



Brede Primary School

ART CURRICULUM

Art and Design

Intent Statement:

At Brede Primary School we recognise the significant impact that art education has on pupils' holistic development, fostering creativity, self-expression, cultural appreciation, and critical thinking skills. Our intent is to create a vibrant and inclusive art curriculum that inspires, engages, and challenges all pupils, allowing them to explore their artistic potential while nurturing their personal growth. The overarching objective of our art curriculum is to develop confident, well-rounded individuals who can appreciate, discuss and create art with enthusiasm and skill.

Outlined in this document are the **artistic concepts** that pupils will explore throughout each topic. Organised into different sub-categories (Emotions, Process & Visual Language, Effects, Techniques & Colour Theory, Artists, Artisans, Styles and periods) we have considered a variety of **skills and key knowledge** that will support children to master key techniques and are necessary to gain an understanding of the role art plays in society. These will be taught progressively across every art topic in every year group and revisited regularly to ensure pupils have both the skills and knowledge to become artists.

Additionally, included in this document is a **timeline of the history of art that includes a variety of artists, artisans that cultures** that may be drawn upon throughout our curriculum to ensure we reflect the rich and diverse world around us.

National Curriculum Aims:

The national curriculum for art and design aims to ensure that all pupils:

- 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.

Age Related Statutory Coverage:

EYFS	Key Stage One Learning	Key Stage Two
Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will:	Pupils should be taught: <ul style="list-style-type: none">• to use a range of materials creatively to design and make products	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.
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Art and Design Key Concepts & Skills

EYFS

Develop Ideas		Master techniques	Take Inspiration from the greats
<i>Understanding how ideas develop through an artistic process.</i>		<i>Developing a skill set so that ideas may be communicated.</i>	<i>Learning from both the artistic process and techniques of great artists and artisans throughout history.</i>
Emotions, Process & Visual Language		<ul style="list-style-type: none"> Respond to given ideas and starting points. Make simple representations of objects familiar to them e.g. my house, my cat, my family. Share their creations and explain the process they have used. Use props and materials in role play and retelling of narratives and stories. 	
Effects, Techniques & Colour Theory	Painting	<ul style="list-style-type: none"> Explore a variety of brushes, thick and thin. Name and recognise primary colours. Experiment with colour. Experience two different paint types e.g. poster and water colour. 	
	Collage	<ul style="list-style-type: none"> Explore a variety of materials. Experiment with texture, including cut, torn and glued materials. 	
	Sculpture	<ul style="list-style-type: none"> Explore a variety of materials, paper, straws, card and clay. Use rolling and cutting. Manipulate and use playdough and plasticine. Experiment with 3D junk modelling. Experiment with design, form and function. 	

	Drawing	<ul style="list-style-type: none"> • Explore a variety of pencils, different sizes and thicknesses. • Explore alternative drawing materials such as lead, crayon, pastel, chalk. • Develop and practice different line types, curved, straight, wavy, thick, thin. • Explore large scale outside drawing on playground.
	Print	<ul style="list-style-type: none"> • Explore a variety of patterns and shapes. • Use repeating or overlapping shapes. • Experiment with colour and design, creating prints using everyday objects e.g fruit, sponges
	Textiles	<ul style="list-style-type: none"> • Explore a variety of materials, cotton, felt, silk, satin. • Experiment with texture and design using cut, torn and glued materials.
	Digital Media	<ul style="list-style-type: none"> • Introduce 2Simple or appropriate software. • Explore a wide range of tools. • Experiment with texture, lines, colours and shapes.
Artists, Artisans, Styles & periods		<ul style="list-style-type: none"> • Explore the work of notable artists. • Describe work created by artists, artisans and designers.

