

Skills Overview: Art and Design 2022-23

Art Rationale:

At St. Peter's we believe that our art curriculum should be rich in knowledge, ambitious and of high quality to build skills needed later in life. We understand that art, craft and design embody some of the highest forms of human creativity. Therefore, our carefully planned curriculum has been developed to inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own great works.

Our curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers (which they study critically) and their own work, which they evaluate and relate back to the works they have studied. This process is cyclical. For children following the curriculum, becoming informed about the subject discipline of art is a process that takes place alongside a growing love for the subject.

The primary years are critical for a child to develop progressive skills and a more rigorous understanding of art, craft and design. They will be encouraged to think critically and to reflect on their own and others' work. By making connections between the work of other artists and their own, children will begin to value who they are as an artist.

Art reflects and shapes our history, contributing to our culture, creativity and wealth of our nation. It is a language, a form of expression, a platform to record a place in time, a story to tell, which belongs to all classes and ethnicity.

St Peter's also believes that creative expression is the heart of mental health and wellbeing. With reference to our school vision, St Peter built what is recognised as the Church of England today, on a solid foundation (The rock of our community). It is on these foundations that our four pillars stand (Positivity, Perseverance, Passion and Presence). St Peter was an excellent communicator, so throughout our curriculum for art and design we provide and inspire personal expression, cultural understanding, creative and practical responses and promote imaginative risk taking to provide a therapeutic solution to our material, emotional, social and virtual world.

WHOLE SCHOOL Art OVERVIEW

Year 3- Previous knowledge and skills from Year 1 and 2.

Children should have experienced:

Painting- Brush hold, brush choice, colour mixing, brushstrokes, colour matching, accuracy, watercolour

Drawing- Using lines, using a ruler, observation, detail, pencil, charcoal, felt tips, oil pastels, mark making to show texture, chalk, charcoal, oil pastels

3D form- Modelling with clay – sticking and carving, model making with mixed media, casting plaster, sculpting with wire and paper, sculpting with natural objects.

Collage- Collage with tissue paper - tearing, cutting organic shapes, collage with textiles – colour matching

Textiles- Weaving

Printing Mono- Printing with polystyrene

Year 3 children would also be familiar with the work of artists such as Van Gogh, Picasso, Henri Rousseau, Andy Goldsworthy, Monet, William Morris, Giuseppe Arcimboldo, Andy Warhol, Rubens, Kandinsky and Marianne North.

Children will have also researched and experimented with art in nature, African colours and patterns and Aboriginal art.

	Autumn 1	Autumn 2	
Year 3	Art Unit: Line	Art Unit: Still Life and Form	Skills to develop in Year 3
<u>Knowledge</u> <u>(Substantive)</u> Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines What is still-life? Still-life throughout history, using tone to create form, highlight, shade/shadow, cast shadow, mid-tone, using colour to create form What is architecture/ an architect? sculptures in relief-frieze (Parthenon marbles), line and symmetry in	Lessons - Exploring line and sketchbooks - Line weight - Studying how artists use line in different ways - Hokusai – The Great Wave - Printing to create line Children will look at famous artist's sketchbooks and will carry out exploratory drawings using different lines and materials. They will produce a final mono-print using polystyrene. This unit will link with the mono-printing they would have done in Year 2. Artists Klee Leonardo da Vinci Rembrandt Van Gogh Moore Picasso Hokusai	Lessons - An introduction to still life - Creating form with tone - Drawing a still life using cross-hatching - A study of Cezanne - Drawing a still life using colour Children will discover how artists show the form of an object and that still-life is a genre of art. They will create the illusion of three dimensions. They will produce their own still-life using oil pastels. This unit links with the previous unit Line and will link with the Year 4 unit Light. Artists Andy Warhol Morandi Stubbs Cezanne Moser Concepts: What is a still life, still life throughout history, using tone to create form,	Painting Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour Drawing Using lines, observation, detail, using a ruler, line weight, sketching, pencil techniques to show tone, chalk and charcoal to show tone, oil pastels – working dark to light 3d form Modelling with clay – sticking and carving, clay relief, model making with mixed media Collage Collage with paper and tissue paper Printing Mono-printing with polystyrene

