



Year 1

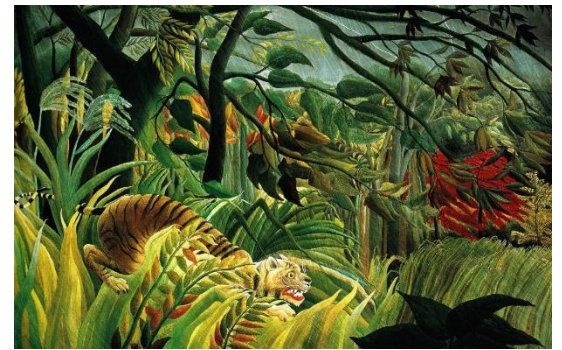
Self-portraits



Earth Art



Henri Rousseau



Unit Summary

Term	Autumn
Topic	Self-portraits
National Curriculum	• to use a range of materials creatively to design and make products • to use drawing to develop and share their ideas, experiences and imagination • to use painting to develop and share their ideas, experiences and imagination • to use 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 • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
The Big Picture	Explore famous artists and their self-portraits before challenging the class to explore different pencils and paints as well as the medium of collage to create their own artwork.
Prior Knowledge	Understanding that they are a unique person with individual characteristics. Some experience talking about themselves, their features (e.g., "I have brown eyes"), and emotions.
Possible Misconceptions	Believing portraits always have to be photo-realistic, not understanding expressive or abstract styles. Drawing circular heads only, without recognising the oval or varied shapes of real faces. Limited palette (e.g., using pink or brown only for skin; yellow or black only for hair).
Key Vocabulary	Portrait, Self-portrait, Drawing, Painting, Collage, Sketch, Line, Shape, Detail, Outline
Key Knowledge	• Artists can draw, paint, or create themselves using different materials. • Faces have features that are in the same place for everyone. • Artists use lines, shapes, and colours to show detail and emotion. • We can mix colours to make new ones, including different skin tones. • Portraits can look realistic or be more imaginative and expressive.

For planning for this unit, see 'Plan Bee: Self-portraits'

Unit Summary

Term	Spring
Topic	Earth Art
National Curriculum	• to use a range of materials creatively to design and make products • to use drawing to develop and share their ideas, experiences and imagination • to use painting to develop and share their ideas, experiences and imagination • to use 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
The Big Picture	This hands-on art provides opportunities to create unique artwork using natural materials. You will show your class that rocks, leaves, twigs and acorns found in the playground offer a world of imagination and artistic potential.
Prior Knowledge	Have explored natural materials like leaves, stones, sticks, mud, sand, shells, etc. Have used materials to make patterns, shapes, and structures (e.g., in outdoor play or forest school). May have created simple observational drawings or rubbings of leaves, bark, or flowers. Exposure to outdoor mark-making with chalk, mud, or water.
Possible Misconceptions	Some children may believe that unless it's drawn or painted, it's not proper art — they may undervalue sculptures or outdoor creations. Pupils may not yet know that some artists (e.g. Andy Goldsworthy, Richard Long) work outdoors and use nature itself as their medium.
Key Vocabulary	Nature, natural, leaf, stone, stick, flower, shell, mud, sand, water, earth art, land art, sculpture, pattern, texture, shape, colour, form, create, arrange, collect, change, artist, artwork, environment, weather, temporary.
Key Knowledge	• Earth art is made using natural materials like leaves, stones, and sticks. • Artists like Andy Goldsworthy create art outdoors using things from nature. • Natural materials have different colours, shapes, and textures that can be used in art. • Earth art can be temporary and may change with the weather or seasons. • Patterns, shapes, and designs can be made by arranging natural objects carefully.

For planning for this unit, see 'Plan Bee: Earth Art'.

