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| **Autumn Term**  | **EYFS** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **\*All pupils will research their theme and develop their work each term using an artist sketchbook. \*All pupils will learn how to be like an artist/designer. They will follow the same process as a designer:****Opportunities with an emphasis on British Values. Opportunities with an emphasis on Cultural Capital****RESEARCH : RECORD: DESIGN: EXPERIMENT: REFINE: RESPONSE: REVIEW**  |
| **Theme**  | **Self Portrait** | **Habitats** | **Remembrance Soldier** | **Greek Pottery** | **Water** | **Sarcophagus** | **20th Century**  |
| **Artist (s)** | Paul KleeDave PartingtonWild in Art –Matisse | Daniel Mackie | Kara Walker / Paul Cummins | Swoon / Banksy / Greek Art  | Claude Monet / Impressionism / Berthe Morisot  | Egyptian Art and Chila Kumari Burman | 20th Century Pottery Clarice CliffCeramist Dave Partington |
| **Skills** | **Painting using poster paints / Colour wheel / Ceramics** | **Drawing / Watercolour Painting** | **Collage** | **Paper Mache / 3D Art** | **Wax Resist** | **Mixed Media** | **Ceramics** |
| **Pupils will:**Learn how to create a self-portrait in the style of Paul Klee using block colours and sponges. Then, work with the artist Dave Partington to create 3D self-portrait heads. | **Pupils will:**Learn how to create an observational animal drawing in the style of Daniel Mackie using pencil and watercolour paints.  | **Pupils will:**Learn how to create a series of collaged poppies that will form part of a poppy wave. | **Pupils will:**Learn how to create a 3D paper Mache pot in the style of Greek Art. | **Pupils will:**Learn how to create a wax resist artwork of a waterscape in the style of the artists Berthe Morisot and Claude Monet. | **Pupils will:**How to create a self-portrait in the style of Chila Kumari Burman.\*Create a 3D Sarcophagus using modroc.  | **Pupils will:**Learn how to design and sculpt a 3D pot in the style of Clarice Cliff.  |
| **Skills** | **Pupils will:**\*Learn about the colour wheel, primary and secondary colours. \*Learn how to use tone and colour graduation.\*Learn what happens when they mix primary colours to create secondary colours, using poster or powder paints.\*Use drawingtools to makemarks, linesand curves.\*Experiment with materials such as feathers and sponges to mix colours. \*Discuss the colours used in Paul Klee's work. Further, explore colour mixing by mixing colours that the artist Paul Klee uses. EYFS\*Create a self-portrait in the style of Paul Klee using pencil, paint, crayons, and inks. \*Create a self-portrait ceramic head with ceramist Dave Partington.\*Explore malleable media such as clay. Impress and apply the simple decoration. Cut shapes using scissors and other modelling tools\*Talk about what they have made, how they made it, if they want to change it and why? | **Pupils will:**\*Learn how to create an observational line drawing of an animal using an HB pencil.\*Learn how to draw habitats inside the animals.\*Learn how to use watercolour paints.\*Explore how to mix colours using watercolour paints.\*Learn how to paint onto an artist's canvas.\*Create a painting of their chosen animal with its habitat onto a canvas.\*Will exhibit their work for parents and families to see.Y1 | **Pupils will:**\*Learn about the artist Paul Cummins who created the poppy wave at Windsor Castle, and Kara Walker – a collage artist**.** \*create a series of drawings of poppies using red, black and green coloured pencils.\*create a series of poppies in collage in the style of Kara Walker.\*design their poppy wave.\*Learn how to use magazines to create two collaged poppies.\*learn how to create a poppy using a limited pallet of colours and how to select the correct tone of paper for their collaged poppy.\*Learn how to use colours effectively. \*document their learning with written work to support this by annotating each page.Y2 | **Pupils will:**\*Develop their understanding of the skills that Greek Artists and the Graffiti / Stencil artist Swoon and Banksy have. \*Create a two-page collage of Greek Art and the work of Banksy. Then, write about the artist's work using the content form, process and mood. \*Learn how to design a Greek Vase based on human rights.\*Create a Greek Vase using paper Mache, paint and black ink.\*Review their work throughout by annotating and commenting on their learning.Y3 | **Pupils will:**\*Develop their understanding of the skills that the Impressionist artists such as Berthe Morisot and Claude Monet used to create their paintings. They will create a two-page collage of Impressionist Art focusing on Berthe Morisot and Claude Monet. \*Analyse the artists' work using the content form, process and mood.\*learn how to create an observational line drawing of a waterscape.\*Create a series of water drawings using pencil, pen, and wax resist. \*produce a wax resist batik drawing of their waterscape.