

B Art Curriculum - Unit Overviews - Summaries of learning							
	Examples from EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn One	Showing different emotions in their drawings and mark making linked with the ‘All About Me’ topic. Focusing on developing fine motor skills. Sharing creations with friends, talking about what they have created, what resources they have used and how they have reached the finished product (in every term)	Weather (extended) Exploring the way in which artists have been inspired by the weather and how their portrayals effect our emotions as the viewer. Developing an understanding of colour temperature, painting techniques and the use of various brush stroked to create texture will all be explored.	Portraits (Extended) Discover that a portrait is a piece of art, that represents a person. The person’s face is the main feature of the artwork. To use knowledge of warm and cold colours to create portraits. (Gainsborough). To explore and experiment with Digital media to create a portrait (Warhol).	Animals (focused) Studying the way in which animals have been a source of inspiration through history. Developing sketching and shading skills to create the effect of three dimensions in the style of Rosa Bonheur. Creating a collage influenced by Megan Coyle using recycled materials and consider the impact that these materials may have on wildlife.	Perspective unit (Extended) Exploring the impact of perspective when done well and not so well. Comparing artists styles in bringing 2D to life. Experimenting with tints and line to create the illusion of depth. Using a vanishing point to create perspective.	The power of love (Extended) - Klimt Discovering how love is portrayed through painting (Klimt) and sculpture (Rodin). Considering how representations of love have changed in different cultures and times. Creating own versions of love symbols and explaining choices by referencing previous artist’s work.	Altering Perspectives (extended) Exploring the impact of perspective using mixed media - paint, pencil and digitally created. Investigating light, colour and line. Combining painted, drawn, photographic and scanned images and manipulating digitally to investigate how depth can be altered and viewer perception impacted.
Autumn Two	Developing their own ideas and then deciding which materials to use to express them. Making a diva lamp (Diwali) in clay, using tools. Making Rangoli patterns with textured pieces. Creating closed shapes with continuous lines, and beginning to use these shapes to represent objects.	Love for Landscapes (focused) Broadening an understanding of paint and colour theory by comparing and contrasting the effects, styles and processes undertaken by John Constable and John Ndambo. With a focus on composition by using quick sketches of key objects and applying chunky brush strokes.	Time for Play (Focused) Explore how to create body shapes that represent movement and mood. Explore the use of straight and curved lines in own art to show people moving while at play. Experiment using brushstrokes in a repetitive way to create a feeling of action (Lowry).	Sculpture (Extended) Designing and creating their own bowl out of clay inspired by Chihuly considering form and hue and reflecting on techniques used. Investigating a variety of Chihuly’s hanging sculptures and exploring the colour wheel, hue and contrasting colours; experimenting with these on acetate to represent glass. Creating an individual piece and to consider form and hue to create a collaborative sculpture.	Cityscape (Focused) Follow on from perspective so that chn understand lines—no rulers) Being exposed to cities around the world and how their skylines are re-created using art . They will learn new art techniques and discover ways to combine these techniques to create their own original pieces of art work.	Cultural Tradition in Art (Focused) Examining the way different cultures have used materials, symbols and style to represent their culture. Comparing three cultures and the way their art reflects their time in history, place and people. Design their own piece using a range of textiles influenced by a culture.	
Spring One	Exploring colour and colour mixing. Responding to artwork by Kandinsky to explore colour and line.	In the Jungle (extended) Investigating mixed media’s such as paint, printing and collage to create jungle imagery. Contrasting shades and tints will be investigated to create thick, luscious backdrops whilst also focusing on colour mixing and the effects colour combinations and choices have on the finished piece.	The beauty of flowers (Extended) Understand that flowers are attractive to humans because of their vibrant colours, soft curves and symmetrical forms. Explore and experiment with colour mixing, colour choice, tones and colouring techniques (with different mediums, pastels, charcoal and materials) to create own pictures and sculptures of flowers (Marc Quinn)	The Renaissance (Extended) Studying the illusion of depth through the use of tints in the Mona Lisa and to recreate this through a self portrait. Creating realistic portrait paintings using colour and blending techniques when painting. Watching objects in motion and sketching sections in real time to capture movement. Considering Da Vinci’s techniques used to develop body proportion and positioning when sketching and then beginning to apply movement.	All Work and no Play (Extended) Artist spotlight: L.S. Lowry Understanding that art can teach us about social history. Paying particular attention to L.S. Lowry and how his life had a huge influence on his art work. Examining the techniques and colours that Lowry used and replicating with sketching and painting.	The Explosion of Pop Art (Extended) Inc Yayoi Kusama Studying the journey of key UK pop art pieces and comparing them with American pop art. Focusing on printing techniques through and how this make pop art recognisable. Emphasising the ability to use digital media and other media techniques.	Beyond Reality - A Study of Surrealism (extended) Analysing objects painted by artists and considering how purposeful or random they are. Developing use of symbolism and colour theory to emphasise. Exploring and comparing techniques of surrealist artists, including automatism (through printing).
