



	Essential concepts and skills to be taught	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Knowledge progression across subjects in the year group	Progression of knowledge and skills across year groups
R	Knowledge (key things they learn/need to know): Skills: Key people: Andy Goldsworthy Vocabulary: Red, blue, yellow, green, purple, orange, line, wavy, curved, straight, sphere, cylinder, tube, ball	Self Portrait Element: Colour Art Form: Mixed Media Assessment question: What colours have you used for your self-portrait? CST – Human Dignity – Recognising and celebrating that we are all an image of God.	Still Life Element: Value Art Form: Lines Assessment question: What type of lines have you used?	Living Things in Nature (clay) Element: Texture Art Form: Sculpture Assessment question: What shapes can you make using clay?	Structures Element: Form and Space Art Form: Architecture Assessment question: Which shape is the strongest when building a structure? CST – Stewardship – using recycled materials to create new art.	Various Art Mediums This unit will focus on introducing children to different art mediums and teaching them how to use them safely and effectively. Children will explore using paint (paint brushes), pastels, clay (tools) and plaster of paris. Element: Safety Assessment question: How do you use the equipment safely?	New Life/ Traditional Tales Element: Shape Art Form: Painting Assessment question: How does your painting tell a story?		YR Art linked to EYFS framework: Knowledge of colours
1	Knowledge: -To develop a wide range of art and design techniques using colour, pattern and line. Skills: -how to roll and form balls out of clay. -different types of lines. -buildings are designed with a specific purpose.	Elements of Colour Exploring concepts relating to primary & secondary colours, warm & cold colours, tints and shades. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y1-Colour-Lesson-Plan-art1aa.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Unit-Rationale-art1aa.pdf	Types of Lines Explore using different materials and types of lines to create art. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Lesson-Plan-art1ab.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Unit-Rationale-art1ab.pdf Element: Line Art Form: Drawing	Collage, sculpture and structures This unit will introduce children to the concept that buildings are designed with specific features in mind for their purpose. Children will also explore the famous landmarks in London. (Geography link) Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y1-Architecture-Lesson-Plans.pdf	Style and Narrative Art To introduce children to different techniques of famous artists. They will attempt pointillism (using dots), using short brushstrokes and represent personality. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y1-Style-in-art-Lesson-Plan.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Unit-Rationale-art1ab.pdf	Paintings of Children The unit will explore paintings of children across several mediums and look at how didn't artists portray children in different styles. Pupils will have a chance to create their own cubism art using digital media. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y1-Sculpture-Lesson-Plan.pdf	Sculptures - Penguins This unit will introduce children to different artists and how they create sculptures using clay and plaster of paris. Children will learn to make different parts of a body out of clay. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y1-Sculpture-Lesson-Plan.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Unit-Rationale-art1aa.pdf	Links with previous knowledge on <i>lines</i> in Autumn 2.	Progression from YR Fine motor skills – holding a pencil and paint brush Making marks on a paper Identifying primary colours. Understanding of lines,