\*Review and refine work by annotating, commenting and discussing how to improve the outcome.Y4 | **Pupils will:**\*Develop their understanding of the skills that the Egyptian artists used to create their art. Then, they will make a two-page collage of Egyptian art. \*look at the work of contemporary artist Chila Kumari Burman.Analyse the work of the artist using the content form, process and mood. \*Make comparisons of Chila Kumari Burman's work and that of the Egyptians.\*Photograph their faces from a side profile.\*Create a series of mixed media designs using the photographs as a background in the style of Chila Kumari Burman and Egyptian art.\*Create a sarcophagus using Modroc. Decorate in mixed media in the style of Chila Kumari Burmana. Add hieroglyphs. Y5\*Review and refine their work throughout by annotating and commenting on their work.They are learning and discussing how to improve the work. | **Pupils will:**\*Develop their understanding of the skills that 20th-century artists used to create art. \*Create a two-page mood board of 20th Century art with a focus on the work of Clarice Cliff. The collage is labelled to show what the decorative symbols in the pots represent. The two-page collage is presented in the style of Clarice Cliff. \*Select two 20th Century artworks. They will analyse them using the content form, process and mood. \*Create a series of drawing of 20th century Manchester such as buildings, landscapes, and town, using a range of 'B' drawing pencils ensuring that they use tone effectively to make the drawings look 3-dimensional.\* learn how to shade with coloured pencil to create refined tonal variation drawings.Y6  All designs will be labelled and annotated.\*Make a 3D clay pot inspired by Clarice Cliff their designs. \*learn how to throw a pot.\*learn how to build a pot using several techniques.\*learn how to decorate a pot that has been through the kiln. |
| **Knowledge** | **Pupils will:**\*Become familiar with the work of a range of great artists, craft makers and designers. \*Look at and learn about the work of Paul Klee and Dave Partington. Talk about what they can see, and give opinions on their work.\*Learn about the artist Paul Klee and will create a collage of his work. \*Learn about the colour wheel, primary and secondary colours.\*How to create a self-portrait. Learn about the proportions of the face.\*Learn how to create both a 3D and 2D self-portrait.**EYFS****Learn about and work with the ceramic artist Dave Partington.**\*Learn about the qualities of clay. Explore clay by manipulating and shaping, moulding and embossing. | **Pupils will:**\*Learn about the artwork of Daniel Mackie.\*Learn how to write about an artwork using content, form, process, and mood.\*Learn about the qualities of watercolour paint. \*Develop knowledge of brush control using watercolour painting and how to apply a colour wash to a final piece.\*Learn how to design an artwork for a canvas.\*Learn how to draw an animal.\*Make links between their work and that of Daniel Mackie.\*Learn about the design process and how to make an outcome.Y1 | **Pupils will:** \*Make comparisons between the artist's work.\*analyse the artworks using content, form, process and mood. \*create a study of the artist's work to learn about the techniques and colours that the artists used. \*Make links with their work and that of the artist.\*how to experiment with mark-making and colour.\*Learn about the design process and how to make an outcome.Y2. | **Pupils will:**\*Learn about the Greek Art Movement and the contemporary British artist Banksy.\*analyse the artwork of Greek Art and Banksy using content, form, process and mood. They will make comparisons between the two art forms.\*create a study of Greek Art and Banksy's work to learn about the techniques and colours used by the artists. \* Learn how to create a Greek-inspired pot using paper mache based on the theme of Human Rights.\*Make links with their work and that of the artist.\*Learn about the design process and how to make an outcome.Y3 | **Pupils will:**\*Learn about the Impressionism Art Movement.\*analyse the artwork of Impressionist artists using content, form, process and mood. They will make comparisons of the work of Berthe Morisot and Claude Monet.\*create a study of the artist's work to learn about the techniques and colours that the artists used. \*Learn about different ways to create an observational line drawing and the other qualities of line produced by different materials such as ink—Biro, pencil.\* Learn how to create a wax batik.\*Make links with their work and that of the artist.\*Learn about the design process and how to make an outcome.Y4 | **Pupils will:**\*Learn about Egyptian art and the modern artist Chila Kumari Burman. \*Analyse the artwork of Egyptian artists using content, form, process and mood. \*Make comparisons of the work of Chila Kumari Burman and Egyptian art; what are the similarities, and differences, what hidden messages are there in work, and what can you see?