Unit Summary

Term	Summer
Topic	Henri Rousseau
National Curriculum	• to use a range of materials creatively to design and make products • to use drawing to develop and share their ideas, experiences and imagination • to use painting to develop and share their ideas, experiences and imagination • to use sculpture to develop and share their ideas, experiences and imagination • to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
The Big Picture	This collection of Art lessons focus on the life and works of Henri Rousseau. Your class will find out about his life as an artist and the different places and artists which influenced his artwork as well as the different techniques and skills they can use to mimic his work themselves. After explore several of his paintings the class can create their own Rousseau inspired painting.
Prior Knowledge	Have experience looking at or drawing animals and plants. May have learned about jungle or rainforest animals in stories or science.
Possible Misconceptions	Pupils may struggle to understand Rousseau's dream-like, imaginative style, expecting art to always be lifelike. Children might think jungle scenes only use green, not recognising Rousseau's use of bright, varied colours.
Key Vocabulary	Artist, painting, jungle, rainforest, animals, plants, leaves, bright, colours, imagination, style, detail, dreamlike, forest, exotic.
Key Knowledge	• Henri Rousseau was an artist who painted colorful jungle scenes. • He never visited real jungles but used his imagination and pictures to create his art. • Rousseau's paintings show animals, plants, and trees in bright and bold colors. • His style is simple and dreamlike, making his pictures look magical and imaginative. • Rousseau's art tells stories and invites people to explore wild places through his paintings.

For planning for this unit, see 'Plan Bee: Henri Rousseau'.

Year 2

Colour Creations



Animal Art



Yayoi Kusama



Unit Summary

Term	Autumn
Topic	Colour Creations
National Curriculum	- to use a range of materials creatively to design and make products - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
The Big Picture	Get creative and colourful with this Colour Creations unit. Your class will think about their favourite colours and the colours that are all around them every day, before looking at how colours are used in art. They will learn about primary colours, secondary colours, colour mixing, and light and shade, as well as look at the artwork of artists who use colours in interesting ways, namely Kandinsky and Mondrian.
Prior Knowledge	Year 2 pupils know the primary colours—red, blue, and yellow—and have practiced mixing them to create secondary colours like green, orange, and purple. They have experimented with different tools and materials to apply colour, such as paintbrushes, crayons, and pencils.
Possible Misconceptions	Some pupils might think that colours always have to be bright or match real-life objects exactly, not realizing they can use any colours they like to express themselves. Others may believe that mixing colours is only about following strict rules, rather than experimenting and discovering new shades.
Key Vocabulary	Primary, secondary, mix, shade, tone, bright, dull, colour wheel, paint, brush
Key Knowledge	- There are three main colours called primary colours: red, blue, and yellow. - When you mix two primary colours, you can make new colours called secondary colours. - Colours can be light or dark, and these are called shades and tones. - Artists use different colours to show feelings or make their pictures interesting. - You can mix colours using paint, pencils, or other materials to create your own unique colours.

For planning for this unit, see ‘Plan Bee: Colour Creations’

Unit Summary

Term	Spring
Topic	Animal Art
National Curriculum	- to use a range of materials creatively to design and make products - to use drawing to develop and share their ideas, experiences and imagination - to use painting to develop and share their ideas, experiences and imagination - to use 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
The Big Picture	Take your class on a trip around the world as your class explore animals from each of the seven continents and create art to reflect the animals found in each one. Starting with British wildlife and ending all the way down in Antarctica, children will use visual clues to help them identify animals, explore patterns, colours and features, and have the chance to create varied, challenging and engaging art projects.
Prior Knowledge	Year 2 pupils are likely to have drawn and painted animals in Year 1, using basic shapes and lines to represent features. They may have explored patterns, textures, and colours found on animal bodies, such as stripes, spots, or fur. Pupils will also have some experience using a range of materials and tools to create simple images from observation or imagination.
Possible Misconceptions	Some pupils may think all animals should be drawn realistically and may worry if their artwork doesn't look "correct." They might believe that animals must always be shown in their natural colours, limiting creativity. Some children may also assume that drawing is the only way to represent animals, not realising they can explore them through sculpture, collage, or mixed media.
Key Vocabulary	Animal, pattern, texture, fur, feathers, scales, colour, shape, line, sculpture
Key Knowledge	- Animals can be shown in art using shapes, lines, and colours. - Artists use patterns and textures to show things like fur or feathers. - You can make animal art by drawing, painting, cutting, or sculpting. - Animal art doesn't always have to look real — it can be fun and imaginative. - Some artists are inspired by animals from stories, nature, or their imagination. - We can talk about animal art by describing colours, shapes, and how it makes us feel.

