



Acre Hall Primary School - Art Long Term Curriculum Plan

Whole School Overview of topic
Art co-ordinator – Mrs L Tomlinson

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Seasonal art - Autumn mix media - Collage, painting, printing	Bonfire night/Christmas craft – paint exploration, mixed media, 3D	Primary colours and colour mixing Henri Matisse (artist study)	Nature art Richard Long (artist study)	Printing	Exploring shapes – collage – scissor skills
Reception	Seasonal art – Harvest – mix media – drawing vegetables/printing, exploring media	Diwali – clay work Christmas crafts – mix media	Flowers – Georgia O'Keefe (artist study)	Nature art April Gornik (artist study)	Making secondary and tertiary colours – colour mixing and colour wheel.	Exploring tools and lines – paintbrushes, pencils, pastels, scissors
1	Colour Creations	Not in focus	Paper Art	Not in focus	Andy Goldsworthy (Artist Study)	Not in focus
2	Self Portraits	Not in focus	Guiseppe Arcimboldo (Artist Study)	Not in focus	Super Sculptures	Not in focus
KS1 Small Class	Following EYFS Reception Curriculum 2023/4		Following EYFS Reception 2023/4		Following EYFS Reception 2023/4	
3	Journeys	Not in focus	Famous Buildings	Not in focus	Georges Seurat (Artist Study) Pointillism	Not in focus
4	At the Pantomime	Not in focus	Viking Art	Not in focus	Andy Warhol (Artist Study) Pop Art Movement	Not in focus
Lower KS2 Small Class	Colour Creations	Not in focus	Paper Art	Not in focus	Andy Goldsworthy (Artist study)	Not in focus



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5	Cityscapes	Not in focus	Famous Fashions	Not in focus	Leonardo da Vinci (Artist Study)	Not in focus
6	Frida Kahlo (Artist Study)	Not in focus	Monet (Artist Study) Impressionist	Not in focus	Not in focus	Art Illusions
Upper KS2 Small Class	Journeys	Not in focus	Famous Buildings	Not in focus	Andy Warhol (Artist Study) Pop Art Movement	Not in focus

EYFS

A lot of art work within EYFS is completed with continuous provision or as a focus task, these include but are not limited to;

Junk modelling
Observation drawings
Colour mixing
Painting
Mark making
Step by step drawings
Discussions and studies of an Artist.

At Acre Hall in Early Years we take a 'Planning in the moment approach'. This follows the children's natural interests, this is added to retrospectively throughout the year; previous examples include learning how to take pictures using an Ipad.

Curriculum EYFS development matters statements

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour-mixing.

Reception ELG

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Books linked to teaching

- Brown bear brown bear what do you see



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	<ul style="list-style-type: none">• Polar bear polar bear what do you see• The rainbow coloured fish• Katie and the sunflowers• Stickman• The colour monsters
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Year One

	Autumn	Spring	Summer
Topic Enquiry Question: Lesson Sequence and Key Questions:	<u>TQ: How are colours used in art?</u> <ol style="list-style-type: none">1. KQ: What are the colours of a rainbow?2. KQ: What are the primary colours?3. KQ: How do we make secondary colours?4. KQ: How can we show light and dark through colour?5. KQ: How did Kandinsky use colour?	<u>TQ: What materials are used to make art?</u> <ol style="list-style-type: none">1. KQ: How is paper used to make art?2. KQ: What is a collage?3. KQ: What is a stained glass window?4. KQ: How are beads used to make art?5. KQ: How is papier mâché used to make art?6. KQ: How can we use paper to make a sculpture?	<u>TQ: Who was Andy Goldsworthy?</u> <ol style="list-style-type: none">1. KQ: What materials can be used in art?2. KQ: How did Andy Goldsworthy use walls and pathways in his art?3. KQ: How did Andy Goldsworthy use circles and spirals in his art?4. KQ: What materials can be used to make sculptures?5. KQ: How can a reflection be created in art?
Component knowledge	L1: To be able to identify colours and the objects that are associated with them. L2: To be able to identify primary colours. L3: To be able to mix primary colours to create secondary colours.	L1: To explore different types of paper used in art. L2: To be able to use paper to create a collage. L3: To be able to work with tissue paper to create a piece of artwork.	L1: To sort items by material and colour. L2: To use a variety of materials to create paths and walls. L3: To select materials and make spirals or circles.