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	-what primary and secondary colours are. -warm and cold colours -how to create different tones/shades of colours -how to form different size brush strokes. Key people: Miro Rembrandt, Paul Klee, Van Gogh, George Seurat Vocabulary: Straight, zigzag, curved, wavy, loop, thick, thin, materials, primary, shape, landscape, imagination, brushstrokes, character, personality, hero, retell, setting, narrative, sculptor, statue, model, casting, bronze, mould, 2D art, 3D art, sketch	Element: Colour Art Form: Paint Final Task: To paint a seascape KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y1-Colour-KO-RE.pdf Assessment question: How does mixing and creating shades of colour create a seascape?	Final Task: To create a landscape. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y1-Line-KO-RE.pdf Assessment question: Describe how different types of lines can represent various shapes.	Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y1-Architecture-Unit-Rationale-art1sa.pdf Element: Architecture Art Form: Collage, sculpture (clay), structures Final Task: Design and build a penguin house KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y1-Architecture-KO-RE.pdf Assessment question: How does the purpose change how a building is designed?	dgecurriculum.org/wp-content/uploads/2022/02/Y1-Style-in-Art-Unit-Rationale-art1sb.pdf Element: Colour Art Form: Paint, pastels Final Task: Draw and paint their version of St George and the Dragon. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y1-Style-in-Art-KO-RE.pdf Assessment Question: How have you shown personality in your artwork?	Y1-Paintings-of-Children-Lesson-Plan.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Unit-Rationale-art1suma.pdf Element: digital Media Art Form: Shape/colour Final Task: To create a cubist picture. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y1-Paintings-of-Children-KO-RE.pdf Assessment Question: What does cubism mean? CST – Human Dignity – Recognising and celebrating that we are all an image of God.	1-Sculpture-Unit-Rationale.pdf Element: sculpture Art Form: clay, plaster of paris and paint Final Task: Create and paint a penguin. KO: file:///C:/Users/awhitehouse/Downloads/Y1-Sculpture-KO-RE%20(1).pdf Assessment Question: What is a sculpture?		
2	Knowledge: -To know about great artists, architects and designers in history. -understand primary and	Colour and Shape – Paper Sculptures This unit focuses on teaching children about natural objects and organic shapes and has them create a mobile (structure) using card	Understanding Textures This unit children will be looking at how texture in fabric (specifically clothing) can be shown using 2D methods and various art mediums	Style in Art and Narrative Art This unit focuses on introducing children to portraits and self-portraits. They will learn that artists choose to represent themselves	Landscapes and Symmetry This unit children will learn about symmetry in art and to create their own symmetrical art using paint and natural	Classic History Paintings This unit will explore how stories and characters can be shared through paintings. Children will be introduced to the	Murals and Tapestries This unit introduces children to murals and weaving. In their final art piece, all Year 2 children will combine various forms of art to create a 3D mural.	Symmetry (Maths link) Greek Mythology	Progression from Y1 Different types of lines: wavy, zig zag, Understanding of cubism (Y1)



