Art and Design Unit Overviews

Art

Overview of Topics

	Autumn Term	Spring Term	Summer Term
EYFS (Seed Class)	Self Portraits Firework pictures	Chinese New Year crafts Dragons	Summer crafts Caterpillar art Symmetrical butterflies
KS1 A (Seed Class)	Toys – **Andy Warhol** Printing	Charcoal images of houses Fire pictures	Animals in Art: Henri Rousseau
KS1 B (Seed Class)	Artist Study: Paul Klee	Florence: 'The Lady with the lamp' – looking at light. Giuseppe Arcimbaldo	Andrew Goldsworthy Designs using natural objects.
LKS2 A (Sapling Class)	Cave painting to Banksy	Mixed-media mythical creatures	Natural sculpture
LKS2 B (Sapling Class)	Portraits then and now	Drawing light and shade	Volcano sculpture
UKS2 A (Blossom Class)	Artist study: Leonardo da Vinci Portraying mountains	Early Islamic art	Frida Kahlo
UKS2 A (Blossom Class)	Henry Moore	Digital Art	Textiles: printing

EYFS

Autumn	Spring	Summer
Expressive Arts and Design: • First day of school photo • Self Portraits • Nursery thymes • Colour monsters • Firework pictures	**Expressive Arts and Design:** • Chinese New Year crafts • Making cards • Pancake day • Dragons	**Expressive Arts and Design:** • 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

<table>
<tr><td>Prior Learning Links</td><td rowspan="2">Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td rowspan="2"></td><td rowspan="9">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.</td><td>1</td><td>Andy Who??
Who is Andy Warhol and What is Pop Art?</td><td rowspan="9">To learn about the work of Andy Warhol

To learn what Pop Art

To design prints inspired by Pop Art.</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>Evaluate Andy’s famous pieces of work.
Why were they so popular?
What do we like?
What do we think could be better?</td></tr>
<tr><td rowspan="7">Andy Warhol
Pop Art
Colourful
Bright</td><td>3</td><td>Practice Pop Art. Choose your favourite character draw and colour in the style of Pop Art</td></tr>
<tr><td>4</td><td>Old toy design, choose an old toy to create a print from design on paper with colours</td></tr>
<tr><td>5</td><td>New toy design, choose a new toy to create a print from design on paper with colours.</td></tr>
<tr><td>6</td><td>Make and Print old toy design, using polystyrene</td></tr>
<tr><td>7</td><td>Make and print new toy design, using polystyrene</td></tr>
<tr><td>8</td><td>Evaluation of our work

What went well

If I could do this again I would change</td></tr>
<tr><td colspan="3">Big Question Link</td><td colspan="2">Vision and Values Link</td></tr>
<tr><td colspan="3">What toys do you remember playing with?</td><td colspan="2">To develop wisdom and aspiration to create and achieve their own creations of work.</td></tr>
</table>

Big Question Link: Where shall we go?

Unit grid: Art – The Great Fire of London
Year A/Year B

Autumn / Spring/ Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Experience of colour and materials</td><td rowspan="6">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</td><td>1</td><td>Introduce charcoal and practice techniques. Lines and shading.</td><td rowspan="6">Great Fire of London Art Work</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>Study images of Stuart houses, the Great fire of London and charcoal pictures of houses. Discuss how line and colour are used.</td></tr>
<tr><td>Charcoal
Lines
Shading
Blending
Texture</td><td>3</td><td>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.</td></tr>
<tr><td></td><td>4</td><td>Create final charcoal picture of a row of houses from the Great fire of London time.</td></tr>
<tr><td></td><td>5</td><td>Add tissue paper fire and flames to the pictures created.</td></tr>
<tr><td></td><td>6</td><td>Class gallery.
Evaluate own and others work.</td></tr>
<tr><td colspan="2">Big Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Would you like to go to London?</td><td colspan="3">To develop wisdom and aspiration to create and achieve their own creations of work.</td></tr>
</table>

Big Question Link: What is home?