For planning for this unit, see 'Plan Bee: Animal Art'

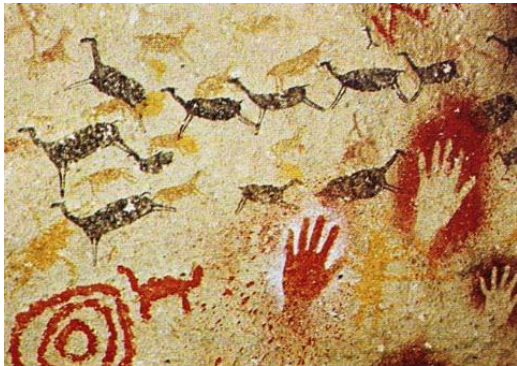
Unit Summary

Term	Summer
Topic	Yayoi Kusama
National Curriculum	- to use a range of materials creatively to design and make products - to use painting to develop and share their ideas, experiences and imagination - to use 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 - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
The Big Picture	Introduce your class to the famous modern female artist Yayoi Kusama and her dotted artwork. Known as the princess of polka dots, Kusama and her artwork are an engaging focus for one of your famous artists KS1 units.
Prior Knowledge	Using dots, lines, and shapes in their artwork. Experimenting with bold colours and patterns.
Possible Misconceptions	Some Year 2 pupils may think that the dots in Yayoi Kusama's work are just decoration, not realising they are a key part of her artistic message and identity. They might also assume that all famous artists are from the past, without understanding that Kusama is a contemporary, living artist. Additionally, some children may believe that art has to look realistic and may struggle to appreciate Kusama's abstract and imaginative style.
Key Vocabulary	Dot, pattern, repetition, colour, artist, abstract, installation, imagination, sculpture
Key Knowledge	- Yayoi Kusama is a Japanese contemporary artist known for her use of dots, patterns, and bold colours. - She creates different types of art, including paintings, sculptures, and large installations. - Kusama often uses repetition and the idea of infinity in her work. - Her art is inspired by nature, dreams, and her own thoughts and feelings. - Kusama's style is unique and helps people think about art in new and imaginative ways.

For planning for this unit, see 'Plan Bee: Yayoi Kusama'

Year 3

Stone Age Art



Plant Art



LS Lowry



Unit Summary

Term	Autumn
Topic	Stone Age Art
National Curriculum	- to improve their mastery of art and design techniques, including drawing with a range of materials - to improve their mastery of art and design techniques, including sculpture with a range of materials
The Big Picture	Introduce children to the fascinating world of Stone Age art through this engaging unit that explores prehistoric cave paintings, sculptures and jewellery. Pupils will investigate how early humans expressed themselves creatively and develop their own artwork inspired by ancient techniques and materials. This will link to the Y3 History unit for Autumn Term.
Prior Knowledge	Year 3 pupils have some experience using natural materials like charcoal and clay to create textures and shapes in their artwork. They also understand that art can tell stories or show important ideas, which helps when learning about Stone Age cave paintings.
Possible Misconceptions	Some pupils may think Stone Age art is just simple scribbles or doodles, not realizing it had important meanings and stories behind it. Others might believe that early humans only made art on cave walls and didn't use other materials or tools.
Key Vocabulary	Stone Age, cave painting, charcoal, clay, texture, pattern, prehistoric, tools, symbols, fossils
Key Knowledge	- Stone Age people made art a long, long time ago using simple tools and materials like charcoal and rocks. - They often painted pictures on cave walls to tell stories or show animals they hunted. - Their art used patterns, shapes, and symbols instead of writing words. - Stone Age artists used natural colours made from earth, like browns, reds, and yellows. - This art helps us learn about how people lived a very long time ago.