architecture (towers/domes), Gaudi's use of curved lines, nature, mosaics and stained glass <u>Skills (Disciplinary)</u> Continuous line drawing, line weight, drawing contour lines, mono-printing Pencil techniques, to show form and tone, cross-hatching, drawing still-life, layering oil pastels Using lines to create a design, working with clay to create a relief, <u>Year 3- Types of Art:</u> Still life, History painting, Ancient Egypt, Architecture	Concepts: Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines Skills: continuous line drawing, line weight, drawing contour lines, monoprinting DRAWING PRINTING	highlight, shade/shadow, cast shadow, mid-tone, using colour to create form Skills: Pencil techniques to show form and tone, crosshatching, drawing still life – what you see, layering oil pastels DRAWING	
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	Spring 1	Spring 2	
Year 3	Art of Ancient Egypt	Anglo Saxon Art	
	Lessons • The Art of Ancient Egypt—Introduction • The Great Sphinx • The Bust of Nefertiti • Making papyrus • Ancient Egyptian gods Children will learn that the art of ancient Egypt includes sculpture, paintings on papyrus and walls as well as buildings. The children study in detail the Great Sphinx of Giza, the bust of Nefertiti and the representation of Egyptian gods and goddesses. They create their own sphinx from clay, use mixed media to make Egyptian collars and draw Egyptian gods	Lessons • Masterpieces in metal— Sutton Hoo • Anglo-Saxon designs • Masterpieces in manuscript—The Lindisfarne Gospels • Illuminated letters • The Bayeux Tapestry Children study art of the Anglo Saxons by focusing on objects found at the burial ground at Sutton Hoo, illuminated letters painted in the Lindisfarne Gospels and the Bayeux tapestry. They finish the unit by creating a collaged boat, using textiles, in the style of the Bayeux tapestry. Links with the Anglo Saxon history unit from last term.	

	and goddesses in profile on their own homemade papyrus. The children will start this unit with knowledge from their study of ancient Egyptian history (Autumn B) Art The Great Sphinx Bust of Nefertiti Tutankhamun's death mask Book of the Dead Concepts: Power of the Pharaohs represented in art, what is a bust, first use of paper, AE gods Skills: sketching, modelling in clay, creating patterns, making paper, drawing in profile 3D FORM DRAWING	Art Sutton Hoo treasures Lindisfarne Gospels Bayeux Tapestry Concepts: AngloSaxon designs, interlocking and interlaced patterns, symmetry, illumination, embroidery Skills: Drawing fine detail, creating patterns, using different grade brushes, painting with watercolours, collage DRAWING PAINTING COLLAGE	
	Summer 1	Summer 2	
Year 3	Art Unit: Architecture	Art Unit: Modern Architecture	
	Lessons • Introduction to architecture – The Parthenon • Symmetry and line in architecture	Lessons • An introduction to modern architecture – The Guggenheim, Bilbao • How function influences design –	

- Inspiration for architecture – Gaudi and nature
- Gaudi – different materials and features
- Assessment

Children will discover what architecture means and will debate whether the Parthenon marbles should stay in the British Museum.

They will make sculptures in relief using clay and will create their own mosaics using tissue paper.

[Links to Greece in Year 4 history.](#)

Architecture

Parthenon(Callicrates)
St Paul's Cathedral (Wren)
Sagrada Familia (Gaudi)
Grand Stupa

Concepts: What is architecture/an architect, sculptures in relief - frieze (Parthenon marbles history), line and symmetry in architecture, features of architecture (towers/domes) Gaudi's use of curved lines, nature, mosaics and stained glass

The Scottish Parliament Building

- Inspiration for architecture – The London Aquatic Centre and The Serpentine Pavilion
- The process of architectural design
- Construction – translating design into building

Children will be able to consider buildings critically, comparing use of line, materials and different features. They make their own models using matchsticks and undertake an experiment to explore the physics behind the construction of the tallest bridge in the world, the Millau Viaduct.

[Links to the previous art unit: Architecture](#)

Architecture/Architects:

Guggenheim Museum (Gehry)
Scottish Parliament building (Miralles)
Millau Viaduct (Foster)
Serpentine Pavilion (Kere)
London Aquatics Centre (Hadid)

Concepts: modern vs traditional, function, inspiration, process: models and drawing, construction: engineers

Skills: Showing tone in drawing, designing for function, observational drawing, using