Unit grid: Art – Henri Rousseau
Year A/Year B

Autumn / Spring/ Summer

<table>
<tr><td>Prior Learning Links</td><td colspan="2">Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Experience of colour and materials</td><td rowspan="7">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.</td><td>1</td><td>Look at the key features of animal art work by Henri Rousseau</td><td rowspan="7">Jungle scene art work</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>Practice drawing techniques, including simple shapes, lines, sketch and draw. Holding a pencil, pressure, shading etc.</td></tr>
<tr><td>Sketch
Shade
Layer
Overlap</td><td>3</td><td>Use paint to explore mixing colours to create new colours and to create shades of the same colour</td></tr>
<tr><td></td><td>4</td><td>Rehearse different techniques for layering and overlapping, drawing inspiration from Rousseau’s work</td></tr>
<tr><td></td><td>5</td><td>Create animals from simple shapes focusing on jungle animals</td></tr>
<tr><td></td><td>6</td><td>Create a jungle scene in the style of Henri Rousseau</td></tr>
<tr><td colspan="3">Big Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="3">Which animals call the jungle home?</td><td colspan="3">To develop promote acceptance of different cultures</td></tr>
</table>

Big Question Link: What is home?

Unit grid: Art – Paul Klee
Year A/Year B

Autumn / Spring/ Summer

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>To use a range of materials
To explore colour and texture</td><td rowspan="7">- 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.</td><td>1</td><td>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</td><td rowspan="7">- 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
-</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>Shape Detectives
Hunt for different shapes around the classroom
Practice drawing squares, triangles, circles, rectangles
Use 2d shapes to build a model simple castle.</td></tr>
<tr><td>Artist
Artwork
Inspiration
Style
Square
Rectangle
Triangle
Circle
Geometric
Colour
Primary
Secondary
Design
Paint
Mix
Compose
Create</td><td>3</td><td>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</td></tr>
<tr><td>4</td><td>Pattern and Line
Children to create patterns using lines and shapes that they find on buildings.
Representive of tiles.
Children to mark make doing this.</td></tr>
<tr><td>5</td><td>Design my castle
Children to sketch their castle using geometric shapes
Choosing colours they have explored
Plan where the sun will go</td></tr>
<tr><td>6</td><td>Create and Evaluate
Children to paint their castles and the sun.
Children then to Evaluate their own work.</td></tr>
</table>

Big Question Link: Who Can help me?

Unit grid: Art- Giuseppe Arcimbaldo
Year A/Year B
Autumn/ Spring/ Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Learning about Florence Nightingale
Exploring symbols</td><td rowspan="7">- 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.</td><td>1</td><td>Look at work and discuss Arcimboldo.
Children practice observational drawings of fruits/ vegetables/ flowers or books in their sketch book.</td><td rowspan="7">- A portrait of Florence Nightingale in the style of Arcimboldo</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>Florence Nightingale carefully observed her patients and the hospital conditions before making improvements.
Children will carefully observe/ study natural materials with a magnifying glass paying close attention to details. Create detailed drawings of natural objects.</td></tr>
<tr><td rowspan="5">Portrait
Composition
Observational drawings
Sktech
Detail
Line
Shape
Form
Texture
Colour
Collage
Evaluate
Tone</td><td>3</td><td>Use prior knowledge of how Florence Nightingale supported patients and hospitals to draw symbols to represent her e.g. lamps, hospital beds, stars, candles</td></tr>
<tr><td>4</td><td>Create a portrait of Florence Nightingale using symbols learnt and drawn from last lesson</td></tr>
<tr><td>5</td><td>Build a portrait of Florence Nightingale using symbolic objects</td></tr>
<tr><td>6</td><td>Hold a gallery walk and allow children to give peer feedback.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">Big Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How did Florence Nightingale help people?</td><td colspan="3">How did Florence Nightingale give back to the community?</td></tr>
</table>

Big Question Link: Are we there yet?