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	L4: To be able to create light and dark shades of colour. L5: To be able to produce art based on the work of Kandinsky.	L4: To be able to use paper to create beads. L5: To be able to use papier mâché to create a sculpture. L6: To be able to create sculptures from paper.	L4: To manipulate materials when creating sculptures. L5: To use reflections in art work.
NC Art Links	<ul style="list-style-type: none">to develop a wide range of art and design techniques in using colour,to use drawing, painting to develop and share their ideasabout the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<ul style="list-style-type: none">to use a range of materials creatively to design and make productsto use sculpture to develop and share their ideas, experiences and imagination	<ul style="list-style-type: none">to use a range of materials creatively to design and make productsto develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceabout the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Cross curricular Links	Science – seasons Geography - weather	Science- Materials D.T -	Science – Materials Maths – Shape Geography – local area knowledge
Revisit and review opportunities:	Children will build upon experimenting and exploring skills acquired in the EYFS, particularly colour mixing and painting. They will begin to see a variety of new tools e.g. different paintbrush sizes and how to create different lines, textures and outcomes.	Children will build upon experimenting and exploring skills acquired in the EYFS. They will understand the use of tools such as scissors, staplers and hole-punchers and continue to explore these further. They will select appropriate media for their designs and explore these in greater detail. They will	Children to draw upon their knowledge of artists and designer introduced in the EYFS. Children will be able to recall what an artist is and build upon their understanding of the role of an artist in the community.



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		begin to refine painting, drawing and textile skills introduced in the EYFS.			
Curriculum Driver Links	 Aspirational Learners	 Adventurers & Explorers	 Healthy Advocates	 Clear Communicators	 Global Citizens
	Kandinsky as an Artist. Andy Goldsworthy as an Artist.				
Vocabulary	Colours- red, orange, yellow, green, blue, purple, Primary colours, Secondary colours, Light and dark, mixing, shades		Collage, Stained glass window, Colour, sculpture, papier mâché.		Spiral, circles, create, sculpture, reflection, pathways

Year Two

	Autumn	Spring	Summer
Topic Enquiry Question:	<u>TQ: How can we represent ourselves through art?</u>	<u>TQ: Who was Guiseppe Arcimboldo?</u>	<u>TQ: What are some famous super sculptures?</u>
Lesson Sequence Key Questions:	1. KQ: What is a self-portrait? 2. KQ: How can collage be used to make a portrait?	1. KQ: What mediums did Arcimboldo use? 2. KQ: How did Arcimboldi create the four seasons?	1. KQ: How can shapes be used to make a sculpture of the human form?



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	<ul style="list-style-type: none">3. .KQ: What effect do different sketching pencils have?4. KQ: What are the different types of paint?5. KQ: How can you represent your appearance through drawing and painting?6. KQ: How can you represent your appearance through clay?	<ul style="list-style-type: none">3. KQ: How did Arcimboldo represent the four elements?4. KQ: How can flowers be used to create portraits?5. KQ: How can pastels be used to create animal portraits?6. KQ: What items could you use to make a self-portrait?	<ul style="list-style-type: none">2. KQ: How we make a sculpture of the human form?3. KQ: How can we make a sculpture on a larger scale?4. KQ: How can we make moving sculptures?5. KQ: What effect does light, shape and colour have on sculptures?
Component knowledge	<p>L1: To investigate famous self-portraits. L2: To use collage to create a self-portrait. L3: To investigate the different kinds of sketching pencils. L4: To investigate different paints. L5: To create our own self-portrait. L6: To create a self-portrait from clay.</p>	<p>L1: To find about about the work of Arcimboldo. L2: To explore and recreate Arcimboldo's Four Seasons paintings. L3: To explore Arcimboldo's representations of the four elements. L4: To select, arrange and use flowers to make portraits. L5: To use oil paints or pastels to create animal portraits. L6: To make appropriate decisions when selecting objects and images.</p>	<p>L1: To use simple shapes to make sculptures of the human form. L2: To make a sculpture with a simple human form. L3: To explore sculptures with 'inside' and 'outside' spaces. L4: To create kinetic sculptures that move in the wind. L5: To make a sculpture where light, shape and colour create an interesting effect.</p>