For planning for this unit, see 'Plan Bee: Stone Age Art'

Unit Summary

Term	Spring
Topic	Plant Art
National Curriculum	- to improve their mastery of art and design techniques, including drawing with a range of materials - to improve their mastery of art and design techniques, including sculpture with a range of materials
The Big Picture	Children will be introduced to a variety of plant-themed artworks created by famous artists, and encouraged to express their opinions of them. They will learn how to make careful observations, mix different tints, shades and tones of colour, and create the illusion of depth within a picture. They will also have the opportunity to create their own 3D flower sculpture from clay. The final lesson culminates in children planning and creating their own artwork using all the skills that they have learnt.
Prior Knowledge	Year 3 pupils have likely explored drawing and painting natural objects like leaves, flowers, and trees in earlier years. They may have practiced observing closely to notice shapes, colours, and patterns found in plants. Pupils will also have experience using different materials and techniques to create texture and detail in their artwork.
Possible Misconceptions	Some pupils might think that plant art has to look exactly like a real plant and may worry if their drawing isn't perfectly accurate. Others may believe that only certain parts of plants, like flowers, are important to include in art, overlooking leaves, stems, and roots.
Key Vocabulary	Leaf, flower, stem, texture, pattern, colour, shape, observe, natural, detail
Key Knowledge	- Plants have different parts like leaves, flowers, stems, and roots that artists can draw or paint. - Artists look closely at plants to notice shapes, colours, and patterns. - You can use different materials like pencils, paint, or clay to make plant art. - Patterns and textures in plants help make art interesting and detailed. - Plant art can show how beautiful and important nature is.

For planning for this unit, see 'Plan Bee: Plant Art'

Unit Summary

Term	Summer
Topic	LS Lowry
National Curriculum	- to improve their mastery of art and design techniques, including drawing with a range of materials - to improve their mastery of art and design techniques, including sculpture with a range of materials
The Big Picture	This LS Lowry unit allows the children to explore the endearing artworks of the British artist LS Lowry, including discussions about his paintings and how he created his figures and landscape paintings.
Prior Knowledge	Some Year 3 pupils may know that LS Lowry was an artist who painted scenes of people and places, often showing everyday life. They may have some experience drawing simple human figures and urban scenes, focusing on shapes and colours.
Possible Misconceptions	Some pupils might think LS Lowry's paintings are unfinished or too simple because of his basic shapes and limited colour palette. Others may believe that his artwork only shows sadness or gloom, not realising it also captures community and daily life.
Key Vocabulary	LS Lowry, artist, industrial, cityscape, figures, matchstick men, buildings, chimney, town, painting
Key Knowledge	- LS Lowry was an artist who painted scenes of towns and everyday life. - He is famous for painting lots of small people called "matchstick men." - Lowry used simple shapes and mostly grey, black, and white colours. - His paintings show factories, buildings, and busy streets. - Lowry's art helps us understand what life was like in towns many years ago.

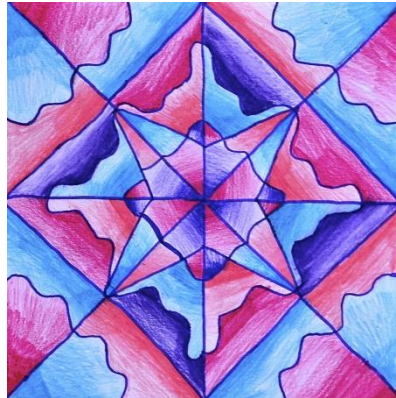
For planning for this unit, see 'Plan Bee: LS Lowry'