Unit grid: Art- Andrew Goldsworthy
Year A/Year B

Autumn /Spring /Summer

<table>
<tr>
<td>Prior Learning Links
Experience of natural objects
Working with collage, paint and pastel

Key Vocabulary:

Material
Colour
Shape
Natural
Stone
Wood
Leaves
Snow
Ice
Cotton
Feathers
Chalk
Sand
Wool

Photograph
Arranged
Mimic
Compare
Circles
Spirals
Curved lines
Tints
Shades
Lighter
Stalks
Slate
Temporary
Thorns

Darker
Sculpture
Arch
Dome
Reflection
Reflective
materials
Texture
Pattern
Environment
Inspired
Clay
Petals</td>
<td>Key NC Objectives
- 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.</td>
<td>Session overviews
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.
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.
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.
4 Plan how to recreate their faces using natural objects.
5 Collect materials to create their artwork.
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.</td>
<td>Unit Outcomes
Children create art work in the style of Andrew Goldsworthy</td>
</tr>
<tr>
<td colspan="2">Big Question Link
Using materials to create pathways. Where is your pathway going?</td>
<td colspan="2">Vision and Values Link
Respect for nature and the environment</td>
</tr>
</table>

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

<table>
<tr><th>Prior Learning Links</th><th>Key NC Objectives</th><th colspan="2">Session overviews</th><th>Unit Outcomes</th></tr>
<tr><td>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.</td><td rowspan="6">• 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)</td><td>1</td><td>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.</td><td rowspan="6">A series of handprints inspired by those found in caves.

A series of paintings inspired by cave paintings, to tell stories of Stone Age life.

A research page about street art.

A message to the world, created with a stencil, inspired by Banksy.

A piece of artwork combining cave paintings and street art.</td></tr>
<tr><td rowspan="5">Key Vocabulary
Cave painting
Handprint
Stone Age
Banksy
Street art
Spray paint
Stencil
Symbol</td><td>2</td><td>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.</td></tr>
<tr><td>3</td><td>Street Art
Find out about different types of street art and create a research page. Have a go at designing a graffiti tag.</td></tr>
<tr><td>4</td><td>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.</td></tr>
<tr><td>5-6</td><td>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.</td></tr>
<tr><td colspan="2">Big Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Is art a part of being human?</td><td colspan="3">Does Banksy give back to the community?</td></tr>
</table>

Big Question: How do we use...?

Unit grid: Mixed-Media Mythical Creatures

Year A/Year B

Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td rowspan="2">Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Children studied animals in art in KS1.</td><td>1</td><td>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</td><td rowspan="7">A series of sketch book pages using different mediums to try out ideas.

A mixed-media mythical creature.</td></tr>
<tr><td rowspan="6"><u>Key Vocabulary</u>
Mythical creature
Medium
Mixed-media
Sketching pencil
Texture
Watercolour
Blending
Charcoal
Shadows
Form
Collage
Digital art</td><td rowspan="6">• 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</td><td>2</td><td>Medium: Watercolour
Part of Creature: Wings/arms</td></tr>
<tr><td>3</td><td>Medium: Charcoal
Part of Creature: Legs/feet</td></tr>
<tr><td>4</td><td>Medium: Collage
Part of Creature: Tail</td></tr>
<tr><td>5</td><td>Medium: Digital art
Part of Creature: Body and background</td></tr>
<tr><td>6</td><td>Assemble mythical creatures. Class gallery. Share successes and even better ifs</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">Big Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How do we use... different materials in art?</td><td colspan="3">Demonstrate endurance by trying out lots of ideas.</td></tr>
</table>

Big Question: What's so important about water?

Unit grid: Water Art

Year A/Year B

Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Children studied Andy Goldsworthy's natural sculptures in KS1.</td><td rowspan="4">• 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</td><td>1-2</td><td>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.</td><td rowspan="4">A recreation of a famous artwork depicting water.

