splatter/drip paintings</p> | <p><b>Creating with Materials:</b></p> <p>Use puppets to act out well known stories: Eg: Three Little Pigs: 'Little Pig...' and 'Not by the hair on my chinny chin chin!'</p>          | <p><b>Creating with Materials:</b></p> <p>Colour mixing and symmetry when creating butterflies. Creating homes for animals using blocks and small world resources</p>                                                                       | <p><b>Creating with Materials:</b></p> <p>Make story telling crowns- take turns to tell stories to the class or in small groups</p>                                                                                                                                 |
| <p><b>Being imaginative and expressive:</b></p> <p>Exploring percussion instruments<br/>Singing (good morning songs, home time songs, seasonal songs, counting songs)</p> | <p><b>Being imaginative and expressive:</b></p> <p>Dance and movement showing different ways to journey across the floor<br/>Perform well known songs and rhymes in small groups</p> | <p><b>Being imaginative and expressive:</b></p> <p>Use technology (e.g. bloom app on ipad) to create repeating patterns of music<br/>Perform a dinosaur dance showing how different dinosaur moved</p>    | <p><b>Being imaginative and expressive:</b></p> <p>Story scribing and acting out children's own versions of traditional tales. Moving to music to show a seed growing into a plant</p> | <p><b>Being imaginative and expressive:</b></p> <p>Music and dance sessions: link to Carnival of the Animals<br/>Songs about animals e.g. I'm going to the zoo, Old MacDonald, Penguins Attention, Five Little Ducks, The Tadpole song.</p> | <p><b>Being imaginative and expressive:</b></p> <p>Imaginary play – travelling on ships, going to the South Pole, climbing Everest, blasting off into space, working at the Space Station, landing on Mars. Listening to and responding to Holst's Planet Suite</p> |
| <p><b>Works of Art:</b></p> <p>Matisse's The Face</p>                                                                                                                     | <p><b>Works of Art:</b></p> <p>Turner's The Fighting Temeraire (include the story of the ship)</p>                                                                                   | <p><b>Works of Art:</b></p> <p>Number 8 by Jackson Pollock</p>                                                                                                                                            | <p><b>Works of Art:</b></p> <p>Walter Crane's Illustrations for Jack and the Beanstalk</p>                                                                                             | <p><b>Works of Art:</b></p> <p>Tiger in a Tropical Storm by Henri Rousseau<br/>Saint George and the Dragon by Paolo Uccello</p>                                                                                                             | <p><b>Works of Art:</b></p> <p>Ernest Shackleton statue at Royal Geographic Society</p>                                                                                                                                                                             |