



Art

Unit Overviews

EYFS

Autumn	Spring	Summer
<u>Expressive Arts and Design:</u> • First day of school photo • Self Portraits • Nursery thymes • Colour monsters • Firework pictures	<u>Expressive Arts and Design:</u> • Chinese New Year crafts • Making cards • Pancake day • Dragons	<u>Expressive Arts and Design:</u> • Fairy tales • Junk modelling • Caterpillar art • Symmetrical butterflies • Transport

Key Stage 1

(Years 1 and 2)

Big Question Link: Do you Remember?

Unit grid: Art- Andy Warhol

Year A/Year B

Autumn / Spring/ Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
	- To use a range of materials creatively to design and make products - 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.	1	Andy Who?? Who is Andy Warhol and What is Pop Art?	To learn about the work of Andy Warhol
Key Vocabulary		2	Evaluate Andy’s famous pieces of work. Why were they so popular? What do we like? What do we think could be better?	To learn what Pop Art
Andy Warhol Pop Art Colourful Bright		3	Practice Pop Art. Choose your favourite character draw and colour in the style of Pop Art	To design prints inspired by Pop Art.
		4	Old toy design, choose an old toy to create a print from design on paper with colours	
		5	New toy design, choose a new toy to create a print from design on paper with colours.	
		6	Make and Print old toy design, using polystyrene	
		7	Make and print new toy design, using polystyrene	
		8	Evaluation of our work What went well If I could do this again I would change	
Big Question Link		Vision and Values Link		
What toys do you remember playing with?		To develop wisdom and aspiration to create and achieve their own creations of work.		

Big Question Link: Where shall we go?

Unit grid: Art – The Great Fire of London

Year A/Year B

Autumn / Spring/ Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Experience of colour and materials	- To use a range of materials creatively to design and make products - 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	1	Introduce charcoal and practice techniques. Lines and shading.	Great Fire of London Art Work
Key Vocabulary		2	Study images of Stuart houses, the Great fire of London and charcoal pictures of houses. Discuss how line and colour are used.	
Charcoal Lines Shading Blending Texture		3	Practice and design a picture showing a row of houses from the time of the Great Fire of London. Edit and improve in sketch books side by side with the teacher. Think about lines and shading.	
		4	Create final charcoal picture of a row of houses from the Great fire of London time.	
		5	Add tissue paper fire and flames to the pictures created.	
		6	Class gallery. Evaluate own and others work.	
Big Question Link		Vision and Values Link		
Would you like to go to London?		To develop wisdom and aspiration to create and achieve their own creations of work.		

Big Question Link: What is home?

Unit grid: Art – Henri Rousseau

Year A/Year B

Autumn / Spring/ Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Experience of colour and materials	- To use a range of materials creatively to design and make products - 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.	1	Look at the key features of animal art work by Henri Rousseau	Jungle scene art work
Key Vocabulary		2	Practice drawing techniques, including simple shapes, lines, sketch and draw. Holding a pencil, pressure, shading etc.	
Sketch Shade Layer Overlap		3	Use paint to explore mixing colours to create new colours and to create shades of the same colour	
		4	Rehearse different techniques for layering and overlapping, drawing inspiration from Rousseau’s work	
		5	Create animals from simple shapes focusing on jungle animals	
		6	Create a jungle scene in the style of Henri Rousseau	
Big Question Link		Vision and Values Link		
Which animals call the jungle home?		To develop promote acceptance of different cultures		

Big Question Link: What is home?

Unit grid: Art – Henri Rousseau

Year A/Year B

Autumn / Spring/ Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Experience of colour and materials	- To use a range of materials creatively to design and make products - 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.	1	Look at the key features of animal art work by Henri Rousseau	Jungle scene art work
Key Vocabulary		2	Practice drawing techniques, including simple shapes, lines, sketch and draw. Holding a pencil, pressure, shading etc.	
Sketch Shade Layer Overlap		3	Use paint to explore mixing colours to create new colours and to create shades of the same colour	
		4	Rehearse different techniques for layering and overlapping, drawing inspiration from Rousseau’s work	
		5	Create animals from simple shapes focusing on jungle animals	
		6	Create a jungle scene in the style of Henri Rousseau	
Big Question Link		Vision and Values Link		
Which animals call the jungle home?		To develop promote acceptance of different cultures		

Big Question Link: What is home?

