

Art subject overview 2024-25

Autumn term					
Year 1	Unit 1: Colour <ol style="list-style-type: none"> To understand that there are primary colours and what they are. To identify secondary colours, warm and cool colours. To know what tints and shades are. To understand that artists can use tints and shades of blue to paint water. To study how Monet uses tints and shades. <p>To experiment using different materials to show a stormy sea.</p>		Unit 2: Line <ol style="list-style-type: none"> To show what I know about line in art. To know that artists can use lines, made from different materials, to show different things To study how Miro uses line. To know how Miro uses lines. To study how Klee used lines. <p>To know that Klee used lines draw landscapes.</p>		Unit 3: Architecture <ol style="list-style-type: none"> To understand that architecture is the art of designing buildings To understand that buildings are built for a purpose <p>(Continue in Spring 1)</p>
Year 2	Unit 1: Colour <ol style="list-style-type: none"> To recognise primary, secondary, warm and cool colours. To know what a tint and a shade is. To recognise and name geometric shapes in art. To recognise and name geometric shapes in art. To know what an organic shape is. <p>To know that Calder used organic shapes to make his sculptures.</p>		Unit 2: Colour, Shape and Texture <ol style="list-style-type: none"> To understand how Matisse made his cutouts To know that Matisse used organic shapes and complementary colours in his cut-outs To understand that Matisse carefully considered the composition of his cut-outs To understand that artists can show how something feels. To explore how artists create visual texture. <p>To understand more about the Arnolfini Portrait</p>		Unit 3: Portraits and Self-Portraits <ol style="list-style-type: none"> To understand what a portrait and a self-portrait is. To explore the use of colour in self-portraits. <p>(Continue in Spring 1)</p>
Year 3	What is art?	Line <ol style="list-style-type: none"> To understand that artists use sketchbooks and that lines are like basic tools for artists To understand that artists can use different line weight. To understand different ways artists use line To study how Hukosai used woodblock printing to create lines. To understand that printing can create lines <p>To understand that printing can create lines</p>	Still life and form <ol style="list-style-type: none"> To understand what a still life is and that they have been painted for a long time. To understand that artists use tone to create form. To know that artists can show tone and form using cross hatching To know that artists can show tone and form using cross hatching To understand that artists can use colour to create form <p>To know how to use colour to create form</p>		Art in Ancient Egypt <ol style="list-style-type: none"> To know the Ancient Egyptians created different pieces of art.
Year 4	What is art?	Light <ol style="list-style-type: none"> To understand that artists can use tone to show form and drama To understand that artists can use tone to show form and drama 	Space <ol style="list-style-type: none"> To understand that artists can create the illusion of three dimensions To understand how artists use foreground, middle ground and background to create depth. 		Design <p>To understand the meaning of design in art.</p>

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		<ol style="list-style-type: none"> To compare how Caravaggio and Vermeer use tone. To understand how to use a ground and underpainting using acrylic paint To understand that artists use tints and shades to show form. <p>To understand that artists can use and show light in different ways.</p>	<ol style="list-style-type: none"> To identify foreground, middle ground and background To create foreground, middle ground and background To create foreground, middle ground and background <p>To understand that artists can use colour and detail to show depth</p>		
Year 5	What is art?	Style in art <ol style="list-style-type: none"> To compare two different styles To understand that Rococo was a style of art and design from the 1700s To compare two different styles in art and design To know that abstract art is art that doesn't try to look like something To know that artists can use colour theory to create an effect in abstract paintings <p>To know that artists can use colour theory to create an effect in abstract paintings</p>	Islamic art and architecture <ol style="list-style-type: none"> To know that Islamic art and architecture relate to the religion of Islam or the Islamic world. To understand that Islamic art uses calligraphy, geometric and vegetal patterns To know common features of Islamic architecture To understand the Alhambra shows features of Islamic art and architecture. To understand the Taj Mahal shows features of Islamic art and architecture. <p>To understand Begum's work is influenced by Islamic art and architecture</p>	Art from Western Africa To know that the Bamana people from Mali carve antelope headdresses to use in the Chiwara ceremony .	
Year 6	Art in the Italian Renaissance <ol style="list-style-type: none"> To understand that the Renaissance was a new style in art and culture that started in Italy To understand Leonardo da Vinci did anatomical drawings To understand different painting techniques used by Leonardo To understand Michelangelo painted the ceiling of the Sistine Chapel To understand painters in the renaissance made their portraits realistic In the renaissance painters made their paintings realistic by using linear perspective 	Renaissance Architecture and Sculpture <ol style="list-style-type: none"> To understand what is special about Brunelleschi's design for the dome of Florence Cathedral To understand Ghiberti used relief sculpture and linear perspective in The Gates of Paradise To know that Donatello carved a sculpture of St George To understand Michelangelo was one of the architects for St Peter's Basilica in Vatican City To study Michelangelo's sculpture, the Pietà To understand how classical sculpture influenced Michelangelo's sculpture, David 	Victorian Art and Architecture <ol style="list-style-type: none"> To understand that Victorian architecture used architectural styles from the past. To understand that the design of the Houses of Parliament shows gothic and classical features. 		