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secondary colours - know what an organic shape is. - Visual texture means how artists show what something feels like. - Artists can create visual texture using different marks and different colours. Skills: -cut shapes using scissors efficiently -stick down shapes. Key people: Picasso, Alexander Calder, Paul Klee, Matisse, Van Gogh, Rembrandt, Gentileschi, Turner, Constable, Sarah Young, Banksy, Paula Rego, Michelangelo Vocabulary: Primary colours, secondary colours, warm and cool colours, tint, shade, geometric shape, organic	and pipe cleaners. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Lesson-Plan-art2aa.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Unit-Rationale-art2aa.pdf Element: Colour/Shape Art Form: Mixed Media Final Task: Create a 3D mobile. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y2-Colour-and-Shape-KO-RE-1.pdf Assessment question: Describe what an organic shape is.	such as pencil and pastels. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Lesson-Plan-art2ab.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Unit-Rationale-art2ab.pdf Element: Texture/Shape/Colour Art Form: Paint Final Task: Show texture in clothing using different mediums (pencil, oil pastels, chalk) KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y2-Colour-shape-and-texture-KO-RE.pdf Assessment question: How have you shown different textures?	depending on their creative style. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y2-Portraits-and-Self-Portraits-Lesson-Plan-art2sa.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y2-Portraits-and-Self-Portraits-Unit-Rationale-art2sa.pdf Element: Painting Art Form: Drawing Final Task: Create a cubist portrait. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y2-Portraits-and-Self-Portraits-KO-RE.pdf Assessment question: Describe the difference between a portrait and a self-portrait. CST – Human Dignity – Recognising and celebrating that we are all an image of God.	objects. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y2-Landscapes-and-Symmetry-Lesson-Plan-art2sb.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y2-Landscapes-and-Symmetry-Unit-Rationale-art2sb.pdf Element: Line Art Form: Drawing Final Task: Create a 2D symmetrical structure using natural objects. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y2-Landscape-and-Symmetry-KO-RE.pdf Assessment question: How did you use symmetry in your art?	idea of myths and mythical characters also being represented in art. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y2-History-Painting-Lesson-Plans-1.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Unit-Rationale-art2suma.pdf Element: Mixed Media Art Form: Collage Final Task: Create a mythical collage. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y2-History-Painting-KO-RE.pdf Assessment question: Explain how each part of your art tells a story.	Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/03/Murals-and-Tapestries-Lesson-Plan.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/03/Unit-Rationale.pdf Element: Textiles and Printing Art Form: Painting Final Task: As a class, children will create an underwater scene. Step 1 -Print fishes on material using polystyrene tiles Step 2 – Print other background features (seaweed and water marks) Step 3 – Use wool to weave seaweed and assemble altogether. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/03/Y2-Murals-and-Tapestries-KO-RE.pdf Assessment question: Describe how to make an art print.	(History link)	Self-portraits (Reception, Year 1)
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	shape, texture, composition, complementary colours, self-portrait, facial features, skin tone, represent, cubism, emotions, feelings, landscape, sketch, brushstroke, temporary, symmetry, symmetrical, myth, classical, setting, minotaur, narrative, character, weaving, murmur, plaster, gallery							
3	Knowledge: - To know about great artists, architects and designers in history. Skills: -can copy a picture using just lines. -can copy a picture without looking. -can show form with: cross hatching, marks in one direction,	Printing Lines - Wave This unit focuses on building on their knowledge of printing taught Year 2. Children will explore types of lines and create a tile image and a monoprint of their design using polystyrene, ink and paper. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Lesson-Plan-art3aa.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Unit-Rationale-art3aa.pdf	Still Life and Form Children will be introduced to tone and weights of lines. Children will create a still life sketch and make it look 3D using the technique called 'cross hatching'. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Lesson-Plan-art3ab.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Unit-Rationale-art3ab.pdf Element: Line	Modern Architecture This unit will build on children's previous learning on architecture but introduce them to architecture of the modern world. They will create their own versions of various modern buildings using ordinary objects as inspiration. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Modern-Architecture-Lesson-Plan-art3sumb.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Modern-Architecture-Lesson-Plan-art3sumb.pdf	Ancient Egypt Art Children will learn about ancient Egyptian art including clay sphinx sculptures, paintings and use mixed media to make Egyptian collars. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y3-The-Art-of-Ancient-Egypt-Lesson-Plans-1.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y3-Art-in-Ancient-Egypt-Unit-Rationale-art3sa.pdf Element: Sculpture	Architecture This unit includes teaching children about the history of architecture, particularly the Parthenon and how symmetry plays a huge role. They will also learn about how nature influences Gaudi's art. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Architecture-Lesson-Plan-art3suma.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Architecture-Lesson-Plan-art3suma.pdf	Anglo-Saxon Art This unit will introduce children to interlocking and interlaced patterns used in metalwork. They will also explore illuminated letter art from the Anglo-Saxon era. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y3-Anglo-Saxon-Art-Lesson-Plan-art3sb.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y3-Anglo-Saxon-Art-Unit-Rationale-art3sb.pdf	Ancient Egypt, Anglo Saxons, Ancient Greece (History link) Progression from Y2 Primary colours Sculptures (Reception, Year 1 and Year 2)