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NC Art Links	<ul style="list-style-type: none"> to use drawing, painting to develop and share their ideas, to use a range of materials creatively to design and make products Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. to use drawing and sculpture to develop and share their ideas, experiences and imagination 		<ul style="list-style-type: none"> Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. to use drawing and sculpture to develop and share their ideas, experiences and imagination 		<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Cross curricular Links	Year 2 Autumn 1 Science – Animals including humans Year 2 Spring 1 – Science – Plants Year 2 Spring 2 – Materials		Year 2- PSHCE Autumn 1- VIPS		Maths – Measure & scale Science – Autumn Year 1 & 2 – Animals including humans
Revisit and review opportunities	Year 2- Science Humans including animals Year 1 – Geography – Seasons Year 1 – DT – Spring 2		Year 2 – Art – Autumn 1 – Self-portraits Year 1 – Science – Seasonal changes		Year 1 – Art – Spring 1 & Summer 1 Year 1 – Art – Autumn 1 Year 1 – DT – Windmills
Curriculum Driver Links					



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	Guiseppe Arcimboldo as an Artist		
Vocabulary	Artist, Portraits, pastels, shade, sketch, clay, self-portrait 3D effect/ collage, exhibition, collage	Autumn, Summer, Spring and Winter= Four seasons. Wind, fire, earth, air= Four elements,	sculpture, human form, shape, light, colour, effect

Year Three

	Autumn	Spring	Summer
Topic Enquiry Question:	<u>TQ: What is special about indigenous art?</u>	<u>TQ: What influences the design of different buildings?</u>	<u>TQ: What is Pointillism?</u>
Lesson sequence	<ol style="list-style-type: none"> KQ: How are symbols used in indigenous art? KQ: How can art represent a dreamtime story? 	<ol style="list-style-type: none"> KQ: What are different architectural styles? KQ: Why was Christopher Wren such an influential architect? 	<ol style="list-style-type: none"> KQ: Who was Georges Seurat? KQ: What is pointillism?
Key Questions:	<ol style="list-style-type: none"> KQ: How can symbols represent a journey? KQ: Who was Paul Klee? KQ: How can we represent a journey through art? 	<ol style="list-style-type: none"> KQ: What is significant about the architectural design of St Basil's Cathedral? KQ: What are the design features of the Taj Mahal? KQ: What are the design features of the Sydney Opera House? KQ: How are buildings designed to fit a purpose? 	<ol style="list-style-type: none"> KQ: How did Seurat use colours in his artwork? KQ: How does Seurat use shading to create effects? KQ: Who were notable pointillist artists? KQ: How can pointillism art be created?



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Component Knowledge	<p>L1: To investigate the use of symbols in Indigenous Australian art.</p> <p>L2: To be able to create a piece of artwork in the style of a Dreamtime story.</p> <p>L3: To identify different ways of representing objects and features relating to maps and journeys.</p> <p>L4: To investigate the work of Paul Klee.</p> <p>L5: To be able to use gathered ideas to create a piece of 'journey' artwork.</p>	<p>L1: To explore and examine buildings in a range of architectural styles.</p> <p>L2: To explore the architecture of Sir Christopher Wren.</p> <p>L3: To explore colour and pattern in the design of St Basil's Cathedral.</p> <p>L4: To explore the design features of the Taj Mahal.</p> <p>L5: To examine the architecture of the Sydney Opera House.</p> <p>L6: To be able to design a building for a particular purpose.</p>	<p>L1: To find out who Georges Seurat was and explore his style of art.</p> <p>L2: To explore how to create art in the style of pointillism.</p> <p>L3: To explore how Seurat used colours in his artwork.</p> <p>L4: To explore Seurat's paintings and how he created effects and shading.</p> <p>L5: To explore the work of other Pointillist artists.</p> <p>L6: To be able to create a piece of pointillism artwork.</p>
NC Art Links	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and painting with a range of materials, 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and painting with a range of materials, to learn about great artists and architects 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and painting with a range of materials, to learn about great artists from history
Cross curricular Links	Computing- Spring- Journey	DT – Spring – Constructing a castle Geography- Summer- Study of Europe	Maths- shape, space and measure



