

		Unit 1	Unit 2	Unit 3	Unit 4
KS1	Year A	<p><u>Colour and Shape</u></p> <p><b>Artists:</b> Kandinsky, Delaunay, Monet, Klee, Picasso, Calder  <b>Concepts:</b> primary colours, secondary colours, warm and cool colours, tints and shades, geometric shapes, organic shapes  <b>Skills:</b> colour mixing, drawing geometric shapes, using natural objects to draw organic shapes, creating sculptures with paper and wire, working as a team</p>	<p><u>Colour, Shape and Texture</u></p> <p><b>Artists:</b> Matisse, Durer, Jan van Eyck  <b>Concepts:</b> cut-outs, complementary colours, organic shapes, composition, visual texture  <b>Skills:</b> colour mixing, selecting complementary colours, cutting organic shapes, creating texture with mark-making and colour, drawing with chalk and charcoal, graphite and oil pastels</p>	<p><u>Portraits and Self Portraits</u></p> <p><b>Artists:</b> Leonardo da Vinci, Holbein, Hogarth, Van Gogh, Rembrandt, Kahlo, Picasso, Gentileschi  <b>Concepts:</b> Portraits v self-portraits, representation in portraits, proportions of a face, cubism  <b>Skills:</b> Planning and drawing a face, drawing a profile, mixing skin tones, drawing with oil pastels</p>	<p><u>Landscape and Symmetry</u></p> <p><b>Artists:</b> Constable, Turner, Rousseau, Leonardo da Vinci, Hobbema, Goldsworthy  <b>Concepts:</b> What is a landscape, different methods to paint landscapes, Turner's style, symmetry in nature and art, temporary art  <b>Skills:</b> Washes with a sponge, using bold brushstrokes, detailed drawing with oil pastels, creating sculptures with found objects</p>
KS1	Year B	<p><u>Colour</u></p> <p><b>Artists:</b> Van Gogh, Bruegel, Vermeer, Hockney, Monet  <b>Concepts:</b> Primary and secondary colours, warm and cool colours, tints and shades, rough and smooth brushstrokes  <b>Skills:</b> colour mixing, holding and using a brush, using different brushstrokes</p>	<p><u>Line</u></p> <p><b>Artists:</b> Rembrandt, Miro, Klee  <b>Concepts:</b> Lines as basic tools, describing different lines, different materials for making lines, lines can be used to represent different things  <b>Skills:</b> drawing different lines with different materials, drawing lines with a ruler, painting and colouring neatly inside shapes, drawing from the imagination</p>	<p><u>Style in Art/Narrative Art</u></p> <p><b>Artists:</b> Seurat, Van Gogh, Tintoretto, Uccello, Moreau  <b>Concepts:</b> style, painting technique, brushstrokes, pointillism, narrative paintings, characters in paintings  <b>Skills:</b> painting with dots, using short brushstrokes, colour mixing, planning a painting, drawing from the imagination</p>	<p><u>Sculpture</u></p> <p><b>Artists:</b> Degas, Kim Lim, Myung nam am, Gormley, Hepworth, Moore, Giacometti, Kapoor  <b>Concepts:</b> Defining sculpture, materials, carving/building-up sketches/maquettes, casting, colour in sculpture, different styles, scale  <b>Skills:</b> Drawing people from life, using charcoal, modelling with clay, casting in plaster, painting plaster and painting detail, sculpting with wire and Modroc</p>

LKS2	Year A	<p style="text-align: center;"><u>Light</u></p> <p><b>Artists:</b> Caravaggio, Vermeer, Goncharova, Begum  <b>Concepts:</b> light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways  <b>Skills:</b> Observational drawing, continuous line drawing, using chalk and charcoal for tone, using acrylic paint for tone, painting a ground, underpainting mixing tints and shades in acrylic</p>	<p style="text-align: center;"><u>Space</u></p> <p><b>Artists:</b> Matisse, Millet, Bonheur, Bruegel, Turner  <b>Concepts:</b> Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background, using colour and detail to create depth  <b>Skills:</b> Using shade to create tone, using line to draw a landscape, creating a relief in cardboard</p>	<p style="text-align: center;"><u>Design</u></p> <p><b>Artists:</b> Matisse, Munch, Kauffman  <b>Concepts:</b> Meaning of design in art, the elements of art, composition, cutouts, expressionism, colour and line to create emotion, complementary colours  <b>Skills:</b> Arranging a composition, using lines to show expression, painting with watercolour</p>	<p style="text-align: center;"><u>Monuments of Ancient Rome</u></p> <p><b>Monuments:</b> The Pantheon, Colosseum, Trajan's Column  <b>Concepts:</b> What is a monument, monuments shows Emperor's power, construction and use of the Pantheon and Colosseum (domes and arches), relief sculpture on Trajan's column  <b>Skills:</b> Following instructions, model making, working as a team</p>
LKS2	Year B	<p style="text-align: center;"><u>Still Life and Form</u></p> <p><b>Artists:</b> Warhol, Morandi, Stubbs, Cezanne, Moser  <b>Concepts:</b> What is a still life, still life throughout history, using tone to create form, highlight, shade/shadow, cast shadow, mid-tone, using colour to create form  <b>Skills:</b> Pencil techniques to show form and tone, crosshatching, drawing still life – what you see, layering oil pastels</p>	<p style="text-align: center;"><u>Art of Ancient Egypt</u></p> <p><b>Art:</b> The Great Sphinx, Bust of Nefertiti, Tutankhamun's death mask, Book of the Dead  <b>Concepts:</b> Power of the Pharaohs represented in art, what is a bust, first use of paper, AE gods  <b>Skills:</b> sketching, modelling in clay, creating patterns, making paper, drawing in profile</p> <p style="text-align: center;"><u>Anglo Saxon Art</u></p> <p><b>Art:</b> Sutton Hoo treasures, Lindisfarne Gospels, Bayeux Tapestry  <b>Concepts:</b> AngloSaxon designs, interlocking and interlaced patterns, symmetry, illumination, embroidery  <b>Skills:</b> Drawing fine detail, creating patterns, using different grade brushes, painting with watercolours, collage</p>	<p style="text-align: center;"><u>Line</u></p> <p><b>Artists:</b> Klee, Leonardo, Picasso, Rembrandt, Van Gogh, Moore, Hokusai  <b>Concepts:</b> Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines  <b>Skills:</b> continuous line drawing, line weight, drawing contour lines, monoprinting</p>	<p style="text-align: center;"><u>Modern Architecture</u></p> <p><b>Architecture/Architects:</b> Guggenheim Museum (Gehry), Scottish Parliament building (Miralles), Millau Viaduct (Foster), Serpentine Pavilion (Kere), London Aquatics Centre (Hadid)  <b>Concepts:</b> modern vs traditional, function, inspiration, process: models and drawing, construction: engineers  <b>Skills:</b> Showing tone in drawing, designing for function, observational drawing, using imagination when drawing, model making, problem solving, working as a team</p>