Unit grid: Art – Paul Klee

Year A/Year B

Autumn / Spring/ Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
To use a range of materials To explore colour and texture	- To use a range of materials creatively to design and make products - 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.	1	Who is Paul Klee? Introduce Paul Klee to the children and his famous painting Castle and Sun. Lead a discussion on what shapes can you see, what colours do you see? What does the picture remind you of? Annotate in sketch books	- To know who Paul Klee was - Recognise features from Castle and Sun - Draw and combine simple geometric shapes - Mix and select colours purposefully - Create simple lines and patterns - Design and create artwork based on an artist -
Key Vocabulary		2	Shape Detectives Hunt for different shapes around the classroom Practice drawing squares, triangles, circles, rectangles Use 2d shapes to build a model simple castle.	
Artist Artwork Inspiration Style Square Rectangle Triangle Circle Geometric Colour Primary Secondary Design Paint Mix Compose Create		3	Exploring Colour Look at a few examples of Paul Klee’s work, the ones that use bright colours. Children to spend the time colour mixing and recording what colours they can create that they may use in their final piece	
		4	Pattern and Line Children to create patterns using lines and shapes that they find on buildings. Representative of tiles. Children to mark make doing this.	
		5	Design my castle Children to sketch their castle using geometric shapes Choosing colours they have explored Plan where the sun will go	
		6	Create and Evaluate Children to paint their castles and the sun. Children then to Evaluate their own work.	

Big Question Link: Are we there yet?

Unit grid: Art- Andrew Goldsworthy

Year A/**Year B**

Autumn /Spring /**Summer**

Prior Learning Links			Key NC Objectives	Session overviews		Unit Outcomes
Experience of natural objects Working with collage, paint and pastel			- To use a range of materials creatively to design and make products. - To use drawing to develop and share their ideas, experiences and imagination - To use 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.	1	Introduce the work of Andrew Goldsworthy. Think about and describe the colours, shapes, patterns and materials he uses within his works of art. The children will have fun exploring different materials and making their own patterns.	Children create art work in the style of Andrew Goldsworthy
Key Vocabulary:						
Material	Photograph	Darker		2	Recap materials and shapes used in Andrew Goldsworthy’s work. Create works of art and pathways using natural materials and think of language to use to describe them.	
Colour	Arranged	Sculpture		3	Learn about Andrew Goldsworthy using curves, circles and spirals in his works of art. Recreate some of the works of art either through collage or paints and pastels.	
Shape	Mimic	Arch		4	Plan how to recreate their faces using natural objects.	
Natural	Compare	Dome		5	Collect materials to create their artwork.	
Stone	Circles	Reflection		6	Learn about Andrew Goldsworthy’s reflective works of art. Think about and describe the colours, shapes, patterns and materials he uses to create his art. Create works of art using mirrors and natural construction materials or by using water. Reflect on artwork.	
Wood	Spirals	Reflective				
Leaves	Curved lines	materials				
Snow	Tints	Texture				
Ice	Shades	Pattern				
Cotton	Lighter	Environment				
Feathers	Stalks	Inspired				
Chalk	Slate	Clay				
Sand	Temporary	Petals				
Wool	Thorns					
Big Question Link				Vision and Values Link		
Using materials to create pathways. Where is your pathway going?				Respect for nature and the environment		

Lower Key Stage 2

(Years 3 and 4)

Big Question: What does it mean to be human?

Unit grid: Cave Painting to Banksy

Year A/Year B

Autumn 1/Spring/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Children will have some knowledge about Stone Age life from history lessons. They have previously studied artists in KS1, such as Andy Warhol and Paul Klee.	- 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 painting with a range of materials - to learn about great artists in history (Banksy)	1	Cave Paintings: Handprints Study and compare photos of cave paintings that have been found around the world, including handprints. Discuss how they could have been made. Try out different ways to make handprints.	A series of handprints inspired by those found in caves.
Key Vocabulary Cave painting Handprint Stone Age Banksy Street art Spray paint Stencil Symbol		2	Cave Paintings: Stone Age Stories Talk about what we can learn about people’s lives from cave paintings. What do most of them show? What colours do they use? Why? Create your own paintings in this style to tell Stone Age life stories. If time allows, could also create charcoal drawings of animals.	A series of paintings inspired by cave paintings, to tell stories of Stone Age life.
		3	Street Art Find out about different types of street art and create a research page. Have a go at designing a graffiti tag.	A research page about street art.
		4	Banksy Study Banksy and their artwork. Consider the meaning behind some of Banky’s art. Annotate examples. Make stencils to symbolise something that is important to them and use them to paint a message to the world.	A message to the world, created with a stencil, inspired by Banksy.
		5-6	Cave Painting Meets Street Art Create a piece of art that combines the styles of cave painting and street art. Write an explanation to go with it.	A piece of artwork combining cave paintings and street art.
Big Question Link		Vision and Values Link		
Is art a part of being human?		Does Banksy give back to the community?		