Year 4

Pop Art



Patterns



Vincent Van Gogh



Unit Summary

Term	Autumn
Topic	Pop Art
National Curriculum	- to improve their mastery of art and design techniques, including drawing with a range of materials - to improve their mastery of art and design techniques, including sculpture with a range of materials
The Big Picture	Introduce your class to one of the most iconic art movements of all time with this 'Pop Art' unit. Your class will explore what constitutes art and why people's opinions on what art is differ, before delving into the Pop Art movement, investigating a variety of works by Warhol and other Pop art artists.
Prior Knowledge	Year 4 pupils have likely explored bright colours and bold patterns in their previous art lessons, experimenting with repeating shapes and simple designs. They may also have some experience looking at pictures of everyday objects or famous people, which helps when learning about Pop Art's focus on popular culture.
Possible Misconceptions	Some pupils might think Pop Art is only about drawing cartoons or comic strips, not realising it also includes paintings, prints, and sculptures. Others may believe that Pop Art is just about making things look fun and colourful, without understanding its ideas about popular culture and society.
Key Vocabulary	Pop Art, bright colours, bold, pattern, repetition, popular culture, comic, print, famous, everyday objects
Key Knowledge	- Pop Art is a style of art that uses bright colours and bold shapes to make pictures stand out. - It often shows things from everyday life, like food, toys, or famous people. - Pop Art uses repeating patterns and pictures to create fun and interesting designs. - Artists like Andy Warhol made Pop Art using printing techniques to copy images many times. - Pop Art helps us see ordinary things in a new and exciting way.

For planning for this unit, see 'Plan Bee: Andy Warhol and the Pop Art Movement'

Unit Summary

Term	Spring
Topic	Patterns
National Curriculum	- to improve their mastery of art and design techniques, including drawing with a range of materials - to improve their mastery of art and design techniques, including sculpture with a range of materials
The Big Picture	This fun and creative 'Investigating Patterns' unit enables your class to explore, create and manipulate a variety of different kinds of patterns. Starting with patterns found at home and in the environment, children then move on to study how shapes can be to create interesting patterns. Your class will also have the chance to explore making patterns with stencils and printing.
Prior Knowledge	Year 4 pupils will have experience creating and identifying simple patterns using shapes, lines, and colours in earlier lessons. They will understand how patterns can repeat and may have experimented with symmetrical and tessellating designs using different art materials. Pupils also know that patterns can be found in nature, fabric, and everyday objects.
Possible Misconceptions	Some pupils may think that patterns only have to be neat and perfectly repeated, not realizing that patterns can be irregular or creative. Others might believe that patterns only come from shapes and lines, overlooking how colours, textures, and natural elements can also create patterns.
Key Vocabulary	Pattern, repeat, symmetry, shape, line, colour, texture, tessellation, design, stencil
Key Knowledge	- Patterns are designs that repeat shapes, lines, or colours. - You can find patterns all around us, in nature and things we use every day. - Patterns can be simple or very detailed and can be made with lots of different materials. - Some patterns are symmetrical, which means they look the same on both sides. - Artists use patterns to make their artwork interesting and fun to look at.

For planning for this unit, see 'Plan Bee: Investigating Patterns'

Unit Summary

Term	Summer
Topic	Vincent Van Gogh
National Curriculum	• to use sketchbooks to review and revisit ideas • to improve their mastery of art and design techniques, including painting with a range of materials • to learn about great artists in history
The Big Picture	Introduce your class to one of the most famous artists of all time with this Vincent van Gogh unit. Discover what Post-Impressionism is and what techniques Vincent van Gogh used in his paintings. Your class will then explore his works in more detail and have a go at creating some art of their own.
Prior Knowledge	Year 4 pupils will likely know that Vincent van Gogh was a famous artist who used bright colours and bold brushstrokes in his paintings. They may have some experience experimenting with texture and mixing colours to create mood in their own artwork.
Possible Misconceptions	Some pupils might think Van Gogh's paintings are messy or unfinished because of his thick, visible brushstrokes. Others may believe that his use of bright colours means his artwork is always happy, not realizing he often expressed strong emotions through his art.
Key Vocabulary	Van Gogh, brushstroke, texture, colour, painting, emotion, landscape, portrait, swirling, mood
Key Knowledge	• Vincent van Gogh was a famous artist from a long time ago who loved using bright colours. • He used thick, swirling brushstrokes to make his paintings look full of movement and life. • Van Gogh often painted nature scenes like fields, trees, and stars. • His art shows feelings and emotions, not just what things look like. • Van Gogh's style is unique and helps us see the world in a new way.