A sculpture to raise awareness of the importance of water.</td></tr>
<tr><td><u>Key Vocabulary</u>
Monet
Hokusai
Hockney
Lichtenstein
Reflection
Wet-on-wet wash
Water colours
Resist painting
Marbling
Bubble printing
Sculpture
Recycled</td><td>3-4</td><td>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</td></tr>
<tr><td></td><td>5-6</td><td>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.</td></tr>
<tr><td colspan="2">Big Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">What's so important about water in art?</td><td colspan="3">Give back to the community by creating are to raise awareness of the importance of water.</td></tr>
</table>

Big Question: Who's in control?

Unit grid: Portraits Then and Now

Year A/Year B

Autumn/Spring/Summer

<table>
<tr>
<td>Prior Learning Links
• 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.

Key Vocabulary
• Line
• Shape
• Portrait
• Self-portrait
• Profile
• Facial expression
• Surrealism
• Papyrus
• Hieroglyphics</td>
<td>Key NC Objectives
• 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.</td>
<td>Session overviews
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.
2-3 PAPYRUS PAINTING
Create handmade paper to resemble papyrus and paint a self-portrait in an Egyptian style.
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.
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.
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?</td>
<td>Unit Outcomes
A series of sketchbook pages to record observations and sketches of portraits.

An Egyptian-style self-portrait, painted on handmade paper to resemble papyrus.

An alternative version of the Mona Lisa with a different facial expression.

A self-portrait using your own style.</td>
</tr>
<tr>
<td colspan="2">Biq Question Link
Who's in control of a portrait: the artist or the subject?</td>
<td colspan="2">Vision and Values Link
To aspire to master artistic skills and endure through unsuccessful attempts.</td>
</tr>
</table>

Big Question: What lights up the world?

Unit grid: Drawing Light and Shade

Year A/Year B

Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>• 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.</td><td rowspan="2">• 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.</td><td>1</td><td>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.</td><td rowspan="6">Sketchbook pages to record different shading strategies.

A series of 3D drawings in sketchbooks.

An observational drawing, using shading.

A drawing in the style of Rembrandt.</td></tr>
<tr><td><u>Key Vocabulary</u>
• Shade
• Tone
• 3D
• Rembrandt
• Hatching
• Cross-hatching
• Stippling
• Graduation
• Blending
• Line
• Shadow
• Reflection
• Observation</td><td>2</td><td>SHADING TECHNIQUES
Explore some different shading techniques using both pencil and charcoal, such as different types of hatching and blending.</td></tr>
<tr><td colspan="2"></td><td>3</td><td>3D SHADING
Use shading to make a drawing look 3D, including the use of shadows and reflections.</td></tr>
<tr><td colspan="2"></td><td>4</td><td>DRAWING OBJECTS
Create observational drawings using shading.</td></tr>
<tr><td colspan="2"></td><td>5</td><td>DRAWING LIKE REMBRANDT
Study Rembrandt’s drawings and his use of line and shading. Create your own drawing in this style.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">What lights up our artwork?</td><td colspan="3">Develop endurance by improving our shading techniques.</td></tr>
</table>

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

Unit grid: Volcano Sculpture

Year A/Year B

Autumn/Spring/Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>• 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.</td><td rowspan="2">• 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.</td><td>1-2</td><td>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</td><td rowspan="3">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.</td></tr>
<tr><td>Key Vocabulary
• Sculpture
• Mould
• Form
• Texture
• Shape</td><td>3</td><td>DESIGN SCULPTURES
Choose one of the representations of a volcano studied previously and design a sculpture to create a 3D version of the picture.</td></tr>
<tr><td colspan="2"></td><td>4-6</td><td>MAKE SCULPTURES
Use a mouldable material to create a sculpture of a volcano.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">What has a stronger impact: the artist or the subject?</td><td colspan="3">To aspire to create an effective volcano sculpture.</td></tr>
</table>