Spring term

Year 1	Unit 3: Architecture (continued) <ol style="list-style-type: none"> To be able to describe different features of 	Unit 4: Style in art <ol style="list-style-type: none"> To understand that artists can paint using different styles. 	Unit 5: Paintings of children <ol style="list-style-type: none"> To understand that art can
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	<p>buildings.</p> <ol style="list-style-type: none"> To be able to describe different features of Southwark Cathedral. To design a building with a purpose. <p>To show what I know about architecture</p>	<ol style="list-style-type: none"> To know that Van Gogh painted in different styles. To know that Van Gogh used short brushstrokes in Starry Night. To know that Van Gogh used short brushstrokes in Starry Night. To understand that art can tell a story <p>To explore how characters are represented in art.</p>	<p>tell us about people</p> <ol style="list-style-type: none"> To know that artists sometime plan their paintings <p>(Continue in Summer 1)</p>
Year 2	<p>Unit 3: Portraits and Self-Portraits (continued)</p> <ol style="list-style-type: none"> To understand how artists represent themselves through self-portraits. To understand that artists represent themselves through self-portraits. To explore how an artist can represent themselves or others in different ways. To know what a cubist picture looks like. <p>Vocab: portrait, self-portrait, represent, facial features, facial features, tone, tint, shade, skin tone, colour mixing, Represent, Detail, Expression, Feelings, Emotions, interests, profile, cubist, facial</p>	<p>Unit 4: Landscape and symmetry</p> <ol style="list-style-type: none"> To understand what a landscape painting is To explore different methods for painting landscapes To understand that Turner used bold brushstrokes To understand that Turner used bold brushstrokes To understand that artists can use symmetry To use symmetry to create a work of art <p>Vocab: landscape, seascape, method, sketch, brushstroke, symmetry, symmetrical, line of symmetry, nature, natural, materials, temporary</p>	<p>Unit 5: History Painting</p> <ol style="list-style-type: none"> To know that artists have shown myths in art throughout history To know that a work of art can tell part or the whole of a narrative. <p>(Continued in Summer 1)</p>
Year 3	<p>Art in Ancient Egypt (continued)</p> <ol style="list-style-type: none"> To know that the Great Sphinx is a large statue built by the Ancient Egyptians. To know that a bust means a sculpture of a head and shoulders. To know that a bust means a sculpture of a head and shoulders. To know that the Ancient Egyptians made the first paper called papyrus. <p>To know that the Ancient Egyptians used art to show what they believed in.</p>	<p>Anglo Saxon Art</p> <ol style="list-style-type: none"> To know the AngloSaxons created art from metal. To know that the Anglo Saxons created interlaced designs. To know that illuminated letters are decorated with pictures and patterns. To paint an illuminated letter. To understand that the Bayeux Tapestry shows the events of 1066 and the Battle of Hastings. <p>To understand that the Bayeux Tapestry shows the events of 1066 and the Battle of Hastings.</p>	<p>Architecture</p> <ol style="list-style-type: none"> To understand what architecture means and the importance of the Parthenon
Year 4	<p>Design (continued)</p> <ol style="list-style-type: none"> To understand that Matisse carefully considered the design of his cut outs. To understand that Matisse carefully considered the design of his cut outs. To know that expressionism is a type of art where design shows strong emotion. To know that colour is an element of art that can affect emotion. <p>To understand that lines can be used to show emotion.</p>	<p>Monuments in Ancient Rome</p> <ol style="list-style-type: none"> To know that Roman monuments can tell us about the Emperors who built them. To discover facts about the Pantheon. To discover facts about the Colosseum. To understand that the Colosseum is made up of arches and why these are important. To understand what Trajan’s Column was for and what it shows <p>To show what I know about monuments of Ancient Rome</p>	<p>Byzantine Monuments</p> <ol style="list-style-type: none"> To understand that Constantine the Great founded Constantino ple and ruled over the Byzantine

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			Empire, which continued to exist for over 1000 years
Year 5	Art from Western Africa (continued) <ol style="list-style-type: none"> 6. To understand what Malian antelope headdresses represent. 7. To know that the Benin Plaques are cast brass plaques made to decorate the royal palace in Benin City. 8. To know that trade between the Edo peoples and the Portuguese is shown in Benin art. 9. To understand that British forces took artworks from Benin City and some people think they should be returned. 10. Assessment and completion of cardboard reliefs 	Chinese paintings and ceramics <ol style="list-style-type: none"> 1. To understand which materials are used to make Chinese calligraphy paintings. 2. To understand the importance of calligraphy in Chinese art. 3. To understand what makes up Chinese painting style. 4. To understand the importance of Ming ware in Chinese porcelain production 5. To understand the influence of Chinese porcelain in Europe. <p>Assessment</p>	Print making To understand that printing is an indirect art that can produce many copies
Year 6	Victorian Art and Architecture <ol style="list-style-type: none"> 3. To understand we can see Victorian architecture in our local environment. 4. To understand who the Pre-Raphaelites were and what they stood for. 5. To understand the Pre-Raphaelites wanted to make what they painted look real. 6. To show what I know about Victorian art and architecture. 	William Morris <ol style="list-style-type: none"> 1. To understand William Morris was a Victorian designer. 2. To understand how William Morris' wallpapers were printed. 3. To understand Morris decorated his own houses and sold his designs from his own company 4. To understand William Morris was a key figure in the Arts and Crafts movement. 5. To understand that William Morris was a writer and created his own printing press. 6. To show what I know about William Morris and his work. 	Impressionism <ol style="list-style-type: none"> 1. To understand that the impressionists were a group of painters from France in the 19th century 2. To understand that the impressionists used developing scientific knowledge about the way we see.

