

St Peter's CE Middle School Curriculum Overview 2025-2026

Subject: Art

	Autumn	Spring	Summer
Year 5	Topic: Vincent Van Gogh	Topic: David Hockney	Topic: Andy Goldsworthy and James Brunt
	Concept: Colour <ul style="list-style-type: none"> • Primary, secondary colour wheels • Colours used in Starry Night Shape <ul style="list-style-type: none"> • Shapes in Starry Night 	Concept: Perspective drawing <ul style="list-style-type: none"> • Horizon line • Vanishing point • Lines of perspective • Relating perspective concepts to landscape art 	Concept: Landscape art <ul style="list-style-type: none"> • Use of nature to convey meaning in landscape art • Use of shape in landscape art • Use of composition in landscape art
	Skills: Colour <ul style="list-style-type: none"> • Creating and mixing colours • Techniques using coloured pencil, colouring pens, oil pastels, watercolour and acrylic paints Artist study: Van Gogh <ul style="list-style-type: none"> • Research and present visual and written information • Evaluating art works • Investigate common themes across works by the same artist • Forming an artistic opinion • Recognising techniques Shape: <ul style="list-style-type: none"> • Ceramic techniques – air drying clay 	Skills: Perspective drawing <ul style="list-style-type: none"> • Identifying different perspective elements of a landscape • Illustrating these elements • Application of these to a landscape artist work • Observational drawing skills • Photo collage Artist study: Hockney <ul style="list-style-type: none"> • Research and present visual and written information • Developing art history knowledge and relevant artist works • Identifying type of art and connection to perspective drawing • Developing oil pastel techniques 	Skills: Artist study: Goldsworthy <ul style="list-style-type: none"> • Research and present visual and written information • Exploring shape, form and composition through selection of natural materials - plant matter, sticks and stones • Use of seasonal materials (e.g. red vs. green leaves) • Investigating geometry and symmetry through composition of found materials Artist study: Brunt <ul style="list-style-type: none"> • Research and present visual and written information • Exploring geometric patterns, concentric circles and mandalas
	Outcome: <ul style="list-style-type: none"> • Recreating Starry Night using 4 different media • Relief clay tile inspired by Starry Night 	Outcome: Perspective drawing <ul style="list-style-type: none"> • Understanding perspective drawing • Distance • Applying these to a piece of art 	Outcome: <ul style="list-style-type: none"> • Producing original pieces of landscape art • Reviewing and evaluating own medium choice and success

Year 6	Autumn	Spring	Summer
	Topic: Pablo Picasso	Topic: Henri Matisse and Keith Haring	Topic: Leonardo Da Vinci
	Concept: Colour theory <ul style="list-style-type: none"> • Complementary colours Cubism <ul style="list-style-type: none"> • Picasso's cubist portraits 	Concept: Mixed media <ul style="list-style-type: none"> • Paper cut artworks • Significance of shape and colour in composition Depicting movement <ul style="list-style-type: none"> • Exploration of movement through the human body • Life drawing using dynamic poses 	Concept: Shading <ul style="list-style-type: none"> • Exploring shading techniques Human anatomy and portraits <ul style="list-style-type: none"> • Drawing a face
	Skills: Colour theory <ul style="list-style-type: none"> • Identifying and using complementary colours for contrast Artist study: Picasso <ul style="list-style-type: none"> • Research and present visual and written information • Evaluating portraits • Investigate significant periods of Picasso's artworks • Recognising cubism and collage Cubism <ul style="list-style-type: none"> • Exploring different methods of creating Picasso portrait pastiches 	Skills: Artist study: Matisse <ul style="list-style-type: none"> • Research and present visual and written information on Matisse paper-cut artworks Mixed media <ul style="list-style-type: none"> • Paper cut collage Artist study: Haring <ul style="list-style-type: none"> • Research and present information on the life and artworks of Haring • Conveying a message through combining text and image • Exploring colour for graphic effect 	Skills: Shading <ul style="list-style-type: none"> • Graduating shade using a range of shading techniques Artist study: Da Vinci <ul style="list-style-type: none"> • Study of his work, invention, paintings • Creating the illusion of light, tone and shade when drawing Human anatomy and portraits <ul style="list-style-type: none"> • Vitruvian man and body proportions • Observational drawing • Portraits and facial proportions
	Outcome: <ul style="list-style-type: none"> • Understanding Cubism • Knowledge of Picasso and importance of his work • Creating Picasso-style portraits 	Outcome: Depicting movement <ul style="list-style-type: none"> • Time-limited sketches • Paper cut shape Planning a composition <ul style="list-style-type: none"> • Composing an original paper-cut piece using studies of the human form and movement 	Outcome: <ul style="list-style-type: none"> • Knowledge of Da Vinci and his work • Understanding tone and shade and how to use it to depict light and shadow • Improving observational drawing skills • Portrait drawing

