







| Yr Group | Autumn 1 | Spring 1 | Summer 1 |
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| Year 1 | <p>Mark Making (DRAWING and PAINTING) PAUL KLEE</p> <ol style="list-style-type: none"> 1. DRAWING – Exploring various line techniques with a pencil. 2. DRAWING – Create patterns and shade using repetition. 3. PAINTING Experiment line techniques using water colours. 4. PRINTING Mark making using leaf rubs and print 5. DRAWING AND PAINTING – ASSESSMENT <p>Complete an abstract painting based on pattern and colour.</p> <ol style="list-style-type: none"> 6. Add detail with oil pastels.  | <p>Colour sensations (DRAWING AND PAINTING) Kandinsky</p> <ol style="list-style-type: none"> 1. EXPRESS A PREFERENCE- colour using pastels and paint 2. PAINTING- primary colours 3. PAINTING- Mix primary colours to make secondary colours. 4. PAINTING- create light and dark shades of colour using white and black paint. 5. Art appreciation- Kandinsky 6. ASSESSMENT: PAINTING & COLLAGE produce art based on the work of Kandinsky. | <p>Self-Portrait (DRAWING AND PAINTING) Various portrait artists</p> <ol style="list-style-type: none"> 1. Art appreciation – Rembrandt 2. DRAWING – Investigating lines using sketch pencils (shade, line and tone). 3. DRAWING – Draw your partner’s face using techniques and proportions to aid observations. 4. ASSESSMENT – Draw your own self portrait using mirror inspired by Rembrandt. 5. SCULPTURE – Introduction to clay techniques 6. SCULPTURE – Create self-portrait using a clay tile. |
| Year 2 | <p>Dotty Yayoi Kusama (ARTIST STUDY)</p> <ol style="list-style-type: none"> 1. DRAWING AND PAINTING Art appreciation – What do you like about this piece? Experimenting using the polka dot technique. (Pencil, Felt tip, Paint and Chalk) <i>*Only print if time allows.</i> 2. (COLLAGE) Using collage of stickers of different sizes and colours to create an art piece. 3. Assessment – Decorate an item in the style of Kusama 4. Complete and evaluate assessment piece.  | <p>Natural Earth (SCULPTURE) Andy Goldsworthy</p> <ol style="list-style-type: none"> 1. DRAWING – Rock painting using acrylic paints 2. SCULPTURE – Create a piece using natural art and photograph 3. SCULPTURE – Weaving with natural art 4. ASSESSMENT – Using skills learnt children create a collage of a landscape including natural materials. 5. Complete and evaluate assessment piece. | <p>Henri Rousseau (ARTIST STUDY)</p> <ol style="list-style-type: none"> 1. Art appreciation – focus on the artist (Guided reading using painting, questions from resilient reading) Using ppt slide 1. 2. DRAWING – Explore skills and technique of flowers and leaves. (Links back to previous unit). 3. DRAWING – Create their own landscape using Rousseau style 4. PAINTING (Assessment) – Paint their landscape 5. Include animals to complete painting 6. Evaluate assessment piece – Pupil Voice |
| Year 3 | <p>William Morris (Artist Study)</p> <ol style="list-style-type: none"> 1. Art appreciation – focus on the artist (Guided reading using painting, questions from resilient reading) Using ppt slide 1. 2. COLLAGE- Exploring the work of craftspeople. | <p>Famous Building British Architect – Christopher Wren</p> <ol style="list-style-type: none"> 1. OBSERVE AND RESPOND- To explore and examine buildings in a range of architectural styles. 2. SKETCHING- To explore the architecture of Christopher Wren. (St. Paul’s Cathedral) | <p>Pointillism Georges Seurat</p> <ol style="list-style-type: none"> 1. Art appreciation – Introduction to pointillism 2. PAINTING – Create art in the style and technique of pointillism looking at Primary, Secondary and Tertiary colours. |