squiggles and shading. -roll clay into the right shape. -add detail with a small brush or small pieces. Key people: Katsushika Hokusai, Paul Klee, Parthenon Ictinus, Christopher Wren, Sagrada Familia Gaudi Vocabulary: Sketch, line weight, continuous line, form, print, thick, thin, straight, zigzag, wavy, vertical, horizontal, diagonal, still life, shade, shadow, highlight, mid-tone, cross hatching, tints, pharaoh, bust, tomb, sphinx, sarcophagus, manuscript, Anglo-Saxon, interlocking, illuminate, tapestry, embroidery, architecture, dome, tower, asymmetrical, mosaic,	Element: Textiles and Printing Art Form: lines, paint, Final Task: To make a print using a polystyrene printing block. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y3-Line-KO-RE-1.pdf Assessment question: Describe how lines can be formed in printing.	Art Form: oil pastels Final Task: Sketch a still life image of a pear and make it appear 3D by using tone. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y3-Still-Life-and-Form-KO-RE-1.pdf Assessment question: How do you make a painting look 3D? How do you create tone in your sketch? Explain when cross hatching would be used when drawing?	content/uploads/2022/02/Unit-Rationale-art3sumb.pdf Element: Architecture Art Form: Sculpture/ clay Final Task: Create a design and model of a building of their choice. Use toothpicks and blue tack to create 3D model. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y3-Modern-Architecture-KO-RE.pdf Assessment question: What shape is the strongest to use in a building? Which shape is the weakest for a structure? Describe the difference of the shape between two parliament buildings and how they affect the interaction between people.	Art Form: Collage Final Task: Create papyrus paper, then draw a chosen god – add colour once completed in pencil first. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y3-The-Art-of-Ancient-Egypt-KO-RE.pdf Assessment question: What did Egyptians use art for? CST – Solidarity – We introduce children to art from all over the world, bringing together the global family and allowing them to appreciate art in different cultures.	content/uploads/2022/02/Unit-Rationale-art3suma.pdf Element: Architecture Art Form: Sculpture (clay), collage Final Task: Create and paint an in-relief clay tile. Create their own version of Gaudi's mosaic art using tissue paper. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y3-Architecture-KO-RE.pdf Assessment question: What makes a mosaic successful?	Element: Colour Art Form: Drawing, Painting Final Task: Create illuminated letters using unmixed colours, short brushstrokes and interlaced patterns. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y3-Anglo-Saxon-Art-KO-RE.pdf Assessment question: What features about illuminated letters make it eye-catching?	
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	function, construction, process, innovative, feature.							
4	Knowledge: - to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To know about great artists, architects and designers in history. -can identify foreground, middle ground and back ground. Skills: -can choose appropriate colours. -draw a simple template of my face. -stick pieces in the correct place. -can reflect on how to improve. -can shade using different tones, Key people:	Still Life - Light Children will learn about how light falls upon a still object and how tone and tints of colour can create depth. They will also learn how painters traditionally used a 'ground' and 'underpainting' as a basis for their paintings and try it for themselves. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y4-Light-Lesson-Plan-1.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Unit-Rationale-art4aa.pdf Element: Value Art Form: Drawing Final Task: Sketch and paint a still life painting of food. Children will be expected to mix tints and shades to match the colours they see. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y4-Light-KO-RE-1.pdf	Space and Form This unit will introduce children to the concept of foreground, middle ground and background. Throughout this unit they will draw and cut out objects to represent each layer of a landscape. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y4-Space-Lesson-Plan-1.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Unit-Rationale-art4ab.pdf Element: Space Art Form: Mixed media Final Task: Create a 3D scene demonstrating foreground, middle ground and background using paint and pastels. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y4-Space-KO-RE.pdf Assessment question: How do you create depth art?	Design Children will learn that art is made up of elements and when they are put together, they create an art piece. They will revisit complementary colours Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y4-Design-Lesson-Plan.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y4-Design-Unit-Rationale-art4sa.pdf Element: Colour Art Form: Line Final Task: Draw and paint their own version of 'The Scream' by Matisse using water colour and smooth brushstrokes. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y4-Design-KO-RE-1.pdf Assessment question: What elements have you added to your painting to create emotion?	Monuments in Ancient Rome This unit will explore the relationships between various emperors and the monuments they build, specifically the Pantheon, the Colosseum and Trajan's Column. They will build their own version of the Pantheon in groups. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y4-Monuments-in-Ancient-Rome-Lesson-Plan.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y4-Monuments-in-Ancient-Rome-Unit-Rationale.pub-art4sb.pdf Element: Architecture Art Form: Structure Final Task: To build a model of the Pantheon. - Features of a monument - Construction of a monument - How they displayed power. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y4-Monuments-in-Ancient-Rome-KO-RE-1.pdf	Needlework, Embroidery and Weaving This unit will introduce a variety of embroidery stitches and weaving techniques. They will learn when embroidery and cross-stitching were used in history and practise their own needlework skills to make their own creations! Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y4-Needlework-Lesson-Plans.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y4-Needlework-Embroidery-and-Weaving-Unit-Rationale.pdf Element: Textile Art Form: N/A Final Task: Create their own bookmark using cross-stitch. To create a bookmark through weaving. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y4-Needlework-KO-RE-1.pdf	Byzantine Empire Art This unit children will be looking at monuments of the Byzantine empire. This will be an extension from Spring 2 term learning where they will learn about art work from the Eastern Roman Empire and build on their previous learning from Year 2 and 3. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y4-Byzantine-Monuments-Lesson-Plans.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y4-Byzantine-Empire-Unit-Rationale.pdf Element: Colour Art Form: Painting, Collage Final Task: Create a mosaic self-portrait. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y4-Byzantine-Monuments-KO-RE-1.pdf Assessment question: Describe what a mosaic is. How do you make different designs using lines?	Known ge of Romans (History link) Light and Shadow (Science link) Drawing s of the Life of Christ (RE link) Progression from Y3 Primary and secondary colours, lines, architecture from Reception and Year 1 Mosaics link with self-portraits in Year 2 and Year 3 Still life foundational knowledge (Year 3)