	Skills: Using lines to create a design, working with clay to create a relief, building up and carving away, collage DRAWING SCULPTURE COLLAGE	imagination when drawing, model making, problem solving, working as a team DRAWING 3D FORM	
	Autumn 1	Autumn 2	
Year 4	Art Unit: Light	Art Unit: Space	Year 4 Skills to be Developed
Knowledge (Substantive) Light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways. Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background, using	Lessons • Drawing dark and light • Painting dark and light • Painting a still life with acrylic – ground and underpainting • Painting a still life with acrylic – adding tints and shades • Using and showing light in different ways Children will be introduced to how artists use light. This unit will further develop the concept of form by showing how light falls on an object. They will develop their skills using acrylics to paint a still-life. Children will continue to develop colour mixing skills. Links with Year 3 unit Still Life and Form.	Lessons • Introduction to space and dimensions • Exploring space in painting: foreground, middle ground and background • Identifying foreground, middle ground and background • Creating foreground, middle ground and background • Using colour and detail to show depth This unit links with the previous unit Light. They will also develop their skills further by using graphite to use varying tones to create the illusion of three dimensions. They will create a cardboard landscape in relief, which will be painted and detailed with oil pastels. Links with Light unit in Year 4. Artists	Painting Brush hold, brush choice, colour mixing, brushstrokes, ground and underpainting using acrylic, using paint to show tone, accuracy, watercolour Drawing Using lines, observation, detail, sketching, chalk and charcoal to show tone 3d form Cardboard reliefs, Model making with mixed media Collage Collage with paper Textiles Embroidery, weaving

colour and detail to create depth. What is a monument? Monuments show an emperor's power, construction and use of the Pantheon and Colosseum (domes and arches), relief sculpture on Trajan's column. <u>Skills (Disciplinary)</u> 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. Using shade to create tone, using line to draw a landscape,	Artists Caravaggio Vermeer Goncharova Rana Begum Concepts: light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways Skills: 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 DRAWING PAINTING	Matisse Millet Bonheur Bruegel Turner Concepts: Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background, using colour and detail to create depth Skills: Using shade to create tone, using line to draw a landscape, creating a relief in cardboard 3D FORM DRAWING	
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creating a relief in cardboard. Following instructions, model making, working as a team. <u>Types of Art:</u> Still-life Landscapes Reliefs Architecture 3D form			
	Spring 1	Spring 2	
Year 4	Art Unit: Design	Art Unit: Monuments of Ancient Rome	
	Lessons • What is design in art? • Examining design in Matisse's cut outs • Examining design in The Scream—expressionism • Examining design in The Scream—colour • Making your own Scream!	Lessons: • Introduction to Ancient Rome and the Pantheon • Construction of the Pantheon • The Colosseum • Construction of the Colosseum • Trajan's Column • Assessment	

The children are introduced to the idea of analysing art by splitting it into separate constituent parts by looking at Kauffman's paintings at the Royal Academy of Art which represent colour, design, composition and invention. They learn that we now analyse art by identifying that design (or composition) in art means how the different elements of art (line, colour, shape, form, tone, space and texture) work together to make a piece of art. Children will create their own 'Scream' using mixed media.

Artists

Matisse

Munch

Kauffman

Concepts: Meaning of design in art, the elements of art, composition, cutouts, expressionism, colour and line to create emotion, complementary colours

Skills: Arranging a composition, using lines to show expression, painting with watercolour

DRAWING PAINTING

Children will start this unit with the knowledge of the founding, governance and society of Ancient Rome from their history lessons from last term. They will focus on three monuments in detail and will revisit the design of the Pantheon studied in Year 3. children will then create their own model of the Pantheon in groups. **Links with the Architecture Year 3 unit and the history unit Ancient Greece in Year 3 and the history unit Life in Ancient Rome in Year 4.**

Architecture

Monuments: The Pantheon, Colosseum, Trajan's Column

Concepts: 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

Skills: Following instructions, model making, working as a team

3D FORM

	Summer 1	Summer 2	
Year 4	Art Unit: Monuments of the Byzantine Empire	Art Unit: Embroidery, Needlework and Weaving	

Lessons

- Introduction to the Byzantine Empire
- The Hagia Sofia - Byzantine Patterns
- Mosaics – Ravenna
- St Catherine's Monastery Mount Sinai - Icons

The children revise what they know about ancient Rome and then learn about how the empire split in two, using the famous mosaic of Constantine and Justinian at the Hagia Sofia in Istanbul to discover how Constantine became the first Christian Roman emperor. They create their own mosaic portraits using paper, focussing on how to show differing skin tones.