For planning for this unit, see 'Plan Bee: Vincent Van Gogh'

Year 5

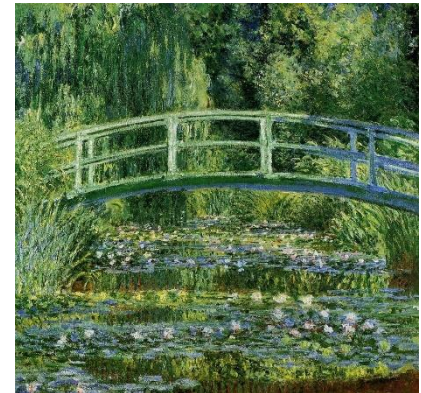
Viking Art



Street Art



Claude Monet



Unit Summary

Term	Autumn
Topic	Viking Art
National Curriculum	- to improve their mastery of art and design techniques, including drawing with a range of materials - to improve their mastery of art and design techniques, including painting with a range of materials - to improve their mastery of art and design techniques, including sculpture with a range of materials
The Big Picture	Help your class learn more about Viking art and design in this unit. With a focus on improving drawing and shading techniques, this series of lessons will not only help your class become more immersed in their Viking topic but also help them improve their art knowledge, understanding and skills. Links to 'Viking' History unit in Autumn Term for Year 5.
Prior Knowledge	Year 5 pupils might know that Viking art includes intricate patterns, often inspired by animals and nature. They may have experience creating repeating designs, working with symmetry, and using bold lines in their artwork.
Possible Misconceptions	Some pupils might think Viking art is only about simple drawings of warriors or ships, not realizing it includes detailed and complex patterns. Others may believe Viking art was only decorative and didn't have any meaning or stories behind it.
Key Vocabulary	Viking, pattern, symmetry, knotwork, animal motifs, decoration, carving, helmet, ship, rune
Key Knowledge	- Viking art is full of detailed patterns and shapes that often include animals like dragons and birds. - Vikings used art to decorate things they made, such as ships, weapons, and jewelry. - Many Viking designs are symmetrical, meaning both sides look the same. - Knotwork is a special kind of pattern made by weaving lines over and under each other. - Viking art tells stories about their culture, beliefs, and everyday life.

For planning for this unit, see 'Plan Bee: Viking Art'

Unit Summary

Term	Spring
Topic	Street Art
National Curriculum	• to use sketchbooks to review and revisit ideas • to improve their mastery of art and design techniques, including drawing with a range of materials • to improve their mastery of art and design techniques, including painting with a range of materials • to improve their mastery of art and design techniques, including sculpture with a range of materials •
The Big Picture	In this Street Art unit, your class will find out all about the many varied forms of art in public spaces, and develop their own ideas for quick, colourful, eye-catching, humorous or satirical pieces of street art through sketching and annotating. Discuss how street art polarises opinion, when and where it is acceptable, and how it can improve or damage public spaces.
Prior Knowledge	Year 5 pupils will likely have some experience exploring different types of art that use bright colours and bold designs, such as graffiti or murals. They may have discussed how art can be found in public spaces and can express ideas or messages.
Possible Misconceptions	Some pupils might think street art is always illegal or just vandalism, without realising it can be a respected and commissioned form of artistic expression. Others may believe that street art is only about writing names or tags, not knowing it can include murals, messages, and complex designs.
Key Vocabulary	Street art, graffiti, mural, stencil, spray paint, tag, public space, urban, bold, message
Key Knowledge	• Street art is art that you can see outside on walls, buildings, and other public places. • Artists use spray paint, stencils, and brushes to create their street art. • Street art can show messages, tell stories, or make places look colourful and exciting. • Some street art is made with permission, while other times it can be done without asking. • Famous street artists use their art to share ideas and inspire people in cities all around the world.