Big Question: How do we use...?

Unit grid: Mixed-Media Mythical Creatures

Year A/Year B

Autumn/Spring/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Children studied animals in art in KS1.	- 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 and painting with a range of materials	1	Introduce the concept of mixed-media art and explain that they are going to be experimenting with a different medium each week to create parts of a mythical creature which they will assemble at the end of the project. Make sure they are familiar with some mythical creatures. Medium: Sketching pencil Part of Creature: Head	A series of sketch book pages using different mediums to try out ideas. A mixed-media mythical creature.
Key Vocabulary Mythical creature Medium Mixed-media Sketching pencil Texture Watercolour Blending Charcoal Shadows Form Collage Digital art		2	Medium: Watercolour Part of Creature: Wings/arms	
		3	Medium: Charcoal Part of Creature: Legs/feet	
		4	Medium: Collage Part of Creature: Tail	
		5	Medium: Digital art Part of Creature: Body and background	
		6	Assemble mythical creatures. Class gallery. Share successes and even better ifs	
		Big Question Link		
How do we use... different materials in art?		Demonstrate endurance by trying out lots of ideas.		

Big Question: What's so important about water?

Unit grid: Water Art

Year A/Year B

Autumn/Spring/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Children studied Andy Goldsworthy’s natural sculptures in KS1.	- 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 painting and sculpture with a range of materials - to learn about great artists in history	1-2	How is water depicted in art? Study and compare the way water is shown in different artworks e.g. Hokusai’s ‘The Great Wave’, Hockney’s ‘A Bigger Splash’, Lichtenstein’s ‘Water Lily Pond with Reflections’ and Monet’s ‘Water Lilies’. Children choose a material they would like to use to recreate their own version of one of these artworks e.g. oil pastels, pencil, charcoal, collage, water colours etc.	A recreation of a famous artwork depicting water. A sculpture to raise awareness of the importance of water.
Key Vocabulary Monet Hokusai Hockney Lichtenstein Reflection Wet-on-wet wash Water colours Resist painting Marbling Bubble printing Sculpture Recycled		3-4	How is water used in art? Explore and try out different ways water can be used in art e.g. wet-on-wet washes, oil resist water colour paintings, oil and water marbling, bubble printing, water droplet painting and salt painting	
		5-6	What’s so important about water? Create a sculpture to raise awareness of the importance of water. This could be a sculpture made from recycled plastic to raise awareness of the plastic in the ocean or one made from natural materials from beaches/rivers etc. to encourage people to look after their natural surroundings / protect habitats.	
Big Question Link		Vision and Values Link		
What’s so important about water in art?		Give back to the community by creating are to raise awareness of the importance of water.		

Big Question: Who's in control?