Year 7	Autumn	Spring	Summer
	Topic: Frida Kahlo	Topic: Piet Mondrian, Wassily Kandinsky and Joan Miro	Topic: Wayne Thiebaud and Anna Barlow
	Concept: Reflecting life in self-portraits <ul style="list-style-type: none"> • How Kahlo portrays herself in her pictures • Portraying yourself 	Concept: Line work <ul style="list-style-type: none"> • Composition and artistic decision-making in process Significance of colour <ul style="list-style-type: none"> • Colour symbolism 	Concept: Depicting food <ul style="list-style-type: none"> • Food studies in a range of media Ceramic pot design and construction <ul style="list-style-type: none"> • Design process • Ceramic sculpture techniques
	Skills: Artist study: Kahlo <ul style="list-style-type: none"> • Research and present visual and written information • Investigate common themes across works by the same artist • Developing an artistic opinion Reflecting life in self-portraits <ul style="list-style-type: none"> • Use what has been learned to plan an original piece • Deciding composition and independent thinking • Observational drawing • Developing watercolour technique 	Skills: Line work and significance of colour <ul style="list-style-type: none"> • Exploring line work in abstract art • Understanding symbolism of different colours and their uses to evoke emotions or convey messages • Making artistic choices • Use of different media Artist studies: Mondrian, Kandinsky, Miro <ul style="list-style-type: none"> • Research and present information in the style of chosen artist • Select works that are relevant and significant to the student to evaluate • Compare artist works • Planning an original piece of modern art in the style of selected studied artist 	Skills: Depicting food <ul style="list-style-type: none"> • Depicting food in paint Artist study: Thiebaud <ul style="list-style-type: none"> • Research and present information in the style of Thiebaud • Recognising composition and subject matter of a painting Depicting food <ul style="list-style-type: none"> • Depicting food in sculpture Artist study: Barlow <ul style="list-style-type: none"> • Research and present information in the style of Barlow • Analysing lifelike sculpture • Compare with Thiebaud Ceramic pot design and construction <ul style="list-style-type: none"> • Observational drawing • Using what has been learned to plan an original piece • Design process, understanding 3D illustration and annotation • Using a variety of ceramic sculpting tools • Realising 2D design into 3D sculpture
Outcome: <ul style="list-style-type: none"> • Watercolour study of a Kahlo portrait • Self-portrait influenced by Kahlo 	Outcome: <ul style="list-style-type: none"> • Own piece of abstract art in the style of one of the artists studied 	Outcome: <ul style="list-style-type: none"> • Developing ceramic and modelling skills • Making connections from design to finished piece • Sculpted clay pot 	

Year 8	Autumn	Spring	Summer
	Topic: Salvador Dali and Rene Magritte	Topic: Andy Warhol	Topic: Karl Blossfeldt
	Concept: Surrealism <ul style="list-style-type: none"> • Surrealist thinking • Surrealist artists – lasting legacy • Surrealist compositions 	Concept: Pop Art <ul style="list-style-type: none"> • Historical relevance • Popular culture today • Iconic people and products • Repeating images Observational drawing <ul style="list-style-type: none"> • Depicting 3D products 	Concept: Botanical photography <ul style="list-style-type: none"> • Monochrome images • Detail, shade and texture Lino printmaking <ul style="list-style-type: none"> • Lino cutting and printing techniques • Printing process • Using nature as inspiration
	Skills: Surrealism <ul style="list-style-type: none"> • Analysing symbolism of content in a range of artworks • Creating surrealist images and compositions Artist study: Dali <ul style="list-style-type: none"> • Research and present information in the style of Dali Artist study: Magritte <ul style="list-style-type: none"> • Research and present information in the style of Magritte 	Skills: Pop Art <ul style="list-style-type: none"> • Making connections between popular culture and artistic interpretation • Painting techniques and brushwork • Canvas painting Artist study: Warhol <ul style="list-style-type: none"> • Research and present information in the style of Warhol • Select works that are relevant and significant to the student to evaluate • Use what has been learned to plan an original piece Observational drawing <ul style="list-style-type: none"> • Observational drawing skills • Repeating images 	Skills: Botanical photography and Blossfeldt <ul style="list-style-type: none"> • Examining nature for inspiration • Analysing and creating monochrome images • Recreating detail, shade and texture • Observational botanical drawing Lino printmaking <ul style="list-style-type: none"> • Using lino cutting tools safely • Using printing tools • Selecting, mixing and layering colours for graphic effect
Outcome: <ul style="list-style-type: none"> • Creating images of a surrealist creature or scene • Composing own piece of surrealist art 	Outcome: <ul style="list-style-type: none"> • Understanding of cultural and historical relevance of pop art • Observational drawings of iconic product • Further development of painting skills • Canvas pop art painting 	Outcome: <ul style="list-style-type: none"> • Monochromatic study of a Blossfeldt image • Observational botanical drawings • Understanding printing process • Understanding negative and positive process during printing • Creating a multi-layered print 	