Margaret MacDonald, Michelangelo Merisi da Caravaggio, Johannes Vermeer, Matisse, Vocabulary: Form, tone, shade, shadow, highlights, cast shadow, ground, dimension, height, depth. Foreground, background, middle ground, foreshortening, detail, 2D, 3D, collage, cut-out, expressionism, complementary colours, elements of art, frieze, arch, in relief, monument, amphitheatre, column, dome, portico, icon, empire, emperor, Byzantine Empire, Constantinople, ornate, needlework, sew, embroidery, cross-stitch, thread, weaving, warp thread, weft thread	Assessment question: How do you show light in art?			4-Monuments-of-Ancient-Rome-KO-RE.pdf Assessment question: What strategies do you use to build a strong, stable structure?	Assessment question: What is cross-stitching and when/why is it used?	CST – Human Dignity – Recognising and celebrating that we are all an image of God.		
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5 Knowledge: - to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To know about great artists, architects and designers in history. Skills: -can show light and shade. -can accurately copy shapes. -can describe what makes the design 'Rococo' in style -can experiment using different brushstrokes with a Chinese brush. -can vary the density of the ink I use and	Style in Art In this unit, children will begin comparing different styles of brushstrokes from various artists. Then they will move onto analysing modern art, looking at 20th century abstract art. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y5-Style-Lesson-Plan.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Unit-Rationale-art5aa.pdf Element: Colour Art Form: Line, paint, shade Final Task: Create their own abstract art. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y5-Style-In-Art-KO-RE-1.pdf Assessment question: How did you use colour in your abstract art?	Islamic Art and Architecture In this unit, children will be introduced to art from the Islamic world and study symmetrical designs, vegetal patterns and mosaics which refers back to their learning in Year 4. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y5-Islamic-Art-Lesson-Plan-2.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Unit-Rationale-art5ab.pdf Element: Architecture Art Form: Sculpture Final Task: Create an Islamic design and transfer it onto a clay tile using modelling techniques. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y5-Islamic-Art-KO-RE.pdf Assessment question: Explain your design and how you've incorporated symmetrical and vegetal patterns. CST – Solidarity – We introduce children to art from all over the world, bringing together the global family and allowing them to appreciate	Art from Western Africa This unit will teach children the history of Malian antelope headaddresses and Benin plaques from Nigeria. They will explore shape and the different materials that each type of art was made from as well as designing and creating their own relief art piece. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y5-Art-from-Western-Africa-Lesson-Plan-2.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y5-Art-from-Western-Africa-Unit-Rationale-art5sa.pdf Element: Shape and Form Art Form: Structure, paint Final Task: Create a cardboard relief of an insect (3D layered art) and paint it. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y5-Art-from-Western-Africa-KO-RE.pdf Assessment question: How do you create patterns using layers?	Chinese Painting and Ceramics This unit focusses on traditional Chinese brush painting as well as Chinese ceramics. Children will use traditional Chinese painting materials for calligraphy and for painting typical Chinese subjects. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y5-Chinese-Painting-and-Ceramics-Lesson-Plan.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y5-Chinese-Painting-and-Ceramics-Unit-Rationale-art5sb.pdf Element: Shape Art Form: Paint, Final Task: Create an asymmetrical painting of a flower using traditional Chinese brushstroke techniques. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y5-Chinese-Painting-and-Ceramics-KO-RE.pdf Assessment question: Explain what makes the traditional Chinese brushstroke unique and why it was used? CST – Solidarity – We introduce children to	Print Making Children will be revisiting print making by looking at Hogarth's work. Children will create a design using polystyrene and produce a print using two colours. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y5-Printmaking-Lesson-Plans.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y5-Printmaking-Unit-Rationale-1.pdf Element: Textile/Printing Art Form: Colour Final Task: Create a simple design and print it using two colours. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y5-Printmaking-KO-RE.pdf Assessment question: Explain what makes a successful print?	Introduction to Photography This final unit is made up of two sections: Photography and Take One Picture. In the first part of the unit, children will learn the history of photography, how photos are made using chemicals and paper and learn to edit photos digitally. The second part of the unit will focus on analysing one specific photo and creating their own. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/04/Y5-An-Introduction-to-Photography-Lesson-Plans-1.pdf https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Take-one-picture-Lesson-Plan-art5sumb.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Unit-Rationale-art5sumb.pdf Element: Photography Art Form: Mixed Media Final Task: Edit photos they have taken. Sketch then create individual art piece. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/04/Y5-An-Introduction-to-Photography-KO-RE.pdf	Knowledge of Baghdad (History link) Islamic art (RE link)	Progression from Y4 Complementary colours Foreground/background (small vs larger shapes) Value/tint – using white and black to create different shades of colour. <i>Style in Art</i> Link to Year 1