KS1		
Develop Ideas	Master techniques	Take Inspiration from the greats
<i>Understanding how ideas develop through an artistic process.</i>	<i>Developing a skill set so that ideas may be communicated.</i>	<i>Learning from both the artistic process and techniques of great artists and artisans throughout history.</i>
Emotions, Process & Visual Language		<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. • Developing ideas using the knowledge of the work & style of influential artists & designers • Appreciate the importance of collecting information & presenting ideas, e.g. through sketching • Create moods in art work by using colours and techniques.
Effects, Techniques & Colour Theory	Painting	<ul style="list-style-type: none"> • Use thick and thin brushes to develop brush control. • Know and name both primary and secondary colours. • Mix, use and apply secondary colours in their work. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. • Ask questions and describe what can be seen in a painting. • Ask questions about a piece of art work.
	Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials for desired effect. • Mix materials to create texture.
	Sculpture	<ul style="list-style-type: none"> • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, molding and carving. • Join two pieces of clay together. • Use a combination of shapes. • Include lines and texture.
	Drawing	<ul style="list-style-type: none"> • Learn pencil types, their properties and explore. • Develop control of pencil for detail in their pictures. • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. • Extend use of drawing materials e.g. charcoal, pencil and pastel to create drawings.

	Print	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints.
	Textiles	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques.
	Digital Media	<ul style="list-style-type: none"> • Use IT to create art that includes my own work and that of others. • Use a wide range of tools to create different textures, lines, tones, colours and shapes. • Use digital images and combine with other media in artwork.
Artists, Artisans, Styles & periods		<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas and techniques of artists studied to create pieces in response. • Explain ideas of how artists have used colour, pattern and shape.

Lower KS2		
Develop Ideas	Master techniques	Take Inspiration from the greats
<i>Understanding how ideas develop through an artistic process.</i>	<i>Developing a skill set so that ideas may be communicated.</i>	<i>Learning from both the artistic process and techniques of great artists and artisans throughout history.</i>
Emotions, Process & Visual Language		<ul style="list-style-type: none"> • Emotional impact of using line, colour, texture & shape • Creation of abstract artworks to convey an emotional state • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Exploring the qualities of materials in order to adapt, refine & enhance ideas • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • <u>Describe</u> & analyse artworks using visual/ technical language. • How forms of lines & marks are constructed into meaningful shapes, structures & signs • How an image can dramatise & effectively communicate an idea or message
Effects, Techniques & Colour Theory	Painting	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix and name tertiary colours. • Know how different colours affect our mood/feelings . • Use watercolour paint to produce washes for backgrounds then add detail. • Further explore tint/ton shade-apply this in their paintings.
	Collage	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.
	Sculpture	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.
	Drawing	<ul style="list-style-type: none"> • Use different grades of pencils to show line, tone and texture. • Build on skills of tonal shading in their drawing. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow.

		<ul style="list-style-type: none"> • Use hatching and cross hatching to show tone and texture. • Show body language and facial expressions in sketches. • Show reflections in art.
	Print	<ul style="list-style-type: none"> • Use layers of two or more colours. • Print onto different materials. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.
	Textiles	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric.
	Digital Media	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. • Create images or animations using an online software package.
Artists, Artisans, Styles & periods		<ul style="list-style-type: none"> • Recognise when art is from different cultures and/ or historical periods and recognise some of the features used. • Identify the techniques used by different artists. • Compare the work of different artists noting mood and techniques used. • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.


Upper KS2		
Develop Ideas	Master techniques	Take Inspiration from the greats
<i>Understanding how ideas develop through an artistic process.</i>	<i>Developing a skill set so that ideas may be communicated.</i>	<i>Learning from both the artistic process and techniques of great artists and artisans throughout history.</i>
Emotions, Process & Visual Language		<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. • Discuss artists & designers who are well known for conveying & stirring emotional responses through their work. • Styles of art & design that are commonly known for conveying particular emotions Visual language to describe emotion through pieces of art. • Exploring the qualities of materials in order to adapt, refine & enhance ideas. • Using increasingly fluent visual language to analyse the development of their own artwork towards a final piece. • Exhibiting artwork through the consideration of final presentation for a varied audience. • Explore how the use of a particular technique or colour, can stress the most important feature within a certain piece. • Understand how visual language has changed over time and been used to encode the world to better understand ourselves and nature.
Effects, Techniques & Colour Theory	Painting	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
	Collage	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. • Use overlapping or tessellations to create a collage or mosaic.
	Sculpture	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. • To create sculpture with more than one part that requires a combining technique.