\*create a study of the artist's work to learn about the techniques and colours that the artists used. \*Learn about different ways to create a portrait photograph, how to use various media to create one artwork, and which materials can be used to create the best effect on a photograph. \* Learn how to create a sarcophagus using Modroc.\*Learn how to work as teams of 4 to create one sculpture.Y5\*Make links with their work and that of the artist.\*Learn about the process of research: design: outcome**.** | **Pupils will:**\*Learn about the main stages of 20th Century Art. \*Analyse the artwork of 20th Century artists using content, form, process and mood. \*Discuss the work, how they have been made, what the symbols represent, what are the similarities, differences, what hidden messages are there in the work, what can you see, and how they have been made.\*create a series of drawings of 20th Century art and the work of Clarice Cliff to learn about the techniques and colours that the artists used. \*Learn about using a range of 'B' pencils and coloured pencils to create 3-dimensional drawings.\*Learn about how to use tone effectively.Y6\*Learn how to use clay to build a 3D pot.\*Learn how to decorate pots using a range of techniques.\*Make links with their work and that of the artist \*learn about the qualities of clay.**\*learn about the work of the practising artist Dave Partington.**\*Learn about the process of research: design: outcome. |
| **Formal Elements** | Shape, colour, texture, form. | Line, shape, form, colour, texture | Line, shape, form, colour, texture, pattern | Line, shape, form, texture, colour, pattern, scale | Line, shape, form, tone, texture, colour, pattern, scale, space | Line, shape, form, tone, texture, colour, pattern, scale, space, composition | Line, shape, form, tone, texture, colour, pattern, scale, space, 3D |
| **Materials / Equipment** | Sponges, paper, corrugated cardposter paints, marker pens, crayons, clay, clay tools, scissors. | Watercolour paints, pencils, cartridge paper, canvas | Paper, magazines, coloured pencils, glue, tissue paper | Paint, Black ink, paper mache, masking tape | Crayons, inks, white crayons, blue ink | Black biro, magazines, coloured inks, paint, black acrylic paint, modroc | Clay, paper, pens, a range of B pencils (2B, 4B, 6B), coloured pencils. |
| **National****Curriculum****EYFS** | **EYFS: Expressive Arts and Design****The development of children's artistic and cultural awareness supports their imagination and creativity. Children must have regular opportunities to engage with the arts, enabling them to explore and play with various media and materials. The quality and variety of what children see, hear and participate in are crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.** |
| **National****Curriculum****KS1** | **KS1 To use a range of materials creatively to design and make products****KS1 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination****KS1 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space****KS1 is 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.** |
| **National****Curriculum****KS2** | **KS2 develop techniques, including control and use of materials with creativity, experimentation and increasing awareness.** **KS2 to create sketchbooks to record their observations and use them to review and revisit ideas****KS2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay)****KS2 be taught about great artists, architects and designers in history** |
| **Special Stand alone Theme** | **Remembrance** **Can we walk in the footsteps of Jesus and remember those who have lost their lives protecting others?****'Poppy Wave' inspired by artist Paul Cummins****All year groups will create a poppy that will form part of the whole school poppy wave.****All poppies must be completed by 5th November**  |
|  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| **Special Theme**  | Paul Klee Poppy | Daniel Mackie poppy | Kara Walker poppy | Swoon poppy | Berthe Morisot poppy | Chila Kumari Burman poppy | 20th Century poppy |
| **Artist**  | Paul Klee | Daniel Mackie | Kara Walker | Swoon | Berthe Morisot | Chila Kumari Burman | Clarice Cliff |
| **Skills / Techniques**  | Sponge printed Poppy | Painted poppy | Collaged poppy | Oil pastel poppy | Wax resist poppy | Mixed media poppy using a photograph and posca pens | Tonal drawing of a poppy using charcoal |
| **Formal Elements** | Shape, colour | Line, shape, texture, colour | Line, shape, form, colour, pattern | Line, shape, form, texture, colour, pattern, scale | Line, shape, form, tone, texture, colour, pattern, scale, space | Line, shape, form, tone, texture, colour, pattern, scale, space, composition | Line, shape, form, tone, texture, colour, pattern, scale, space, 3D |
| **Materials**  | Sponges, red and black poster paints  | Red and black block paints, black marker for the outline | Magazines, red and black paper, glue | Oil pastels, paper | Wax crayons, red inks, paper | Red paper, photos of poppies, poscha pens | Red paper, charcoal, hairspray |