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Revisit and review opportunities	Year 2- Geography-Spring 1- Around the World.		Year 2- Art- Summer- Super sculptures. Year 5- Art-Autumn- City Landscapes		Year 1 – Art – Autumn 1 – Colour Year 2 – Art – Autumn 1 – Shading	
Curriculum Driver Links	Aspirational Learners	Adventurers & Explorers	Healthy Advocates	Clear Communicators	Global Citizens	
	Who was the Artist Paul Kee? Who was Georges Seurat?				Looking at indigenous art from Australian outback. Looking at famous architecture from across the globe.	
Vocabulary	journey, symbols, indigenous art dreams		architecture, influential, designer, Taj Mahal, Sydney Opera House, St Basils' Cathedral structure, purpose		Pointillism, Georges Seurat, Shading, colour, effect	

Year Four



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	Autumn	Spring	Summer
Topic Enquiry Question: Lesson Sequence Key Questions:	<u>TQ: How are pantomimes used to tell stories?</u> 1. KQ: What are the design features of a pantomime? 2. KQ: Why is set design important? 3. KQ: How are pantomime sets made? 4. KQ: How do costumes enhance a character's appearance? 5. KQ: How do props enhance the portrayal of a character? 6. KQ: How are pantomimes advertised?	<u>TQ: How did the Vikings represent their lifestyle through art?</u> 1. KQ: What are the characteristics of Viking art? 2. KQ: What patterns did the Vikings use? 3. KQ: How did animals influence Viking art? 4. KQ: What sketching techniques are needed to draw a Viking dragon head? 5. KQ: How can light and shade be used to create a portrait of a Viking warrior? 6. KQ: How did the Vikings create jewellery?	<u>TQ: What is pop-art?</u> 1. KQ: Who was Andy Warhol? 2. KQ: What is the blotted line technique? 3. KQ: Why is Warhol's Campbell Soup artwork so iconic? 4. KQ: How did Warhol create portraits of celebrities? 5. KQ: How can you create a self-portrait in the style of Andy Warhol? 6. KQ: How can objects be used to create a piece of pop-art?
Component Knowledge	L1: To explore design features of a pantomime. L2: To be able to design a set for a particular pantomime scene. L3: To be able to create a model set for a pantomime based on a design. L4: To be able to design costumes for pantomime characters. L5: To be able to design a costume accessory for a pantomime. L6: To be able to design a poster to advertise a particular pantomime.	L1: To explore Viking art and identify its key characteristics and features. L2: To be able to draw Viking patterns. L3: To be able to create a piece of Viking animal artwork. L4: To be able to accurately sketch a Viking dragon head. L5: To be able to draw a portrait of a Viking warrior. L6: To be able to create a piece of Viking jewellery.	L1: To find out who Andy Warhol was and explore the Pop art movement. L2: To be able to use Warhol's blotted line technique to create artwork. L3: To explore and recreate Warhol's 'Campbell's Soup' artwork. L4: To explore Warhol's portraits of celebrities. L5: To be able to create a self-portrait in the style of Andy Warhol. L6: To be able to use objects of popular culture to create Pop art.



