

# United Curriculum: Art & Design



**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. Notes in relevant Teacher Packs provide more information and suggestions.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p><b>I Am An Artist</b></p> <p>Introducing sketchbooks, experimenting with mark-making and learning about primary colours.</p> <p><b>Paul Klee</b> <b>Piet Mondrian</b></p>	<p><b>Our School</b></p> <p>Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking.</p> <p><b>Zaha Hadid</b> <b>The Boyle Family</b> History, Geography, RW</p>	<p><b>Why Do We Make Art?</b> [Aut2]</p> <p>Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective.</p> <p><b>Pablo Picasso</b></p> <p>History</p>	<p><b>Pattern and Pumpkins</b> [Aut1]</p> <p>Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap.</p> <p><b>Yayoi Kusama</b></p>	<p><b>Illustration</b> [Aut1]</p> <p>Developing a visual response to a text, looking at comic strips, children's book illustrations and graphic novels.</p> <p><b>Marjane Satrapi</b> <b>Mel Tregunning</b> English</p>	<p><b>Recycled Materials</b> [Aut2]</p> <p>Using plastic waste to create an installation about the natural world.</p> <p><b>Ifeoma Anyaeji</b> <b>Serge Attukwei Clottey</b> <b>Veronika Richterová</b> <b>Katherine Harvey</b></p> <p>Geography, Science</p>
Spring	<p><b>Paper Sculpture</b></p> <p>Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light.</p> <p><b>Charles McGee</b></p>	<p><b>Colour and Tone</b> [Spr2]</p> <p>Looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period.</p> <p><b>Emily Haworth-Booth</b> <b>Pablo Picasso</b></p> <p>English; option of History</p>	<p><b>Fairy Tale Crimes</b> [Spr1]</p> <p>Using clay to produce a collaborative visual representation of a fairy tale crime.</p> <p><b>Anthony Browne</b> <b>Quentin Blake</b></p> <p>English</p>	<p><b>Tropical Rainforest</b></p> <p>Exploring use of watercolours to create a collaged response to the work of artists studied.</p> <p><b>Abel Rodriguez</b> <b>Henri Rousseau</b></p> <p>Geography</p>	<p><b>Journeys</b> [Spr1]</p> <p>Looking at <i>Shackleton's Journey</i> and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes.</p> <p><b>William Grill</b> <b>Mona Hatoum</b> English</p>	<p><b>Displacement</b> [Spr1]</p> <p>Looking the work of artists who have been refugees. 'Challenges' is an alternate theme if 'Displacement' is not appropriate.</p> <p><b>Judith Kerr</b> <b>Frank Auerbach</b> <b>Kurt Schwitters</b> Geography</p>
Summer	<p><b>The Natural World</b></p> <p>Drawing from observation, printmaking using leaves and introducing secondary colours.</p> <p><b>Frances Hatch</b> <b>Leonardo Da Vinci</b></p>	<p><b>Water</b></p> <p>Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings.</p> <p><b>Katsushika Hokusai</b> <b>David Hockney</b> <b>Claude Monet</b> [Geography]</p>	<p><b>Mythology</b> [Sum2]</p> <p>Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary.</p> <p><b>Paulo Uccello</b> <b>Edward Burne-Jones</b> <b>The Singh Twins</b> [History]</p>	<p><b>My Favourite Things</b> [Sum1]</p> <p>Looking at objects from the British Museum using <i>This or That</i> by Pippa Goodhart. Drawing a still life based on personal possessions.</p> <p><b>Pippa Goodhart</b> <b>Joseph Cornell</b> [English]</p>	<p><b>Sculpture</b></p> <p>Using origami to create bird sculptures out of printed designs exploring pattern and the natural world.</p> <p><b>Mark Hearld</b> <b>Jackie Morris</b></p>	<p><b>Global Connections</b> [Sum2]</p> <p>Considering the impact of the British Empire on art. Global influence on art. Collaborative outcome celebrating diversity.</p> <p><b>Yinka Shonibare</b> <b>Lubaina Himid</b> <b>Sonia Boyce</b> [History]</p>