



United Curriculum: Art & Design



	Nursery 3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Drawing using continuous lines and closed shapes, beginning to add details</p> <p>Collage skills</p> <p>Handling paintbrushes</p> <p>Colour mixing</p>	<p>Self-Portraits</p> <p>Line drawings</p> <p>Explore and use a range of artistic effects</p> <p>Salt dough Divas</p>	<p>I Am An Artist [Aut1] Introducing sketchbooks, experimenting with mark-making and learning about primary colours. Paul Klee Piet Mondrian Wassily Kandinsky</p>	<p>Our School [Aut1] Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking. Zaha Hadid The Boyle Family</p>	<p>Why Do We Make Art? [Aut2] Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective. Satoshi Kitamura Pablo Picasso History</p>	<p>Pattern & Pumpkins [Aut1] Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap. Yayoi Kusama</p>	<p>Illustration & Narrative Art [Aut1] Developing a visual response to a text, creating digital art. Raphael, Leonardo, Michelangelo Marjane Satrapi, Mel Tregunning English</p>	<p>Recycled Materials Installation [Aut2] Using plastic waste to create an installation. Ifeoma Anyaeji Serge Attukwei Clottey Veronika Richterová Katharine Harvey Geography, Science</p>
Spring	<p>Junk modelling including joining using glue and Sellotape</p> <p>Colour and colour mixing</p> <p>Printing</p> <p>Collage skills</p>	<p>Printing</p> <p>Collaging</p> <p>Rubbings</p> <p>Refine a variety of artistic effects</p> <p>Colour and shade</p>	<p>Paper Sculpture Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light. Charles McGee</p>	<p>Colour and Tone [Spr1] Looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period. Emily Haworth-Booth Pablo Picasso English</p>	<p>Clay Fairy Tales Using clay to produce a collaborative visual representation of a fairy tale crime. Anthony Browne Quentin Blake English</p>	<p>Watercolour Tropical Rainforest Exploring use of watercolours to create a collaged response to the work of artists studied. Abel Rodriguez Henri Rousseau Henri Matisse Geography</p>	<p>Journeys [Spr1] Looking at <i>Shackleton's Journey</i> and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes. Richard Long, Frida Kahlo, Lubaina Himid English</p>	<p>Displacement / Challenges [Spr2] Looking at the work of artists who have been refugees or have produced art in different circumstances. Pissarro, Wiltshire, Schwitters, Kerr Geography</p>
Summer	<p>Using drawings to represent movement and noise</p> <p>Exploring textures</p> <p>Drawing with increasing complexity</p> <p>Colour mixing</p>	<p>Build on previous learning, refining skills and techniques</p>	<p>The Natural World Drawing from observation, printmaking using leaves and introducing secondary colours. Leonardo Da Vinci Frances Hatch</p>	<p>Painting Water Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings. Katsushika Hokusai David Hockney Claude Monet Geography</p>	<p>Mythology [Sum2] Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary. Claude Monet David Hockney Edward Burne-Jones History</p>	<p>My Favourite Things [Sum1] Looking at objects from the British Museum using <i>This or That</i> by Goodhart. Drawing a still life based on personal possessions. Pippa Goodhart Joseph Cornell English</p>	<p>Pattern & Sculpture Using origami to create bird sculptures out of printed designs exploring pattern and the natural world. Mark Heard Jackie Morris</p>	<p>Art & Identity [Sum2] Considering the impact of the British Empire on art and how our art can reflect our identity. Drawing the face and creating a shared exhibition. Yinka Shonibare Sonia Boyce [History]</p>

NB: The **artists** suggested in each unit provide quality examples of practical knowledge and provide exposure to artists from across history from diverse backgrounds. However, you could **supplement and replace these artists where appropriate** with those from your local area.