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NC Art Links	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and painting 		<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to learn about great artists in history. 		<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to learn about great artists, and designers in history. 	
Cross curricular Links	DT- Spring- Textiles Computing-Autumn 1- Collaborative learning		History- Spring- Battle of the Anglo Saxons/ Vikings Geography- Spring- Exploring Scandinavia,		Art- Autumn- Pantomime advertisement Art- Spring- Viking Warrior Portrait	
Revisit and review opportunities	Year 3 – Art – Autumn 1 – Journeys/Story Telling		Year 1- Art- Spring 1- Bead jewelry Year 2 – Art - Autumn 1 – Portraits Year 2- Art- Spring 1- Animal portraits		Year 1- Art- Autumn 1- Colour creations Year 2 – Art - Autumn 1 – Self portraits	
Curriculum Driver Links						
						
	Who was Andy Warhol? Where did the Vikings travel to?				Telling a story through a Pantomime Where do the Vikings originate from?	



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Vocabulary	Pantomime, Set design, Props, costume, dame, appearance, advertisement	patterns, sketching, light, shade, portrait, jewellery warrior	blotted line technique, pop art, portraits, celebrity,
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Year Five

	Autumn	Spring	Summer
Topic Enquiry Question:	<u>TQ: How can a cityscape depict a location?</u>	<u>TQ: How does fashion influence what we wear?</u>	<u>TQ: Who was Leonardo da Vinci?</u>
Lesson Key Questions:	<ol style="list-style-type: none"> KQ: How can we create a 3D cityscape? KQ: How can a palette knife be used to create texture? KQ: What mediums can be used to replicate a cityscape? KQ: How can we create a reflection of a cityscape? KQ: How can we create a cityscape ink drawing? KQ: Which mediums would you choose to create a cityscape? 	<ol style="list-style-type: none"> KQ: How is design used in the home? KQ: Who are some influential shoe designers? KQ: What is a milliner? KQ: Who are some influential clothing designers? KQ: How are costumes designed? 	<ol style="list-style-type: none"> KQ: What was da Vinci famous for during the Renaissance? KQ: What techniques did da Vinci use to create his portraits? KQ: How did da Vinci use composition and perspective in his paintings? KQ: What drawing techniques were used by da Vinci? KQ: What notable inventions did da Vinci create? KQ: How did da Vinci influence other artists?



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Component knowledge	<p>L1: To be able to use Pop art techniques and layering to create a 3D cityscape.</p> <p>L2: To understand how to use a palette knife and paint to create textured cityscapes.</p> <p>L3: To be able to replicate cityscape photos using different mediums.</p> <p>L4: To be able to replicate cityscape photos using different mediums.</p> <p>L5: To understand how to add detail into cityscape ink drawings.</p> <p>L6: To be able to create a cityscape using any media of choice.</p>	<p>L1. To explore how design is used in the home.</p> <p>L2. To explore shoes by different designers.</p> <p>L3. To explore hats by different designers.</p> <p>L4. To explore clothes designs.</p> <p>L5. To design a costume.</p>	<p>L1. To understand who Leonardo da Vinci was and what he was famous for during the Renaissance.</p> <p>L2. To explore Leonardo da Vinci's portrait paintings and drawings.</p> <p>L3. To explore Leonardo da Vinci's use of perspective and composition in his religious.</p> <p>L4. To explore and understand how to use Leonardo da Vinci's drawing techniques.</p> <p>L5. To explore inventions designed by Leonardo da Vinci.</p> <p>L6. To explain how Leonardo da Vinci's ideas influenced other artists and scholars during the Renaissance and modern day.</p>
NC History Links	<ul style="list-style-type: none">• to create sketch books to record their observations and use them to review and revisit ideas• to improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal and paint]	<ul style="list-style-type: none">• to create sketch books to record their observations and use them to review and revisit ideas• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]• to learn about great artists, and designers in history.	<ul style="list-style-type: none">• to create sketch books to record their observations and use them to review and revisit ideas• to improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal and paint]• about great artists and designers in history.
Cross curricular Links	DT- Summer 2 –Structures Bridges,	History- Dress from other eras.	Science- Summer 1- Animals including Humans,