Monuments

Hagia Sofia
Basilica of San Vitale – Ravenna, icons

Concepts: Byzantine empire, Constantine and Constantinople, mosaics, Byzantine patterns, what is an icon

Skills: copying patterns, painting with watercolour, collage

PAINTING COLLAGE

Lessons

- Introduction to needlework
- Embroidery – Coronation Dress
- Embroidery – The Duchess of Cambridge's Wedding Dress
- Weaving
- A study of Anni Albers

This unit introduces needlework and embroidery with a focus on the coronation dress of Elizabeth II and the Duchess of Cambridge's wedding dress, and through this start to learn about different embroidery stitches. They design and create their own bookmarks using cross-stitch and will develop weaving skills using cardboard looms.

Designers/Artists

MacDonald
Hartnell –Coronation robes
Duchess of Cambridge wedding dress
Raphael Albers

Concepts: What is embroidery, what is weaving – looms, warp thread, weft thread, tapestries

Skills: cross-stitch design, cross-stitch, weaving
TEXTILES

	Autumn 1	Autumn 2	
Year 5	Art Unit: Style in Art	Art Unit: Islamic Art and Architecture	Skills to be Developed in Year 5
<u>Knowledge (Substantive)</u> 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. Features of Islamic art and design- geometric patterns, vegetal patterns, calligraphy, tilework, plasterwork, Characteristic features of Islamic architecture in mosques, palaces and tomes-domes,	Lessons: • An introduction to style in art: technique • Rococo Style • Rococo v Modernism • Abstract Art • Colour Theory Children will consider style in art to see how artists use different techniques to alter their style. They will compare different artists' brush styles and will draw pears using oil pastels. Through the comparison of contrasting styles such as rococo and modernism, they will analyse chair design and will use their developing colour theory to create their own abstract work using acrylic on canvas. Artists/Designers Stubbs Munch Watteau Chippendale Van Doesburg	Lessons: • Introduction to Islamic art and architecture • Elements of Islamic art • Elements of Islamic architecture • The Alhambra • The Taj Mahal • The influence of Islamic art Children will link their historical knowledge of Islam with this unit when they are introduced Islamic architecture. They will study calligraphy, geometric and vegetal patterns. After looking at the details and common features of Islamic architecture, children will create two works of art in Islamic style using rulers and compasses to create repeating geometric designs in colourful inks. They will then produce a 3D tile. Links with the Year 5 history unit Baghdad AD900. Architecture The Dome of the Rock The Alhambra The Taj Mahal	Painting Using acrylic on canvas, creating texture with acrylic, painting with inks, using Chinese painting materials – brush use Drawing Using lines, rulers and compasses, observation, using pencil, using oil pastels and soft pastels to show tone 3d form Modelling with clay – sticking and carving (reliefs), Cardboard reliefs, Printing Mono-printing with Perspex, screenprinting

minarets, arches, muqarnas. Spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes, reflected in artwork, for example the influence of Portugese traders on West African art. <u>Skills (Disciplinary)</u> Using oil pastels and soft pastels to create light/ shade and different marks, accurately copying shapes, independent design by drawing, painting with acrylic on canvas, painting patterns, using colour theory to make decisions on colour, creating texture with acrylic.	Breuer Mondrian Delaunay Pollock Rothko Kandinsky Concepts: 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 Skills: 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 DRAWING PAINTING	Begum Concepts: 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. Skills: using rulers and compasses to draw geometric patterns, paintings with inks, working with clay – carving and building up, painting clay. DRAWING PAINTING 3D FORM	
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Using rulers and compasses to draw geometric patterns, paintings with inks, working with clay-carving and building up, painting clay, drawing, painting 3D form.

Using 3D mixed media to design and create relief sculptures, drawing.

Types of Art:

Rococo, modernism, abstract, patterns

Architecture, calligraphy, tilework and mosaics, plasterwork

Antelope headdresses of Mali, Ivory carvings and bronze relief

sculptures and panels from Benin.			
	Spring 1	Spring 2	
Year 5	Art Unit: Art from Western Africa	Art Unit: Chinese Painting and Ceramics	
	Lessons: ● Introduction to Western African art – Malian Antelope Headdresses ● Study of Malian Antelope Headdresses ● Benin Plaques ● Benin Art – Cross cultural Trade and Influence ● Debate about returning the Benin Plaques ● Assessment and completion of cardboard reliefs Children will look at Malian antelope headdresses and the Benin plaques from Nigeria. They will explore the fact that the shapes in the headdresses represent animals. Children will also learn about the Benin bronzes and the current debate about their restitution back to Nigeria. During this unit, children will design a cardboard relief of an insect. Links to the	Lessons: ● Introduction to Chinese painting— Brushwork and materials ● Chinese Calligraphy ● Chinese Painting ● Porcelain—Ming ware ● Europe and Chinese Porcelain ● Assessment Children will use traditional Chinese painting materials for calligraphy and for painting typical Chinese subjects such as bamboo and flowers. The use of these materials allows them to focus on producing clear, expressive brushstrokes. Art Become familiar with examples of Chinese art, including: silk scrolls, calligraphy, brush writing and painting, porcelain. Concepts	