Summer term

Year 1	Unit 5: Paintings of children (continued) <ol style="list-style-type: none"> 3. To understand how to match colours and choose a brush. 4. To understand that art can tell us about 	Unit 6: Sculpture <ol style="list-style-type: none"> 1. To understand that sculpture is a 3D form of art. 2. To know that Degas made a sculpture from wax called Little Dancer Aged Fourteen. 	Art quiz week (of the year's learning)	
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	<p>how children lived in the past.</p> <p>5. To understand what cubism means To create a cubist picture</p>	<p>3. To know that sculptors make sketches and models to plan their sculptures. 4. To understand that sculptures can be made by casting 5. To know that sculptors can add colour to their sculptures To know that sculptors use different styles</p>		
Year 2	<p>Unit 5: History Painting (continued) 3. To know that Picasso painted many pictures of the Minotaur 4 and 5. To know that an artist can show different characteristics by the way they draw. 6. To know that many artists have shown classical myths in their paintings</p>	<p>Unit 6: Murals and Tapestries 1. To know that sometimes artists paint on walls or ceilings. 2. To know that Michelangelo painted a mural on the ceiling of the Sistine Chapel. 3. To ask questions about and discuss a piece of art. 4. To know that a tapestry is a piece of art made from woven threads. 5. To study the composition of a mural To assemble our class mural.</p>	Art quiz week (of the year's learning)	
Year 3	<p>Architecture (continued) 1. To know that line and symmetry are important when designing buildings 2. To understand that architects use different things to inspire their designs 3. To recognise and describe work by Gaudi 4. To recognise and describe work by Gaudi 5. To show what I know about architecture</p>	<p>Modern Architecture 1. To compare modern and traditional architecture 2. To understand that the function of a building affects its design. 3. To understand that architects use different things to inspire their designs 4. To consider the process an architect takes to design a building 5. To consider the process an architect takes to design a building To understand that an engineer works out how a building will stand up safely</p>	Art quiz week (of the year's learning)	
Year 4	<p>Byzantine Monuments (continued) 1. To know that Hagia Sofia was built as a church during the Byzantine Empire 2. To know that Hagia Sofia was built as a church during the Byzantine Empire 3. To know that ornate mosaics were made during the Byzantine Empire 4. To know that ornate mosaics were made during the Byzantine Empire To understand that icons were painted to use for prayer and reflection</p>	<p>Needlework, embroidery and weaving 1. To understand that needlework is the art of sewing or embroidery 2. To understand that embroidery is the art of making pictures or patterns by sewing onto cloth 3. To understand that cross-stitch is one embroidery stitch. 4. To understand that cross-stitch is one embroidery stitch. 5. To understand what weaving is To study the work of Anni Albers</p>	Art quiz week (of the year's learning)	
Year 5	<p>Print making (continued) 1. To understand how a screen-print is made 2. To understand how a screen-print is made 3. To understand how a relief print is made 4. To understand how an intaglio print is made 5. Assessment</p>	<p>Take one picture 1. To investigate the picture 2. To discuss and understand the different issues raised by the picture 3. To discuss and understand how the issues raised by the picture relate to our local community. To discuss and investigate ideas and media for a piece of art 4. To construct a work of art 5. To construct a work of art</p>	Art quiz week (of the year's learning)	

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		6. Finishing artwork and assessment		
Year 6	<p>Impressionism</p> <p>3. To understand the impressionists painted scenes of modern life</p> <p>4. To understand who the post-impressionists were</p> <p>5. To understand Van Gogh and Gauguin were post-impressionist artists</p> <p>6. To understand that the impressionists were influenced by Japanese design</p>	<p>Art in the 20th Century</p> <p>1. To understand that art can raise issues and provoke debate</p> <p>2. To understand Picasso started cubism which led to the creation of abstract art</p> <p>3. To understand Hepworth made abstract sculptures which were influenced by the landscape around her</p> <p>4. To understand Auerbach was influenced by the rebuilding of London after the second world war</p> <p>5. To understand different techniques used by some modern artists</p> <p>6. To understand that Himid explores the issue of race and identity in her art</p>	Art quiz week (of the year's learning)	