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Revisit and review opportunities	Year 1- Art- Summer 1- reflection Year 2- Art- Summer 1- Super sculptures, Year 3- Art- Spring 1- Famous buildings,		Year 4- Art- Autumn 1- Pantomime costumes, Year 4- Art- Spring 1- Viking Jewellery,		Year 2- Art- Autumn 1- Self Portraits, Year 4- Autumn 1- Pantomime character Year 4- Art- Spring 1- Viking Warrior Portraits	
Curriculum Driver Links						
	Who was Leonardo da Vinci?				Landscapes famous across the World	
Vocabulary	cityscape, 3 dimensional (3D) texture, landscape, mediums, reflection, replicate		milliner, designer, textiles, costume,		Renaissance, composition, perspective, portrait, inventions, influence	



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Year Six

	Autumn	Spring	Summer
Topic Enquiry Question: Lesson Key Questions:	<u>TQ: Who was Frida Kahlo?</u> <ol style="list-style-type: none">KQ: Who was Frida Kahlo and why was her work influential?KQ: How did Frida Kahlo create self-portraits?KQ: How did Kahlo's cultural background influence her artwork?KQ: What is surrealism?KQ: How did Kahlo express emotions through artwork?	<u>TQ: What is impressionism?</u> <ol style="list-style-type: none">KQ: What is impressionism and where did it begin?KQ: How does Monet use Impressionism to depict landscapes?KQ: What is significant about Monet's 'Haystacks' paintings?KQ: How does Monet use Impressionism to paint cities?KQ: How did Monet's garden in Giverny influence his artwork?KQ: What is my favourite Monet painting and why?	<u>TQ: How are illusions created in art?</u> <ol style="list-style-type: none">KQ: How do artists create perspective?KQ: How can perspective be used to create realistic interiors?KQ: How do artists use foreshortening to create perspective?KQ: How is trompe l'oeil used to create illusions?KQ: How do artists create illusions by altering perspective?KQ: How can optical art be created?
Component knowledge	L1. To explore how artists create perspective in their work. L2. To be able to use perspective to create realistic interiors. L3. To explore how artists use foreshortening to give perspective. L4. To explore how artists use trompe l'oeil to create illusions. L5. To explore how artists create illusions by playing with perspective. L6. To explore and create optical art.	L1. To explore what Impressionism is and where and when it began. L2. To explore some of Monet's landscape paintings. L3. To explore Monet's haystack series of paintings. L4. To explore Monet's paintings of cities. L5. To explore the artwork Monet produced in his later years at his garden in Giverny. L6. To review the life and work of Claude Monet.	L1. To explore how artists create perspective in their work. L2. To be able to use perspective to create realistic interiors. L3. To explore how artists use foreshortening to give perspective. L4. To explore how artists use trompe l'oeil to create illusions. L5. To explore how artists create illusions by playing with perspective. L6. To explore and create optical art.



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NC History Links	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 		<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 		<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 	
Cross curricular Links	PSHE – sense of self, emotions History – famous artists and ages taught throughout the school		Geography – Locations		History – ages and timelines Mathematics – shape, space and measure	
Revisit and review opportunities	Y6 Mexico & Maya – History & Geography Y2 Art – Autumn 1 – How can we represent ourselves through art?		Y5 Art – Autumn 1 – Cityscapes		Year 1- Art- Summer 1- reflection Year 2- Art- Summer 1- Super sculptures, Year 3- Art- Spring 1- Famous buildings	
Curriculum Driver Links						
	Who was Frida Kahlo? Who was Claude Monet?					
						
					Exploring how cultural backgrounds can influence art	



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Whole School Overview of topic
Art co-ordinator – Mrs L Tomlinson



Vocabulary	Influential Self-portrait Portraits Composition Culture Surrealism Emotions	Impressionism Landscapes Influence Light Effect	Perspective Realistic Foreshortening Trompe l'oeil Illusions Optical art
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