For planning for this unit, see ‘Plan Bee: Street Art’

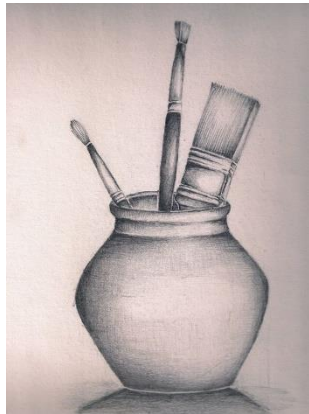
Unit Summary

Term	Summer
Topic	Claude Monet
National Curriculum	• to use sketchbooks to review and revisit ideas • to improve their mastery of art and design techniques, including drawing with a range of materials • to improve their mastery of art and design techniques, including painting with a range of materials • to improve their mastery of art and design techniques, including sculpture with a range of materials
The Big Picture	Introduce your Year 5 class to one of the most famous artists of all time with this Claude Monet KS2 Art scheme of work which explores the work of Monet and the Impressionists through a series of engaging, challenging and creative lessons.
Prior Knowledge	Year 5 pupils might know that Claude Monet was a famous artist who painted nature scenes, especially gardens and water lilies. They have experience using colour blending and loose brushstrokes to create texture and light effects in their own paintings.
Possible Misconceptions	Some pupils might think Monet's paintings are blurry or unfinished because of his loose brushstrokes and soft edges. Others may believe that Impressionist art is just about pretty pictures, not realizing it captures changing light and moments in time.
Key Vocabulary	Impressionism, brushstroke, light, colour, texture, garden, water lilies, reflection, atmosphere, nature
Key Knowledge	• Claude Monet was a famous artist who painted nature, like gardens and ponds. • He used soft, quick brushstrokes to show how light and colours change. • Monet's paintings often look a little blurry because he wanted to capture a feeling, not every detail. • He liked to paint the same place many times to show how it looks at different times of day. • Monet was one of the first artists in a style called Impressionism, which is all about light and colour.

For planning for this unit, see 'Plan Bee: Monet and the Impressionists'

Year 6

Still Life



Cityscapes



Frida Kahlo



Unit Summary

Term	Autumn
Topic	Still Life
National Curriculum	• to use sketchbooks to review and revisit ideas • to improve their mastery of art and design techniques, including drawing with a range of materials • to improve their mastery of art and design techniques, including painting with a range of materials • to learn about great artists in history
The Big Picture	In this sequence of lessons, the children will start by diving into the origins of still life art and studying the work of famous artists. They will then move on to learn how to create depth with tone and different shading techniques. Following this, children will look at examples of still life drawings and paintings and will make observations about where artists have chosen to place objects. By making observations, children will be able to approach drawing their own still life arrangement with confidence and will be able to combine their prior knowledge with what they have learnt so far. Once children have mastered sketching their own still life arrangement, they will then practise transferring their understanding of creating tones using pencil, to creating tints, tones and shades using paint. In the final part of this unit, children will arrange and paint their own still life art, drawing upon what they have learnt across previous lessons.
Prior Knowledge	Year 6 pupils will likely have experience arranging and drawing objects from observation, focusing on shape, proportion, and detail. They may have explored different shading techniques to show light and shadow and experimented with colour to create mood in their still life work.
Possible Misconceptions	Some pupils might think still life art is only about copying exactly what they see, not realizing artists can use their imagination and personal style. Others may believe still life only includes fruit or flowers, overlooking the wide range of objects that can be used.
Key Vocabulary	Still life, observation, shading, proportion, texture, composition, light, shadow, object, detail
Key Knowledge	• Still life art is a picture of objects that are not moving, like fruit, flowers, or toys. • Artists look closely at the shapes, colours, and textures of the objects they draw or paint. • Light and shadow help make objects look real and three-dimensional in still life art. • You can arrange objects in different ways to make your picture interesting and balanced.