Spring Two	Exploring different paint types, power, acyclic, ready mixed. Drawing with increasing complexity and detail, such as representing a face with a circle and including details. Using drawing to represent ideas like movement or loud noises and showing different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	In the Dark of Night (focussed) Contrasting light and dark and using imagination, fantasy and expressionism rather than painting real scenes encapsulate the varying atmospheres, moods and styles depicted by artist specialising in painting the night sky. Using a variety of paint effects and tones to create imagery.	Ancient Art (Focused) Compare ancient tools, e.g. sharp stones and shards of pottery with modern day tools, e.g. paintbrushes. Explore and experience using ancient tools and natural paints (soil, charcoal) to make a thumb pot.	Family life (Focused) Understanding how families have been represented in art through history studying how affection and wealth is portrayed by Henry Walton. Experimenting with photography and digital manipulation to create artwork in this style and comparing to children’s own family photographs particularly the use of colours, setting and body language. Creating faceless sculptures in the style of Susan Lordi and developing techniques with clay modelling. Refer to Da Vinci’s techniques with body proportion.	Abstract Art (Focused) Exploring abstract art with the understanding that the artist is usually trying to convey some kind of emotion or thought. Compare and contrast abstract sculptures and paintings with a focus on Wassily Kandinsky. Explore and experiment with different materials and techniques. Build on knowledge of the colour wheel to explain what ‘complementary secondary hues’ are. Experiment with collage and paint and compare the effects created.	Capturing Conflict (Focused) Aiming to contrast pre and post 20 th century war art styles and focus on the way artists depicted the important features of war. Experimenting with finding movement in paintings and producing two small paintings that show and contrast these two styles of art.	Amazed by Architecture (focused) Focusing on Zaha Hadid to understand how architecture can be inspired and the purposeful intentions which determine the completed design. Make connections between design and the emotions they may cause in the viewer. Experiment with CAD and paper to create a futuristic building design, combining curves and sharp points, linked to the inspiration or the intended impact.
Summer One	Exploring patterns, textures and using natural materials in art (linked to weekly Forest School sessions). Exploring different paint types, power, acyclic and ready mixed.	At the Seaside (extended) Experimenting with mixed media to create scenes that evoke memories of the seaside. The use of textiles to create weaving patterns and dip dyes as well as applying charcoal, pastels and sand to paint will all be examined.	Scenes of the Sea (Extended) Gain an understanding of what seascapes are. Through studying seascapes (Ivan Aivazovsky, Monet and Turner) the children will gain an understanding of complimentary colours. Use their knowledge of primary and secondary colours on a colour wheel to understand that when a primary colour is next to a secondary, it can create a bright, warm contrast. Explore paint effects with wax crayons to create individual seascapes, exploring the placement of the horizon when creating a seascape picture.	Art deco (Focused) Investigate how art impacted furniture, pottery, fashion and architecture between 1900-1930s and the impact that this had on society. Designing art deco pieces considering the use of line and colour and considering how this would be considered sophisticated in the 1920s. Creating art influenced by cubism, inspired by Picasso and Georges Braque, focusing on an everyday which incorporates repetitive, geometric shapes to create a three -dimensional effect.	Symbolism (Extended) Gaining an understanding that symbolism was a style of poetry, music and visual art that suggested ideas through symbols and emphasised the meaning behind the shapes, forms and colours. The children will make possible symbolic links between pieces of art, compare and contrast colour use and compare artists, considering how they have used symbols in their work. Using the brushstroke technique and use of flowing lines developed by Gauguin and Munch in their own version of The Scream. Exploring and discovering the effects of overlaying different media and materials.	Exploring Expressionism (Extended) Building an understanding of Fauvism and how colour is used in expressionism. Clearly understanding different techniques in order to create sculptures that represent their understanding expressionism and being able to explain this.	The art of anatomy (Extended) Examining the way in which the human body has been observed, copied and recreated - from the famous Greek Artworks to those created in the sixteenth and the twentieth centuries. Trying and evaluating the effectiveness of techniques, such as wire frame and ball and socket, to recreate body positioning and proportion in drawing and sculpture.
Summer Two	Observational drawings of plants outside. Sharing creations with friends, talking about what they have created, what resources they have used and how they have reached the finished product (in every term)	Food (focused) Focusing on Paul Cezanne to understand how the use of vivid colour and shapes can create realistic and dynamic still-life paintings. Comparing the works of the artists Picasso and Matisse, who were both inspired by Cezanne’s techniques which fed into the later abstract movement.	Dreams (focused) Finding out about Hieronymous Bosch and how he was one of the first artists to create dream-inspired art. Comparing and contrasting art. Creating a sculpture, inspired by a dream, using a combination of different shapes. Examining how William Blake’s religious beliefs influenced his artwork. Experimenting with Blake’s technique using their own silhouettes.	Journey into Space (Extended) Linking scientific discoveries with artistic expression to connect technology and human life. Comparing artwork by Lucien Rudaux with photographs of the moon’s landscape and artwork depicting science fiction and fantasy. Researching planets and recreating accurate representations. Studying Robert McCall’s art considering the emotions his artwork has on the viewer and producing futuristic space art conveying their own views of the future.	Impressionism (Extended) Learning that Impressionism became popular as an art style in France in the 19th century and discovering its impact on art at that time. Exploring the term impression and relating it to art work. Summarising the reasons why Renoir’s use of media and materials was quite unusual for an Impressionist. Copy the quick style of Impressionists to capture the current light and weather in an outdoor scene and practise using hatching and stippling to develop the ‘broken colour’ effect.	Art and Religion (focused) Relating this unit to the ‘Cultural Tradition in Art’ unit, build on the understanding that religions also impacts art. Continuing on from the Y3 ‘Islamic art’ unit, re-visit a range of religious styles of art. Experiment and create a piece using a range of textiles, as well as glass, and colour theory techniques.	Futurism (focused) Building on The Art of Anatomy, using an exploration of Futurism to represent the human form - depicting movement and speed through experimenting with repeated images and ways in which line can add pace and direction. Relishing opportunities to experiment with, and extend, previously learnt skills to enhance the dynamics of their final piece.