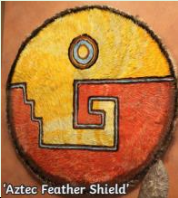
	Drawing	<ul style="list-style-type: none"> • Draw with precision using different gradient pencils or other mediums for effect. • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Begin to include measuring skills to help with proportion in their drawings. • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use shading to create mood and texture.
	Print	<ul style="list-style-type: none"> • Build up layers of colours. • To use printing ink and a roller with appropriate pressure. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. • Use rotation and mathematical knowledge to create my own print.
	Textiles	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
	Digital Media	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).
Artists, Artisans, Styles & periods		<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Name some notable artists, artisans, architects & designers and explain how they were educated & how they developed their technique and style. • Explore notable styles and periods, e.g. Surrealism, Impressionism, Art Deco, Renaissance • Describe development and changes in art through time – from Stone Age carving to contemporary art linking to the availability of materials and technological advancements. • Explore common themes expressed through art, e.g. love, war, food, religion, home. • Discuss artistic pioneers who created an art movement or are significant within a specific period or for a particular style. E.g. those reflecting historical events, those with social and political influences etc.




Essential Vocabulary				
EYFS	KS1		LKS2	UKS2
brush	abstract	layers	accurate	abstract
cut	alter	materials	adapt	acrylic
glue	arrange	medium	annotate	animation
join	artisan	mentor	back stitch	ceramic
line	artist	method	blocks	convey
paint	background	modern	coiling	enhance
pattern	balance	moulding	collect	expression
print	definition	object	cross hatching	extend
sort	blend	palette knife	cross stitch	fluent
watercolour	canvas	plaiting	distinctive	frameworks
	carving	pioneer	dye	grasp
	charcoal	portrait	elaborate	interpretation
	classic	portray	feeling	lifelike
	collage	primary colours	hardness	mimic
	combination	represent	hatching	perspective
	context	sculpture	influenced	proportion
	contrast	secondary colours	layers	provoke
	contours	self-portrait	mix	qualities
	create	shading	montage	stability
	composition	shadow	mood	tactile
	contemporary	silhouette	mosaic	
	critic	solid	movement	
	designer	still life	notable	
	develop	stitching	original	
	digital media	surrounded	overlapping	
	dot	symbolise	palette	
	broad	symmetrical	patterned	
	effect	tactile	plain	
	engraving	technique	precise	
	exhibited	textile	quilt	
	experiment	texture	recognisable	
	explore	textured	recordings	
	expressive	themes	refine	
	foreground	thickness	replicate	



	founder horizontal idyllic imagination imitate impression influenced landscape	tint tones tool unique vibrant visual vivid weaving	resources rough sketch smooth striking style tessellation washes	
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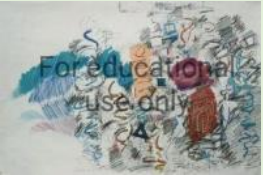
Art- History Timeline

Era	Period/ Movement	Characteristics	Significant Artists/ Major Works		Historical Events
Ancient Era (Ancient art was produced by advanced civilizations) 	Stone Age (30,000 BCE–2500 BCE)	Cave painting, fertility, goddesses, megalithic structures	Lascaux Cave Painting	Stonehenge	Ice Age ends (10,000 BCE–8,000 BCE) New Stone Age and first permanent settlements (8000 BCE–2500 BCE)
	Mesopotamian (3500 BCE–539 BCE)	Warrior art and narration in stone relief	Standard of Ur Gate of Ishtar	Stele of Hammurabi's Code	Sumerians invent writing (3400 BCE)
	Egyptian (3100 BCE–30 BCE)	Art with an afterlife focus: pyramids and tomb painting	Imhotep Step Pyramid	Great Pyramids <i>Bust of Nefertiti</i>	Narmer unites Upper/Lower Egypt (3100 BCE) Cleopatra dies (30 BCE)
	Greek and Hellenistic (850 BCE–31 BCE)	Greek idealism: balance, perfect proportions; architectural orders (Doric, Ionic, Corinthian)	Parthenon Myron Phidias Polykleitos Praxiteles	statues of <i>Kritios Boy</i> <i>Discobolus</i> <i>Laocoön and His Sons</i> <i>Venus de Milo</i>	Alexander the Great's conquests (336 BCE–323 BCE)