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

<table>
<tr><td colspan="2">Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td colspan="2">Exploration of artists in previous years
Learning drawing and painting techniques
Understanding the effect of artistic choices on the receiver</td><td rowspan="8">• 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.</td><td>1</td><td>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.</td><td rowspan="8">Mona Lisa collage
Tunnel books
Collaborative recreation of The Last Supper
Gallery leaflets</td></tr>
<tr><td colspan="2">Key Vocabulary</td><td>2</td><td>Mona Lisa
Study the Mona Lisa. Try and recreate the Mona Lisa using the same colours. Make a collage as a group.</td></tr>
<tr><td>Leonardo da Vinci
Renaissance
Technique
Mediums
Influence
Influential
Background
Mid-ground
Foreground
Evaluate
Gallery</td><td>Perspective
Composition
Realism
Portraiture
Sfumato
Blending
Shading
Hatching
SCAMPER
Invention
Machine
Curator</td><td>3</td><td>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</td></tr>
<tr><td></td><td></td><td>4</td><td>Drawing techniques
Investigate and use drawing techniques used by Leonardo da Vinci including shading and hatching</td></tr>
<tr><td></td><td></td><td>5</td><td>Inventions
Explore inventions by Leonardo da Vinci and create their own inventions.</td></tr>
<tr><td></td><td></td><td>6</td><td>Influence and legacy
Explore the influence da Vinci had on other artists of his time and now.</td></tr>
<tr><td colspan="3">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="3">What does the work of Leonardo da Vinci about how people lived?</td><td colspan="3">Ambition – Leonardo da Vinci was ahead of his time and ambitious in his work.</td></tr>
</table>

Big Question Link: How do you live?

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

Year A/Year B

Autumn /Spring /Summer

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

Big Question Link: What do you believe?

Unit grid: Art: Early Islamic Art

Year A/Year B

Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Exploration of artists in previous years
Learning drawing and painting techniques
Understanding the effect of artistic choices on the receiver</td><td rowspan="7">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.</td><td>1</td><td>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</td><td rowspan="7">A tessellated piece of art</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>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.</td></tr>
<tr><td rowspan="5">Early Islamic Civilisation
Paper
Ink
Calligraphy
Scholars
Sketches
Pattern
Motifs
Geometric
tessellate</td><td>3</td><td>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.</td></tr>
<tr><td>4</td><td>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'.</td></tr>
<tr><td>5</td><td>What can we find out about the characters and themes in One Thousand and One Nights?
learn about the legend of Scheherazade.
become familiar with two of the stories from One Thousand and One Nights.
discuss the themes within and structure of the stories.</td></tr>
<tr><td>6</td><td>What is the significance of the mathematician, Al-Khwarizmi?
learn about the mathematician Al-Khwarizmi.
investigate some aspects of maths based on his ideas.</td></tr>
<tr><td colspan="2">Biq Question Link
How could you demonstrate your beliefs using art?</td><td colspan="3">Vision and Values Link
Promote acceptance of different cultures and being respectful to different beliefs</td></tr>
</table>

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

Unit grid: Art: Frida Kahlo

Year A/Year B

Autumn /Spring /Summer

<table>
<tr><td colspan="2">Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td colspan="2" rowspan="2">Exploration of artists in previous years
Learning drawing and painting techniques
Understanding the effect of artistic choices on the receiver</td><td rowspan="8">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.</td><td>1</td><td>To learn about Frida Kahlo and analyse some of her work.</td><td rowspan="8">paint a portrait of someone who has a significant part in their life</td></tr>
<tr><td colspan="2">Key Vocabulary</td><td>2</td><td>To study the self portraits of Frida Kahlo.</td></tr>
<tr><td>Self-portrait
Autobiographical
Mexican folk art
Surrealism
Bright colours
Geometric patterns</td><td>Roots
The Wounded Deer</td><td>3</td><td>To explore how Kahlo drew on her cultural background for her artwork</td></tr>
<tr><td></td><td></td><td>4</td><td>To understand what surrealism is in artwork. Practice surrealist techniques</td></tr>
<tr><td></td><td></td><td>5</td><td>To explore how Kahlo painted moments in her life and expressed emotion through her work. Practice showing emotion</td></tr>
<tr><td></td><td></td><td>6</td><td>To create a portrait of someone significant in your life in the style of Frido Khalo</td></tr>
<tr><td colspan="3">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="3">Is Frida Kahlo’s art magnificent?</td><td colspan="3">To endure through illness and become an artist</td></tr>
</table>

Big Question Link: Evacuee or refugee?