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the width of my lines. Key people: Hogarth, Man Ray, Dorothea Lange, Jason Evans, Aaron Siskind, Peter Keetman, Warhol, Hokusai, Rembrandt Vocabulary: Style, technique, brushstroke, rococo, asymmetrical, modernist, colour theory, complementary colours, mosque, minaret, dome, calligraphy, vegetal patterns, figural, ceremony, Bamana Peoples, headdress, Edo peoples, plaque, relief, brass, ivory, dynasty, character, rice paper, scroll, ink stick, ceramic, porcelain, Ming ware, printmaking, indirect, edition, mono-print, intaglio printing, linocut, dry point,		art in different cultures.		art from all over the world, bringing together the global family and allowing them to appreciate art in different cultures.		Assessment question: How has photography progressed over time? What is the same? What is different? CST – Stewardship – They will be studying and photographing the earth, God's creation.		
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	engraving, shutter, daguerreotype , exposure, develop, negative, framing, panning, viewfinder, composition.								
6	Knowledge: -Important Victorian architecture - Characteristics of classical architecture -To know about great artists, architects and designers in history. Skills: -To improve their mastery of art and design techniques including: painting. Key people: Leonardo da Vinci, Ghiberti and Donatello, Michelangelo, Rossetti, Millais, Barry, William Morris, Monet, Degas, Renoir, Cezanne, Van Gogh, Cassatt, Picasso Vocabulary: Medieval, renaissance,	Art in the Italian Renaissance In this unit, children will be introduced to the art of the Italian renaissance, specifically analysing Leonardo's anatomical drawings and his painting technique used in his most famous paintings. They will also explore the concept of realism and produce their own observational drawings using linear perspective. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y6-Art-in-the-Italian-Renaissance-Lesson-Plans.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Unit-Rationale-art6sb.pdf Element: Colour Art Form: Drawing, paint, plaster Final Task: Create a sun design on a plaster disc. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y6-Renaissance-Architecture-and-Sculpture-KO-RE-1.pdf	Renaissance Architecture and Sculpture This unit builds on their knowledge of the renaissance work they complete in the previous unit. Children will revisit the concept of linear perspective, then they will study renaissance sculptures. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y6-Renaissance-Sculpture-and-Architecture-Lesson-Plan.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Unit-Rationale-art6ab.pdf Element: Sculpture Art Form: Clay, modelling/carving, drawing Final Task: Design and model a relief clay tile. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y6-Renaissance-Architecture-and-Sculpture-KO-RE-1.pdf Assessment question:	Victorian Art and Architecture This unit will introduce children to both gothic and classical style of architecture. Then children will learn about how some artists wanted to reflect reality in their paintings and did this through careful observation. Children will be shown a variety of painting techniques: wet-on-dry, light to dark and so on. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y6-Victorian-Art-and-Architecture-Lesson-Plan.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y6-Victorian-Art-and-Architecture-Unit-Rationale.pdf Element: Value Art Form: Paint, tone/tint Final Task: To use watercolour to paint a flower. KO:	William Morris In this unit, children will look at William Morris' wallpaper designs. They will also learn that his designs were based on nature and printed using the reduction method. William Morris was more than an artist, he was a businessman and a writer. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y6-William-Morris-Lesson-Plan.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y6-William-Morris-Unit-Rationale-art6sb.pdf Element: Printing Art Form: Drawing, paint Final Task: Create a design, transfer it onto a polystyrene tile and print the design onto paper. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y6-William-Morris-KO-RE.pdf	Impressionism In this unit, children will be introduced to impressionism art which broke the norm by painting landscapes and everyday life using rapid brushwork. Children will also look at three important post-impressionist artists and have their turn replicating a piece of art. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y6-Impressionism-Lesson-Plan.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Unit-Rationale-art6suma.pdf Element: Collage Art Form: Painting, mixed media Final Task: Create a collage of Mont Sainte-Victoire. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y6-Impressionism-and-	Art in the 20th Century In this unit children will be reviewing their understanding of modern art. This unit explores modernism art and cubism which led to abstract art. Discussions about the use of statues and the issues that link to who is it of and where is it located. Lessons: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y6-Art-in-the-20th-Century-Lesson-Plans.pdf Unit Rationale: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Unit-Rationale-art6aa.pdf Element: Colour, drawing, collage, photography Art Form: Mixed media Final Task: Create a piece of art work that is a response to the question 'Who am I?'. It can be in any style, using any mixed media. KO: https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y6-Art-in-the-20th-Century-KO-RE.pdf	Cathedrals (RE link) London and Houses of Parliament (History link)	Progression from Y5 Foundational knowledge of printing (Link to Year 3 and Year 5) Cubism (Year 1 link)