UKS2	Year A	<p style="text-align: center;"><u>Take One Picture</u></p> <p>Extended study focussing on picture chose for National Gallery Take One Picture scheme. Emphasis on childled investigative approach to finding out about chosen artwork. Children to choose and design an artwork in response to the focus artwork.</p>	<p style="text-align: center;"><u>Style in Art</u></p> <p><b>Artists/Designers:</b> Stubbs, Munch, Watteau, Chippendale, Van Doesburg, Breuer, Mondrian, Delaunay, Pollock, Rothko, Kandinsky  <b>Concepts:</b> What is style in art, features of Rococo art and design, features of Modernist art and design, comparing Rococo and Modernist styles, features and ideas behind abstract art, colour theory in abstract art  <b>Skills:</b> Using oil pastels and soft pastels to create light/shade and different marks, accurately copying shapes, independent design by drawing, painting with acrylic on canvass, painting patterns, using colour theory to make colour decisions, creating texture with acrylic</p>	<p style="text-align: center;"><u>Impressionism and Post-Impressionism</u></p> <p><b>Artists:</b> Monet, Degas, Renoir, Cassatt, Cezanne, Van Gogh, Gauguin  <b>Concepts:</b> painting out of doors, landscapes, scenes from everyday life, influence of Japanese prints, expressing light and colour with rapid brushwork, the influence of science about the way we see, changes of emphasis by the post-impressionists (Cezanne, Van Gogh, Gauguin).  <b>Skills:</b> painting en plein air and with broken brushstrokes, use of chalk and charcoal for tone, collage</p>	<p style="text-align: center;"><u>Art in the 20th Century - Modernism and Beyond</u></p> <p><b>Artists:</b> Picasso, Nicolson, Hepworth, Auerbach, Frink, Hockney, Bowling, Himid, Boyce  <b>Concepts:</b> Modernism, influence of impressionism and post-impressionism, influence of African art, cubism, abstract v figurative painting and sculpture, influence of the second world war, art produced about identity: race and gender, installation art.  <b>Skills:</b> A child-led investigative approach where the children plan, design and create an artwork from materials of their choice, in response to looking at varied art from the 20th century.</p>
UKS2	Year B	<p style="text-align: center;"><u>Art in the Italian Renaissance</u></p> <p><b>Artists:</b> Michelangelo, Leonardo da Vinci, Raphael  <b>Concepts:</b> Italy and ‘rebirth’ (rejection of middle ages), influence of Greek and Roman art, showing humanity and the natural world, anatomical drawings, painting styles – sfumato, comparison of Leonardo and Michelangelo, realism – linear perspective.  <b>Skills:</b> Observational drawing, using plaster, designing and painting on plaster, using perspective to draw.</p>	<p style="text-align: center;"><u>Renaissance Architecture and Sculpture</u></p> <p><b>Artists/Architects and architecture:</b> Brunelleschi, Donatello, Ghiberti, Michelangelo, Il Duomo, Basilica of St Peter’s  <b>Concepts:</b> Dome design – Il Duomo, relief sculpture, using of linear perspective in sculpture, influence of classical sculpture, idealisation of human form, contrapposto  <b>Skills:</b> Sketching architecture – simplifying forms, designing and creating a relief sculpture in clay - extended project.</p>	<p style="text-align: center;"><u>Islamic Art and Architecture:</u></p> <p><b>Architecture:</b> The Dome of the Rock, The Alhambra, The Taj Mahal, Begum  <b>Concepts:</b> Features of Islamic art and design – geometric patterns, vegetal patterns, calligraphy, tilework, plasterwork. Characteristic features of Islamic architecture in mosques, palaces and tombs – domes, minarets, arches, muqarnas.  <b>Skills:</b> using rulers and compasses to draw geometric patterns, paintings with inks, working with clay – carving and building up, painting clay</p>	<p style="text-align: center;"><u>Art from Western Africa</u></p> <p><b>Art:</b> Antelope headdresses of Mali, ivory carvings and bronze relief sculptures and panels from Benin  <b>Concepts:</b> Spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes reflected in artwork, for example the influence of the Portuguese traders on West African art  <b>Skills:</b> Using 3d mixed media to design and create relief sculptures.</p>