Unit grid: Portraits Then and Now

Year A/**Year B**

Autumn/Spring/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
- I use drawing and painting to develop and share my ideas, experience and imagination. - I develop my use of colour, lines and shape to produce a piece of artwork. - I study the work of Native Americans and make comparisons to contemporary art.	- I use my sketchbook to record my observations of historical art and review and revisit ideas. - I improve my mastery of drawing by including facial expressions in portraits. - I improve my mastery of painting by considering the use of line and shape in a portrait. - I study the work of portrait artists through time and compare the features.	1	EXTRAVAGANT EYELINER Study Ancient Egyptian portraits and create a sketchbook page to record observations. Practise sketching a face in this style, focusing on the lines and shapes.	A series of sketchbook pages to record observations and sketches of portraits.
		2-3	PAPYRUS PAINTING Create handmade paper to resemble papyrus and paint a self-portrait in an Egyptian style.	An Egyptian-style self-portrait, painted on handmade paper to resemble papyrus.
		4	ROYAL REQUESTS Study how royal portraits have changed from Ancient Egyptian pharaohs to King Charles, including the use of photography in recent years. Record observations in sketchbooks.	An alternative version of the Mona Lisa with a different facial expression.
		5	EXPLORING EXPRESSIONS Find out about the Mona Lisa. Explore how to create facial expressions in portraits by sketching the Mona Lisa with different expressions.	A self-portrait using your own style.
		4	EXPLORING EXPRESSIONS Find out about the Mona Lisa. Explore how to create facial expressions in portraits by sketching the Mona Lisa with different expressions.	
		6	MODERN MASTERPIECE Create your own style for a self-portrait. How would you want to be shown? What message would you want your portrait to give? What would it tell people about you? What facial expression would you have?	
Key Vocabulary				
- Line - Shape - Portrait - Self-portrait - Profile - Facial expression - Surrealism - Papyrus - Hieroglyphics				
Big Question Link		Vision and Values Link		
Who's in control of a portrait: the artist or the subject?		To aspire to master artistic skills and endure through unsuccessful attempts.		

Big Question: What lights up the world?

Unit grid: Drawing Light and Shade

Year A/**Year B**

Autumn/**Spring**/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
• I use drawing to develop and share my ideas, experience and imagination. • I develop my use of colour, lines and shape to produce a piece of artwork.	• I use my sketchbook to try out different ways to create light and dark tones and review and revisit ideas. • I improve my mastery of drawing by using shading and mark-making to create shadows, reflections and detail. • I study the work of Rembrandt and use features from his art in my own work.	1	WHAT IS TONAL SHADING? Explore the concept of tone and how to create light and dark. Explore how to shade shapes with the direction of light coming from different angles.	Sketchbook pages to record different shading strategies. A series of 3D drawings in sketchbooks. An observational drawing, using shading.
<u>Key Vocabulary</u> • Shade • Tone • 3D • Rembrandt • Hatching • Cross-hatching • Stippling • Graduation • Blending • Line • Shadow • Reflection • Observation		2	SHADING TECHNIQUES Explore some different shading techniques using both pencil and charcoal, such as different types of hatching and blending.	A drawing in the style of Rembrandt.
		3	3D SHADING Use shading to make a drawing look 3D, including the use of shadows and reflections.	
		4	DRAWING OBJECTS Create observational drawings using shading.	
		5	DRAWING LIKE REMBRANDT Study Rembrandt’s drawings and his use of line and shading. Create your own drawing in this style.	
Biq Question Link		Vision and Values Link		
What lights up our artwork?		Develop endurance by improving our shading techniques.		

Big Question: What is stronger – people or their environment?

Unit grid: Volcano Sculpture

Year A/**Year B**

Autumn/Spring/**Summer**

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
- I use sculpture and drawing to develop and share my ideas, experience and imagination. - I develop my use of texture, shape and form to produce a sculpture.	- I use my sketchbook to record my observations and ideas and review and revisit ideas. - I improve my mastery of sculpture by moulding materials to represent naturally occurring forms. - I study the representation of volcanoes in art and sculpture and compare and contrast the styles, interpretations and meanings.	1-2	VOLCANO ARTWORK Study, compare and contrast how volcanoes are represented by some of the following artists: - Turner - Hiroshige - Katsushika Hokusai - Andy Warhol - Joseph Wright - Tigua Folk Art - Kate Fortin - Nick Rowland - Antonio Attanasio Quadri	A series of sketchbook pages about different volcano artwork. A design for a volcano sculpture based on a famous picture. A sculpture of a volcano based on a famous picture.
Key Vocabulary - Sculpture - Mould - Form - Texture - Shape		3	DESIGN SCULPTURES Choose one of the representations of a volcano studied previously and design a sculpture to create a 3D version of the picture.	
		4-6	MAKE SCULPTURES Use a mouldable material to create a sculpture of a volcano.	
Biq Question Link		Vision and Values Link		
What has a stronger impact: the artist or the subject?		To aspire to create an effective volcano sculpture.		

Upper Key Stage 2

(Years 5 and 6)

Big Question Link: How do you live?