classical, humanism, proportion, anatomy, optics, sfumato, linear perspective, vantage point, horizon line, vanishing point, guild, duomo, basilica, carve, cast, in relief, flat relief, contrapposto, Victorian, neoclassical, gothic architecture, realism, wet-on-wet, wet-on-dry, designer, decorative arts, stylized, textiles, block printing, printing press, reduction printing, impressionism, exhibit, en plein air, transient effects, complementary colours, studio, constructive brushstrokes, modernism, cubism, figurative, impasto.	6-Art-in-the-Italian-Renaissance-KO-RE.pdf Assessment question: What is linear perspective? What is the vanishing point? Describe the different painting techniques Leonardo use?	Describe the different techniques you used to create detail and depth on your clay tile. https://www.primaryknowledgecurriculum.org/wp-content/uploads/2022/02/Y6-Victorian-Art-and-Architecture-KO-RE.pdf Assessment question: What techniques did you use to create a hyperrealism painting?	Assessment question: Describe the printing process.	Post-Impressionism-KO-RE.pdf Assessment question: What is impressionism art? How is it similar to renaissance and Victorian art? How is it different?	content/uploads/2022/02/Y6-Art-in-the-20th-Century-KO-RE-April.pdf Assessment question: Explain each aspect/feature of your finished art piece. Why and how does your artwork describe you? CST – Human Dignity – Recognising and celebrating that we are all an image of God.		
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CST links in the curriculum are indicated in purple (sustainability/care for creation also in purple)

British Values/Democracy links are indicated in red



St Dominic Savio Catholic Primary School
[Cultural Capital link in blue](#)

Art Curriculum Overview

Forms of Art – PKC

St Josephs – Reading – Laura Stotesbury

Textiles & Printing

Photography

Collage

Painting

Sculpture & Architecture

Drawing/ lines