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| | <ol style="list-style-type: none"> 3. DRAWING- To observe and sketch natural objects. 4. DRAWING AND CREATING- To design a printing block inspired by William Morris. 5. ASSESSMENT- PRINTING AND PAINTING- Create and print personal design using printing block inspired by William Morris. 6. Evaluate assessment piece – Pupil Voice  | <ol style="list-style-type: none"> 3. PAINTING- To explore colour and pattern in the design of St Basil's Cathedral. 4. DRAWING- To explore the design features of the Taj Mahal. 5. COLLAGE- To examine the architecture of the Sydney Opera House. 6. ASSESSMENT- Children design a building for a particular purpose. (Children choose medium for design) | <ol style="list-style-type: none"> 3. PAINTING – Shading using Pointillism to create a 3D effect using pencil and then paint using 2 complimentary colours. 4. ASSESSMENT – Compose and explore colour mixing and shading. 5. ASSESSMENT – To create a landscape of Ancient Egypt using pointillism. 6. Evaluate art pieces – Art gallery |
| Year 4 | <p>Botanical Still Life (DRAWING AND PAINTING) <i>Georgia O'Keefe</i></p> <ol style="list-style-type: none"> 1. Responding to art work 2. DRAWING – Closely observed drawing of plants and flowers 3. PAINTING – Skills of tints, shades and tone DRAWING and PAINTING – Part 1 Draw a tree and paint background. Part 2 – Paint mid-ground Part 3 – Paint dark foreground to create depth 4. ASSESSMENT – Draw and paint from real life using all skills learnt.  <p>Key Vocabulary Modernism, Landscape, Desert, Precisionism, Jimson Weed, Black Mesa Landscape Cow's Skull: Red, White and Blue Abstract</p> | <p>Recycled Art (PAINTING AND SCULPTURE)</p> <ol style="list-style-type: none"> 1. Techniques of joining. Appreciation recycled art (Revision of technique) 2. Explore texture and form – opportunities to represent animal form. 3. Decorative finishes and design your sculpture 4. ASSESSMENT- Create your own recycled art (animal sculpture) 5. Decorate your animal sculpture 6. Evaluate your recycled art | <p>Artist Study – <i>Sonia Delaunay</i> PAINTING</p> <ol style="list-style-type: none"> 1. Artist Study- To become familiar with the early life and artwork of Sonia Delaunay. 2. DRAWING- Delaunay's and Orphism- draw two sections selections of concentric and overlapping circles divided by straight line. 3. PAINTING- create rhythm and movement in painting. 4. DESIGN AND PAINTING- To understand how Sonia expanded her artwork to include. 5. ASSESSMENT- Design a Delaunay style outfit including accessories. 6. Complete and evaluate assessment piece. |
| Year 5 | <p>Chinese Art</p> <ol style="list-style-type: none"> 1. OBSERVE AND DISCUSS- To explore themes, styles and colours of traditional Chinese Art. | <p>Artist Study- <i>Frida Kahlo</i></p> <ol style="list-style-type: none"> 1. Artist Study- To learn about Frida Kahlo and analyse some of her work. | <p>STREET ART (PRINTING) <i>Banksy</i></p> <ol style="list-style-type: none"> 1. Introduction to Street art – messages and relevancy (HW graffiti around the world) |

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| | <ol style="list-style-type: none"> 2. DRAWING- Explore the theme of dragons in Chinese Art. Use pencil, pastels and fine line markers to draw a dragon. 3. PAINTING- To discover the importance of brush strokes in Chinese Art. 4. PAINTING- Chinese calligraphy 5. ASSESSMENT: Use learning about Chinese ART (dragons & calligraphy) to design a porcelain plate in the style of Ming Dynasty 6. Complete assessment and evaluate.  | <ol style="list-style-type: none"> 2. SKETCHING- To study self-portraits. To use a mirror to create a self-portrait. 3. SKETCHING AND PAINTING- To explore how Kahlo drew on her cultural background for artwork. Children to add to their portraits with elements of their own culture (flags etc.) 4. SKETCHING AND PAINTING- To understand surrealism. 5. RESPOND TO ART- Explore how Kahlo painted moments in her life and expressed emotion in her work. 6. ASSESSMENT: To create a portrait in the style of Frida Kahlo to represent an emotion. | <ol style="list-style-type: none"> 2 and 3. Focus on Banksy and techniques (simple stencils) using a craft knife. Positive and negative images. 4. Choosing a space and design your street art stencil. 5. ASSESSMENT - Create the street art 6. Evaluate the final piece (projector) |
| Year 6 | <p><u>Landscape Art</u></p> <ol style="list-style-type: none"> 1. PAINTING & DRAWING- explore perspective in landscape art. Recreate a picture using a horizon line and vanishing point. 2. PAINTING & PRINTING- water colour techniques. 3. PAINT & OTHER MEDIUMS- To understand atmospheric perspective and use it in a piece of art. 4. PAINTING & PATTERN- explore ways to create abstract art. 5. COLLAGE- Create a landscape using collage. 6. ASSESSMENT: Children to choose a picture to recreate using the medium and method they prefer, giving reasons for their choices.  | <p style="text-align: center;"><u>SCULPTURE- VASES</u></p> <ol style="list-style-type: none"> 1. SKETCHING- Explore historical vase designs. Children choose a vase to sketch from four different views. 2. DRAWING- Find out about vase designers and begin to design their own vase. 3. SCULPTING TECHNIQUES- Children to develop control of tools and techniques. 4. ASSESSMENT- SCULPTURE- To create a clay vase.(according to their plans) 5. Painting - Decorate vase 6. Evaluate final piece (Picture of final piece in sketchbook to evaluate) | <p style="text-align: center;"><u>EXPRESS YOURSELF (DRAWING)</u></p> <p style="text-align: center;">Kandinsky, Edvard Munch and Keith Haring</p> <ol style="list-style-type: none"> 1. Revise how to draw a face with accuracy and with expression. 2. Draw a self-portrait with expression. 3 and 4. ASSESSMENT - Body language and expressing emotion through your body shape – techniques. 5. Evaluate completed piece |