Unit grid: Art: Leonardo da Vinci

Year A/Year B

Autumn /Spring /Summer

Prior Learning Links		Key NC Objectives	Session overviews		Unit Outcomes
Exploration of artists in previous years Learning drawing and painting techniques Understanding the effect of artistic choices on the receiver		- Create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - Know about great artists, architects and designers in history.	1	Introducing Leonardo da Vinci and the Renaissance Identify when the Renaissance period was and why Leonardo da Vinci was famous. Look at some of his paintings.	Mona Lisa collage Tunnel books Collaborative recreation of The Last Supper Gallery leaflets
Key Vocabulary			2	Mona Lisa Study the Mona Lisa. Try and recreate the Mona Lisa using the same colours. Make a collage as a group.	
Leonardo da Vinci	Perspective		3	The Last Supper Explore perspective and composition through da Vinci’s religious paintings and create a tunnel book based on The Last Supper. Children create a group representation of The Last Supper	
Renaissance	Composition		4	Drawing techniques Investigate and use drawing techniques used by Leonardo da Vinci including shading and hatching	
Technique	Realism		5	Inventions Explore inventions by Leonardo da Vinci and create their own inventions.	
Mediums	Portraiture		6	Influence and legacy Explore the influence da Vinci had on other artists of his time and now.	
Influence	Sfumato				
Influential	Blending				
Background	Shading				
Mid-ground	Hatching				
Foreground	SCAMPER				
Evaluate	Invention				
Gallery	Machine				
	Curator				
Biq Question Link			Vision and Values Link		
What does the work of Leonardo da Vinci about how people lived?			Ambition – Leonardo da Vinci was ahead of his time and ambitious in his work.		

Big Question Link: How do you live?

Unit grid: Art: Mini project – representing mountains in art

Year A/Year B

Autumn /Spring /Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Using different media to make representations Pencil techniques including hatching and shading Using collage materials Observational drawing	- 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	1	Drawing mountains Follow a step-by-step tutorial to draw mountains in a simple landscape	Various 2-d and 3-d representations of mountains using a range of media and materials
Key Vocabulary		2	Observational drawing Use material to represent fold mountains and use observation to sketch the shape created	
Lines Shading Landscape Tone Perspective Technique		3	Reflections Use oil pastels and coloured card to create pictures of mountains and their reflections	
		4	Progress pictures Use grids to create detailed pictures of Mount Everest	
		5	Topography Choose from cardboard, Styrofoam or foam to create 3-d mountain topography models which are replicated on paper	
Big Question Link		Vision and Values Link		
How do people portray mountains in art?		Thinking wisely about selecting materials		

Big Question Link: What do you believe?

Unit grid: Art: Early Islamic Art

Year A/Year B

Autumn/Spring/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Exploration of artists in previous years Learning drawing and painting techniques Understanding the effect of artistic choices on the receiver	• Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • Know about great artists, architects and designers in history.	1	To learn about the importance of paper and writing in Early Islamic Civilisation. What can we learn about the process of making paper and ink? children can make their own paper and/or ink Provide examples of patterns to copy using Calligraphy practice	A tessellated piece of art
Key Vocabulary		2	To learn about Islamic scholars and share this information in the form of a biography. Why are some Islamic scholars remembered today? make notes on a chosen scholar. write a biography.	
Early Islamic Civilisation Paper Ink Calligraphy Scholars Sketches Pattern Motifs Geometric tessellate		3	To identify important features of early Islamic art. To make annotated sketches. What characteristics can we find in Islamic Art? enjoy a range of Islamic art, pattern and motifs. establish a list of common/ important features of early Islamic art and architecture. make annotated sketches.	
		4	How can we re-create patterns from Islamic Art? learn about the use of geometric patterns in Early Islamic art. explore which regular and semi-regular shapes tessellate. create a tessellating pattern and describe its 'code'.	
		5	What can we find out about the characters and themes in <i>One Thousand and One Nights</i> ? • learn about the legend of Scheherazade. • become familiar with two of the stories from <i>One Thousand and One Nights</i>. discuss the themes within and structure of the stories.	
		6	What is the significance of the mathematician, Al-Khwarizmi? • learn about the mathematician Al-Khwarizmi. investigate some aspects of maths based on his ideas.	
Biq Question Link		Vision and Values Link		
How could you demonstrate your beliefs using art?		Promote acceptance of different cultures and being respectful to different beliefs		

Big Question Link: ¿Qué hizo que los mayas fueran increíbles?