| **Knowledge**  | **Pupils will:**\*Learn about the artist Paul Klee.\*Learn about the artist Paul Cummins who created the poppy wave.\*How to create a poppy using a sponge and poster paint. | **Pupils will:**\*Learn about the artist Elaine Sturtevant.\*Learn about the artist Paul Cummins who created the poppy wave.\*How to create a poppy using magazine collage. | **Pupils will:**\*Learn about the artist Kara Walker.Learn about the artist Paul Cummins who created the poppy wave.\*How to create a poppy using silhouette collage in the style of Kara Walker. | **Pupils will:**\*Learn about the artist Swoon.Learn about the artist Paul Cummins who created the poppy wave.\*How to create poppy using oil pastels in the style of Swoon. | **Pupils will:**\*Learn about the artist Berthe Morisot.Learn about the artist Paul Cummins who created the poppy wave.\*How to create a poppy using wax resist in the style of Berthe Morisot. | **Pupils will:**\*Learn about the artist Chila Kumari Burman.Learn about the artist Paul Cummins who created the poppy wave.\*How to create a poppy using mixed media in the style of Chila Kumari Burman. | **Pupils will:**\*Learn about 20th Century Art.Learn about the artist Paul Cummins who created the poppy wave.\*How to create a poppy using coloured pastels in the style of Clarice Cliff. |
| **Spring Term** | **EYFS** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **Theme** | **Celebrate / Lost and Found** | **Recycling** | **1960’s Wallpaper** | **Stone Age**  | **Romans**  | **Great Artists** | **Costume Design** |
| **Artist (s)** | Vincent Van GoghAlma Thomas Expressionism | Pop Art - Roy Lichtenstein, Andy Warhol / Elaine Sturtevant | Orla KielyAlan Birch | Henry MooreJon Stucky | Amanda Mc CrannRoman Art | Nancy StandleeLoui Jover | Vince Low |
| **Skills** | **Collage****Printmaking****Multimedia** | **Printmaking / Painting / Block Paints**  | **Illustration / Printmaking** | **Charcoal drawing****Posca/marker drawing** | **Mosaic Collage** | **Silhouette painting****Collage** | **Costume Design** |
| **Pupils will:**Learn how to create a landscape using various materials in the style of Vincent Van Gogh and Alma Thomas. | **Pupils will:**Learn how to create a Pop Art portrait of one of the Beatles using block painting and printmaking. | **Pupils will:**\*Learn about 1960's wallpaper and the designer Orla Kiely. \*Create their wallpaper designs using the designer Orla Kiely as their inspiration. | **Pupils will:**\*Learn how to create Stone Age Art and modern Stone Age art in the style of the artist Jon Stucky. | **Pupils will:**In the style of Roman artists and Amanda Mc Crann's pupils will createa paper mosaic portraitusing coloured paper or old magazines. | **Pupils will:**Create a silhouette painting of the burning the mill in the style of artist Loui Jover. | **Pupils will:**Create a collection of fashion garments inspired by Shakespeare. |
| **Skills**  | **Pupils will:**\*Safely use and explore a variety of materials, tools and techniques,experimenting with colour, design, texture, form and function.\*Talk aboutthe work of Alma Thomas and Vincent Van Gogh. Make links between their work.\*Use various recycled materials to print with, such as corrugated cards, bubble wrap etc., to recreate the Alma Thomas artwork 'Space' painting.\*Enjoy taking rubbings and creating simple pictures by printing from materials such as bubble wrap.\*Develop simple patterns like Alma Thomas.\*Learn how to experiment with colours, colour graduation and print. Experiment with crayons, chalks and oil pastels.**EYFS**\*Learn how to recreate and experiment with the patterns found in 'Starry Starry Night' using paint on foil or wax crayons and ink.\*Learn how to work as a group and explore a variety of collage materials such as paper, plastic bags, paper etc., to recreate 'Starry Starry Night'.\*Be imaginative - create their dinosaur landscape drawing like Alma Thomas / Vincent Van Goghusing drawing materials such as crayons, pastels or paint to make marks such as lines or dots.\*Talk about the ideas and processes which have led them to make their artwork. They can talk about the features of their own and others' work, recognising the similarities and differences between their work, the work of the artist and the work of other pupils. | **Pupils will:****\*Learn about Pop Art and the artist's Andy Warhol and Roy Lichtenstein.****\*Learn about how to create a portrait in the style of Andy Warhol and the Pop Art movement.** **\*Further expand their colour mixing skills, emphasising how to paint in a Pop Artist's style using block paints.****\*Learn how to use complementary colours effectively.****\*Use recycled materials such as bubble wrap to experiment with mark-making and printmaking.** **\*Document their learning with written work to support this. They are making connections between their work and that of the artist.****Y1** | **Pupil will:****\*Learn about the designer Orla Kiely; create a two-page study with research and pictures of her work.