Unit grid: Art: Henry Moore

Year A/Year B

Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td colspan="2">Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Study of other artists
Work in clay</td><td rowspan="6" colspan="2">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.</td><td>1</td><td>Research Henry Moore and present the information found</td><td rowspan="6">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.</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>Learn how to draw using charcoal and draw a body using this medium. Practice techniques in sketchbook</td></tr>
<tr><td>Henry Moore
Sculpture
Textiles
Drawings
Stone
Marble
Wood
Concrete
Clay
Exhibition
Commission
Abstract
Nature
Relect light
Absorb light</td><td>3</td><td>Use clay to create a sculpture of a body</td></tr>
<tr><td></td><td>4</td><td>Paint the sculpture using natural colours.</td></tr>
<tr><td></td><td>5</td><td>Evaluate work</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td colspan="3">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="3">What influence did WWII have on Henry Moore?</td><td colspan="3">How do sculptures give back to the community?</td></tr>
</table>

Big Question Link: How far can you go?

Unit grid: Art: Digital art

Year A/Year B

Autumn /Spring /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>Exploration of artists in previous years
Learning drawing and painting techniques
Understanding the effect of artistic choices on the receiver</td><td rowspan="8">• 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</td><td>1</td><td>explain what street art is, why artists create it, and describe different styles and messages it conveys.</td><td rowspan="8">Create a digital art piece with a message</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>design and sketch my own graffiti-style letters, using shape, colour, and shadow to create bold, expressive lettering.</td></tr>
<tr><td>Street art
Digital media
Stencil
Overlay
Mural
Proportion
Social message
Symbolism
Graffiti
Typography
Layering
Gradient
Letter style
Tag
outline</td><td>3</td><td>create a graffiti-style letter design using digital tools to express my personal style.</td></tr>
<tr><td></td><td>4</td><td>create my own digital street art that communicates a social message using symbolism, colour, and digital media tools.</td></tr>
<tr><td></td><td>5</td><td>design a street art mural that communicates a chosen theme, using digital tools.</td></tr>
<tr><td></td><td>6</td><td>use digital tools to create a street art composition that acknowledges how location can influence the message and impact of an artwork.</td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">How far can your message travel?</td><td colspan="3">Aspire to create an art piece with a message linked to respecting the environment/others</td></tr>
</table>

Big Question Link: What would you vote for?
Unit grid: Science: Art: Textiles: Printing
Year A/Year B
Autumn /Spring / /Summer

<table>
<tr><td>Prior Learning Links</td><td>Key NC Objectives</td><td colspan="2">Session overviews</td><td>Unit Outcomes</td></tr>
<tr><td>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.</td><td rowspan="4">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.</td><td>1</td><td>Explore
Explore colour and pattern in Greek art and textiles.
Create success criteria.
Explore key Greek artists over time</td><td rowspan="4">Printed cards</td></tr>
<tr><td>Key Vocabulary</td><td>2</td><td>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)</td></tr>
<tr><td>Print
Fabric
Etching

Cut
Relief
Intaglio

Planograph
Stencil
Dye</td><td>3</td><td>Design
Come with a design for printing onto fabric. How does it meet the success criteria?
Plan for printing.
Rehearse on paper.</td></tr>
<tr><td></td><td>4</td><td>Create
Create your printing tool. Is it a relief print, intaglio print or stencil? Why? What materials are being used?</td></tr>
<tr><td></td><td></td><td>5</td><td>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)</td><td></td></tr>
<tr><td></td><td></td><td>6</td><td>Evaluate
Evaluate your finished product. What went well? What would you change? Did it meet the success critera?</td><td></td></tr>
<tr><td colspan="2">Biq Question Link</td><td colspan="3">Vision and Values Link</td></tr>
<tr><td colspan="2">Which method have you chosen (voted for) and why?</td><td colspan="3">Giving back to the community – being thankful and showing appreciation</td></tr>
</table>