	previous art unit Architecture in Year 3 and the history unit the Early British Empire in Year 5. Art Antelope headdresses of Mali ivory carvings and bronze relief sculptures and panels from Benin Concepts 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. Skills Using 3d mixed media to design and create relief sculptures. 3D FORM DRAWING	Chinese painting materials, using brushes and colour in a different way, Chinese painting style and design, creation and decoration of porcelain, Chinese trade with and influence on Western Europe. Skills Using Chinese painting materials and Chinese painting style – emphasis on brush use. PAINTING	
	Summer 1	Summer 2	
Year 5	Art Unit: Print Making	Art Unit: Take One Picture	
	Lesson • Introduction to printmaking – Different types of printing • 2/3 The stencil process – Screen-printing	Lesson • Introduction to the picture • Issues raised for discussion • Links with the community/Ideas and media	

- Relief printing – wood cuts/wood engraving and linocuts
- Intaglio printing – drypoint and etching
- Assessment

Children will explore a different process: screen printing. The children design and create a stencil from which they then produce a screen print using two colours.

Links to Year 3 Unit: Line

Artists

Rembrandt
Hogarth
Hokusai
Warhol

Concepts

Printmaking as an indirect art form: blocks, plates, silk screens. Printmaking can be a positive (relief), negative (intaglio) or stencil process. Printmaking allows the creation of multiple versions of the same design.

Skills

Mono-printing with Perspex, printing ink and pencils, screenprinting with stencils, collage.

- Making the artwork
- Finishing artwork and assessment

Children will study a picture from the National Gallery's Take One Picture and will use it as inspiration for a finished artwork following an analytical process of investigation, sketching and planning, leading to production of a finished piece, working individually or with their peers.

	PRINTING COLLAGE		
	Autumn 1	Autumn 2	
Year 6	Art Unit: Art in the Italian Renaissance	Art Unit: Renaissance Architecture and Sculpture	
<u>Knowledge (Substantive)</u> Italy and 'rebirth' (rejection of the middle games), the 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 Painting outdoors, landscapes, scenes	Lessons: ● Introduction to Italian Renaissance Art – The School of Athens/Vitruvian Man ● Leonardo da Vinci – Anatomical drawings ● Leonardo da Vinci – Painting Techniques ● Michelangelo – The Sistine Chapel ● Realistic painting – Jan van Eyck ● Linear Perspective Children will be introduced to the Italian renaissance and discover that Renaissance is a French word for rebirth, used to describe the art revival in Italy from 1400. They will investigate Leonardo's painting techniques with the contrast of Michelangelo's frescos, link realism to linear perspective, producing their own	Lessons ● Brunelleschi - Florence Cathedral ● Ghiberti - The Gates of Paradise ● Donatello – St George ● Michelangelo as architect - St Peter's Basilica ● Michelangelo as sculptor – The Pietà ● Michelangelo's David - The influence of classical sculpture. ● Assessment Children will look at the architecture and sculpture of the renaissance with a focus on the work of Michelangelo. They will use their drawings of Florence cathedral to undertake an extended project to design and make a relief sculpture. Artists/Architects and architecture Brunelleschi	Painting Observation, Using watercolours – light to dark, broken brushstrokes, painting plaster Drawing Using lines, observation, using pencil, sketching, simplifying forms, using chalk and charcoal to show tone 3d form Modelling with clay – sticking and carving (reliefs), casting in plaster Collage Collage with paper Printing Reduction printing with polystyrene

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). 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. <u>Skills (Disciplinary)</u>	landscape and detailed observational drawings of their own hands. At the end of the unit children will make plaster discs with painted designs. Artists Michelangelo Leonardo da Vinci Raphael Concepts: 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. Skills: Observational drawing, using plaster, designing and painting on plaster, using perspective to draw. PAINTING DRAWING 3D FORM	Donatello Ghiberti Michelangelo Il Duomo Basilica of St Peter's Concepts: Dome design – Il Duomo, relief sculpture, using of linear perspective in sculpture, influence of classical sculpture, idealisation of human form, contrapposto Skills: Sketching architecture – simplifying forms, designing and creating a relief sculpture in clay - extended project. DRAWING 3D FORM	
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Observational drawing, using plaster, designing and painting on plaster, using perspective to draw, 3D form.