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- Still life art helps us practice careful observation and using different art materials and techniques.

For planning for this unit, see ‘Plan Bee: Still Life’

Unit Summary

Term	Spring
Topic	Cityscapes
National Curriculum	- to improve their mastery of art and design techniques, including drawing with a range of materials - to improve their mastery of art and design techniques, including painting with a range of materials - to learn about great artists in history
The Big Picture	Expose your children to cities around the world and how their skylines are re-created using art with this fantastic 'Cityscapes' scheme of work for Year 6. Your class will learn new art techniques and will discover ways to combine these techniques to create their own original pieces of art work. This unit links to the Year 6 Spring Term Geography unit; 'Destination Sao Paulo'.
Prior Knowledge	Year 6 pupils will likely have experience drawing buildings and street scenes from earlier years, focusing on shape, line, and simple perspective. They may have explored how to show depth and distance using size, overlapping, and placement.
Possible Misconceptions	Some pupils may think cityscape art must be neat and realistic, not realising it can be expressive and imaginative. Others might believe that all cityscapes look the same, overlooking the unique features, colours, and atmosphere of different cities.
Key Vocabulary	Cityscape, perspective, skyline, depth, foreground, background, architecture, structure, atmosphere, urban
Key Knowledge	- A cityscape is a picture of a city, showing buildings, streets, and sometimes people or vehicles. - Artists use lines and shapes to show tall buildings and city structures. - You can show depth in a cityscape by drawing things smaller as they go further away. - Cityscapes can be drawn in different styles — neat and realistic or bold and imaginative. - Colours, shading, and light can help show the time of day or mood of the city. - Every city looks different, and artists can show what makes each one special in their art.

For planning for this unit, see 'Plan Bee: Cityscapes'

Unit Summary

Term	Summer
Topic	Frida Kahlo
National Curriculum	- to create sketch books to record their observations - to improve their mastery of art and design techniques, including drawing with a range of materials - to improve their mastery of art and design techniques, including painting with a range of materials - to improve their mastery of art and design techniques, including sculpture with a range of materials - to learn about great artists in history
The Big Picture	This Frida Kahlo unit for Year 6 will help your class explore the passionate and vibrant artworks of famous female artist Frida Kahlo, and discover the person behind the famous self-portraits. Children will look in detail at some of Frida Kahlo's most famous artworks, exploring the thought-provoking images to inspire their own self-portraits and artwork.
Prior Knowledge	Year 6 pupils will have explored how artists use facial expressions, colour, and background details to express feelings and identity. Pupils might also have some understanding of how culture, personal experiences, and emotions can influence an artist's work e.g. Van Gogh.
Possible Misconceptions	Some pupils may think Frida Kahlo only painted pictures of herself, not realising her self-portraits often included powerful symbols about her life, culture, and emotions. Others might believe her work is just decorative or colourful, without understanding the deeper meanings and personal stories behind her art.
Key Vocabulary	Frida Kahlo, self-portrait, symbolism, identity, culture, emotion, Mexico, expression, background, colour
Key Knowledge	- Frida Kahlo was a famous artist from Mexico who painted many self-portraits. - She used bold colours and powerful symbols to show her feelings and life story. - Frida's art often included things from her culture, like animals, flowers, and traditional clothes. - Her paintings showed not just how she looked, but how she felt inside. - Frida Kahlo's artwork helps us learn how art can tell personal stories and express emotions.

For planning for this unit, see 'Plan Bee: Frida Kahlo'