<p>Classical Era (Classical art was diverse and often publicly accessible. Classic artworks usually decorated temples and public buildings)</p> 	<p>Iron Age (c. 800 BC - c. AD 43)</p>	<p>Celtic knots and tri-spirals decorated religious symbols. These were carved on rocks and made into jewellery.</p>	<p>Petrie Crown Iron Age Vessel with Painted Decorations</p>	<p>Ammonite Terracotta Figure of a Votary</p>	<p>Coins were invented in the Iron Age and used by different tribes (BCE 650–490 BCE)</p>
	<p>Roman (500 BCE–CE 476)</p>	<p>Roman realism: practical and down-to-earth; the arch</p>	<p><i>Augustus of Prima Porta</i> Colosseum</p>	<p>Pantheon Trajan's Column</p>	<p>Julius Caesar assassinated (44 BCE) Augustus proclaimed Emperor (27 BCE) Diocletian splits Empire (CE 292) Rome falls (CE 476)</p>
<p>Early Medieval Era (Post Roman empire- this reflects that darkness, characterized by grotesque imagery and brutal scenery. Art produced during this time was centred around the Church)</p> 	<p>Byzantine and Islamic (CE 476–1453)</p>	<p>Heavenly Byzantine mosaics; Islamic architecture and amazing mazelike design</p>	<p>Hagia Sophia Andrei Rublev</p>	<p>Mosque of Cordoba the Alhambra</p>	<p>Justinian partly restores Western Roman Empire (CE 533–CE 562) Iconoclasm Controversy (CE 726–CE 843) Birth of Islam (CE 610) and Muslim Conquests (CE 632–CE 732)</p>
	<p>Middle Ages (500–1400)</p>	<p>Celtic art, Carolingian Renaissance, Romanesque, Gothic</p>	<p>St. Sernin Durham Cathedral Notre Dame Chartres</p>	<p>Cimabue Duccio Giotto</p>	<p>Viking raids (793–1066) Battle of Hastings (1066) Crusades I–IV (1095–1204) Black Death (1347–1351) Hundred Years War (1337–1453)</p>
<p>Renaissance</p>	<p>Early and High Renaissance (1400–1550)</p>	<p>Rebirth of classical culture</p>	<p>Ghiberti's Doors Brunelleschi Donatello</p>	<p>Botticelli, da Vinci Raphael Michelangelo</p>	<p>Gutenberg invents movable type (1447) Turks conquer Constantinople (1453) Columbus lands in New World (1492) Martin Luther starts Reformation (1517)</p>
	<p>Venetian and Northern Renaissance (1430–1550)</p>	<p>The Renaissance spreads northward to France, the Low Countries, Poland, Germany, and England</p>	<p>Bellini Giorgione Titian Dürer</p>	<p>Bruegel Bosch Jan van Eyck</p>	<p>Council of Trent and Counter Reformation (1545–1563) Copernicus proves the earth revolves around the sun (1543)</p>

<p>(This style of painting, sculpture, and decorative art was characterized by a focus on nature and individualism)</p> 	<p>Mannerism (1527–1580)</p>	<p>Art that breaks the rules; artifice over nature</p>	<p>Tintoretto El Greco Pontormo</p>	<p>Rogier van der Weyden Bronzino Sofonisba Anguissola Lavinia Fontana</p>	<p>Magellan circumnavigates the globe (1520–1522)</p>
<p>Baroque (The Baroque period that followed Mannerism yielded ornate, over-the-top visual arts and architecture. It was characterized by grandeur and richness)</p> 	<p>Baroque (1600–1750)</p>	<p>Splendor and flourish for God; art as a weapon in the religious wars</p>	<p>Reubens Rembrandt Hals Caravaggio</p>	<p>Artemesia Gentileschi Elisabetta Sirani Judith Leyster Velázquez Palace of Versailles</p>	<p>Thirty Years War between Catholics and Protestants (1618–1648)</p>
<p>Romanticism (Romantic artists emphasized the individual and imagination with an appreciation for nature)</p> 	<p>Romanticism (1780–1850)</p>	<p>The triumph of imagination and individuality</p>	<p>Caspar Friedrich Gericault Delacroix Turner</p>	<p>William Blake Henry Fuseli Goya</p>	<p>American Revolution (1775–1783) French Revolution (1789–1799) Napoleon crowned emperor of France (1803)</p>