Painting en plein air and with broken brushstrokes, use of chalk and charcoal for tone, collage.

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.

Types of Art:

Renaissance paintings, anatomical drawing and

sketching, sfumato painting, plasterwork. Landscapes, domestic scenes, Japanese woodcuts, Impressionism and Post-impressionism. Sculpture, public statuary, impressionism and post-impressionism, cubism, figuration, identity in art, modernism.			
	Spring 1	Spring 2	
Year 6	Art Unit: Victorian Art and Architecture	Art Unit: William Morris	
	Lessons • Victorian Architecture—Reviving different architectural styles • The Houses of Parliament • Local Victorian Architecture • Introduction to the Pre-Raphaelites—Millais	Lessons • Introduction to William Morris and his work • Morris' wallpaper—block printing • Morris' houses and companies • Morris and the Art and Crafts movement	

- The Pre-Raphaelites and realism—Rossetti
- Assessment

Children will look at the architecture of important Victorian buildings and then at the works of the Pre-Raphaelite artists.

Architects/Architecture:

Pugin

Barry – The Houses of Parliament

Concepts: Classical v Gothic architecture

Skills: Drawing buildings. Developing drawing skills – quality of line, level of detail, observing shapes. Artists (PreRaphaelites) Rossetti, Millais

Concepts: Reaction against 'ideal' forms of the renaissance. Aims as artists. Pursuance of photographic reality.

Skills: Working in watercolour from light to dark. Observing nature closely.

PAINTING DRAWING

- Morris' writing and the printing press
- Assessment

The children start by looking at Morris' wallpaper designs, learning that these were stylized forms based on nature, bearing the influence of Islamic design.

Artist/Designer:

William Morris – a detailed study

Concepts: Morris as an architect, designer, writer, businessman, British Arts and Crafts movement, rejection of industrialisation, influence of Medieval art and design, influence of Islamic design, textile and wallpaper design, block printing and reduction printing.

Skills: Creating a design based on nature, relief reduction printing.

DRAWING PRINTING

	Summer 1	Summer 2	
Year 6	Art Unit: Impressionism and Post Impressionism	Art Unit: Art in the 20th Century- Modernism and Beyond	
	Lessons ● Introduction to Impressionism – Monet ● Use of scientific knowledge and painting en plein air ● Paintings of Modern Life – Degas and Renoir ● Post-Impressionism - Cezanne ● Post-Impressionism – Van Gogh and Gauguin ● Japanese influence on the impressionists and assessment Children will be introduced to the impressionists by discovering how artists ‘broke the norm’ and began to paint outside (en plein air), using rapid brushstrokes. They will look at paintings showing everyday life rather than grand portraits of historical subjects, produce their own modern cafe scenes and study post-impressionism before creating their own collage of a mountain. This unit will link to the Year 6 art unit Art in the 20th Century.	Lessons ● Investigating statues ● Picasso and cubism ● Abstract Art – Hepworth ● The influence of world war two –Auerbach ● Figuration and Abstraction – Freud and Bowling ● Art and identity – Himid The children’s final unit will continue with their work on the impressionists and post-impressionists. They will learn that the late work of Monet and the brushwork of Cezanne (who are considered to be forerunners of abstraction and modernism) linked to the Year 5 unit Style. They will investigate public statuary and identity, as a starting point for their own project. Children will also learn how Picasso developed cubism and will explore the work of significant British artists. Children will then create a piece of artwork using materials of their choice about identity. This unit links with the Year 5 art unit	

	Artists: Monet Degas Renoir Cassatt Cezanne Van Gogh Gauguin Concepts: 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). Skills: painting en plein air and with broken brushstrokes, use of chalk and charcoal for tone, collage PAINTING DRAWING COLLAGE	Style and with the Year 6 history unit on World War 2 and the Holocaust. Artists: Picasso Hepworth Auerbach Freud Bowling Himid Concepts: Modernism, cubism, abstract v figurative painting and sculpture, influence of the second world war, art produced about identity: race and gender. Skills: 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.	
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