Unit grid: Art: Frida Kahlo

Year A/Year B

Autumn /Spring /Summer

Prior Learning Links		Key NC Objectives	Session overviews		Unit Outcomes
Exploration of artists in previous years Learning drawing and painting techniques Understanding the effect of artistic choices on the receiver		- Create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - Know about great artists, architects and designers in history.	1	To learn about Frida Kahlo and analyse some of her work.	paint a portrait of someone who has a significant part in their life
Key Vocabulary			2	To study the self portraits of Frida Kahlo.	
Self-portrait Autobiographical Mexican folk art Surrealism Bright colours Geometric patterns	Roots The Wounded Deer		3	To explore how Kahlo drew on her cultural background for her artwork	
			4	To understand what surrealism is in artwork. Practice surrealist techniques	
			5	To explore how Kahlo painted moments in her life and expressed emotion through her work. Practice showing emotion	
			6	To create a portrait of someone significant in your life in the style of Frida Kahlo	
			Biq Question Link		
Is Frida Kahlo’s art magnificent?		To endure through illness and become an artist			

Big Question Link: Evacuee or refugee?

Unit grid: Art: Henry Moore

Year A/Year B

Autumn /Spring /Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Study of other artists Work in clay Key Vocabulary	- Create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - Know about great artists, architects and designers in history.	1	Research Henry Moore and present the information found	Know about a famous artist- Henry Moore. Use charcoal to create a picture. Use clay to create a sculpture. Using natural colours to paint the sculpture. Evaluate their work.
Henry Moore Sculpture Textiles Drawings Stone Marble Wood Concrete Clay Exhibition Commission Abstract Nature Relect light Absorb light		2	Learn how to draw using charcoal and draw a body using this medium. Practice techniques in sketchbook	
		3	Use clay to create a sculpture of a body	
		4	Paint the sculpture using natural colours.	
		5	Evaluate work	
Biq Question Link		Vision and Values Link		
What influence did WWII have on Henry Moore?		How do sculptures give back to the community?		

Big Question Link: How far can you go?

Unit grid: Art: Digital art

Year A/**Year B**

Autumn /**Spring** /Summer

Prior Learning Links		Key NC Objectives	Session overviews		Unit Outcomes
Exploration of artists in previous years Learning drawing and painting techniques Understanding the effect of artistic choices on the receiver		- Create sketch books to record their observations and use them to review and revisit ideas - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	1	explain what street art is, why artists create it, and describe different styles and messages it conveys.	Create a digital art piece with a message
Key Vocabulary			2	design and sketch my own graffiti-style letters, using shape, colour, and shadow to create bold, expressive lettering.	
Street art Digital media Stencil Overlay Mural Proportion Social message message	Symbolism Graffiti Typography Layering Gradient Letter style Tag outline		3	create a graffiti-style letter design using digital tools to express my personal style.	
			4	create my own digital street art that communicates a social message using symbolism, colour, and digital media tools.	
			5	design a street art mural that communicates a chosen theme, using digital tools.	
			6	use digital tools to create a street art composition that acknowledges how location can influence the message and impact of an artwork.	
			Biq Question Link		
How far can your message travel?		Aspire to create an art piece with a message linked to respecting the environment/others			

Big Question Link: What would you vote for?

Unit grid: Science: Art: Textiles: Printing

Year A/**Year B**

Autumn /Spring / **Summer**

Prior Learning Links			Key NC Objectives	Session overviews	Unit Outcomes
- to use a range of materials creatively to design and make products - 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.			- 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.	1 Explore Explore colour and pattern in Greek art and textiles. Create success criteria. Explore key Greek artists over time	Printed cards
				2 Explore Explore different ways of printing. What are the most effective ways of printing? What makes a successful print? (simplicity, not too many colours etc)	
				3 Design Come with a design for printing onto fabric. How does it meet the success criteria? Plan for printing. Rehearse on paper.	
Key Vocabulary				4 Create Create your printing tool. Is it a relief print, intaglio print or stencil? Why? What materials are being used?	
Print Fabric Etching	Cut Relief Intaglio	Planograph Stencil Dye		5 Create Use the printing tool to print a set of cards. Give the cards to significant people who have supported your journey through primary school. (Keep one for display)	
				6 Evaluate Evaluate your finished product. What went well? What would you change? Did it meet the success criteria?	
Biq Question Link				Vision and Values Link	
Which method have you chosen (voted for) and why?				Giving back to the community – being thankful and showing appreciation	