<p>Realism (This Era accurately captivated everyday life. This attention to accuracy is evident in art produced during the movement, which featured detailed, life-like depictions of subject matter)</p> 	<p>Realism, Hudson River School, Pre-Raphaelites, The Ten, Ashcan School (1848–1910)</p>	<p>Celebrating working class and peasants; <i>en plein air</i> rustic painting</p>	<p>Corot Courbet Daumier Bonheur Millet Cole Durand Bierstadt Catlin Homer</p>	<p>Eakins Rossetti Spartali Stillman Millais Dewing Tarbell Benson Sloan Luks</p>	<p>European democratic revolutions of 1848 Westward expansion of the United States California Gold Rush of 1849.</p>
	<p>Impressionism (1869–1885)</p>	<p>Capturing fleeting effects of natural light</p>	<p>Monet Manet Renoir Pissarro Cassatt Morisot</p>	<p>Degas Chase Hassam Friesseke Peterson</p>	<p>Franco-Prussian War (1870–1871) Unification of Germany (1871)</p>
	<p>Post-Impressionism (1886–1892)</p>	<p>A soft revolt against Impressionism</p>	<p>Van Gogh Gauguin Cézanne Seurat</p>	<p>Ensor Toulouse-Lautrec Rodin</p>	<p>Belle Époque (late-19th-century Golden Age) Japan defeats Russia (1905)</p>
<p>Modern (Entirely authentic movement free from any imitation of styles that preceded it)</p> 	<p>Fauvism and Expressionism (1905–1939)</p>	<p>Harsh colors and flat surfaces (Fauvism); emotion distorting form</p>	<p>Matisse Derain Kirchner Kandinsky Gabriel Münter</p>	<p>Franz Marc Käthe Kollwitz Gustav Klimt Egon Schiele</p>	<p>Boxer Rebellion in China (1900) World War I (1914–1918)</p>
	<p>Cubism, Futurism, Suprematism, Constructivism, De Stijl, Precisionism, Harlem Renaissance (1905–1944)</p>	<p>Pre- and Post-World War I art experiments: new forms to express modern life</p>	<p>Picasso Braque Leger Boccioni Severini Malevich Tatlin Gabo</p>	<p>Mondrian O'Keeffe Demuth Sheeler Douglas Johnson Savage</p>	<p>Russian Revolution (1917) American women franchised (1920)</p>
	<p>Dada and Surrealism, Modernist Architecture (1917–1950)</p>	<p>Mock art; painting dreams and exploring the unconscious</p>	<p>Duchamp Dalí Ernst</p>	<p>Miro Kahlo</p>	<p>Disillusionment after World War I Great Depression (1929–1938) World War II (1939–1945) and Nazi horrors</p>

			Magritte	Frank Lloyd Wright Le Corbusier	Atomic bombs dropped on Japan (1945)
	Abstract Expressionism (1940s–1950s) and Pop Art (1960s)	Post–World War II: pure abstraction and expression without form; popular art absorbs consumerism	Gorky, Pollock Krasner de Kooning Rothko Warhol	Close Lichtenstein Joseph Beuys Yoko Ono Carolee Schneemann	Cold War and Vietnam War (U.S. enters 1965) U.S.S.R. suppresses Hungarian revolt (1956) and Czechoslovakian revolt (1968)
<p>Contemporary (This period is dominated by various schools and smaller movements that emerged)</p> 	Postmodernism and Deconstructivism (1970–)	Art without a center and reworking and mixing past styles	Gerhard Richter Cindy Sherman Anselm Kiefer Frank Gehry Zaha Hadid Judy Chicago	Smithson Christo and Jeanne-Claude ORLAN James Turrell Anish Kapoor Olafur Eliasson	Nuclear freeze movement Cold War fizzles Communism collapses in Eastern Europe and U.S.S.R. (1989–1991) Iraq wars Climate change