****\*Create drawings of various leaves using a 'B' pencil. Pupils will look closely at the leaves to create a detailed observational drawing with lines.** **\*Learn how to use lines to add detail to a drawing.** **\*Experiment with coloured pastels to create rubbings of leaves.** **\*Work in groups to create wallpaper designs using their coloured rubbings.****\*Work with artist Alan Birch to learn about printmaking.****\*Create a series of monoprints; the prints will be framed and exhibited in the school.****\*Document their learning with written work to support this by annotating each page.****\*Document their learning with written work to support this by annotating each page.****Y2** | **Pupils will:**\*Learn about Stone Age art and the artist Jon Stucky. Create a two-page study on Stone age Art and Jon Stucky.\*Work with Mr Simpson to learn how to make charcoal.\*Learn how to draw Stone Age animals.\*Learn how to apply colour and tone to the animals. \*mix colours to learn about limited, muted colour patterns and how to mix warm and cool shades of earthy colours.\*Using the charcoal they have made Pupils will create a series of drawings of Stone Age art using pencil, charcoal and pastels on brown paper.\*Create a Stone Age scraffito artwork in the style of Jon Stucky.\*Learn about the techniques that Stone Age artists used.\*Document their learning with written work to support this by annotating each page.**Y3** | **Pupils will:**\*Learn about the Manchester mosaic artist Amanda Mc Crann.\* learn about her art methods and technique. The pupil will analyse her work using Content, Form, Process, and Mood. \*Research the work ofRoman artists and in particular, their mosaics and patterns.\*learn about Roman Art by creating a collage of the Roman Art in their sketchbooks. \*In the style of both Roman Art and Amanda McCrann, the pupils will learn how to create portrait illustrations.\*Use the graphitetechnique to create an accurate drawing.\*use markers and felts tips to add colour and add Roman patterns andRoman numerals to their portrait drawings.\*learn how to create a paper mosaic of their portrait in the style of Amanda Mc Crann by using coloured paper or old magazines. \*document their learning with written work to support this by **Y4**annotating each page. They will compare artists and their work; they will review their work and comment on how they can improve it. | **Pupils will:**\*Look at and research the artwork of the collage artists Nancy Standlee and Loui Jover. Create a study of the artist's work in their sketchbooks and analyse the artwork using Content, Form, Process, and Mood.\*Learn how to create drawings of local mills using black fine liner, graphite and biro and create different effects using various drawing tools such as Berol with water.\*learn how to create a silhouette drawing of a mill using black ink.\*learn how to create a silhouette drawing by creating an artwork of a mill in the style of Loui Jover ( black ink silhouette on the collaged background)\*Produce drawings, paintings, and collages to demonstrate an understanding of both artists' work.\*document their learning with written work to support this by annotating each page. They will compare artists and their work; they will review their work and comment on how they can improve it.**Y5** | **Pupils will:**\*Look at and research the artwork of the artist Vince Low. Then, produce a mood board on Vince Low, documenting his work and understanding his processes. Next, create the mood board of the artist's work in sketchbooks. Then, analyse the artwork using Content, Form, Process, and Mood.\*Learn how to create a series of sketches of Shakespeariancharacters in the style of Vince Low using biro and a transparent wash of colour from inks, tea or coffee. Learn how to experiment with designs and refine them.\*Learn about costumes worked by Shakespearean characters.\*Design a costume for a Shakespeareancharacter. Each pupil to create a moodboard for their character. \*Make e a 3d costume for a Shakespeare character by working in groups of four.\*document their learning with written work to support this by annotating each page. They will make comparison with artist and their own work; they will review **Y6**their work and comment on how they can improve it. |
| **Knowledge** | **Pupils will:**\*Learn about the work of artists Van Gogh and Alma Thomas. Be able to talk about the artist's work, discuss the similarities and differences– make connections between their own work and that of the artist.\*Learn about colour, tone and colour **EYFS**graduation. Be able to confidently identify the colours used.\*Learn about the qualities of different printing materials.\*Look and talk about whatthey have produced,describing simpletechniques and mediaused\*Learn how to create artwork based on the world around them. | **Pupils will:**\*Learn about the art movement Pop Art and the two leading artists within this movement, Roy Lichtenstein and Andy Warhol.\*analyse the artworks using content, form, process and mood. \*Create a collage of the artist's work to learn **Y1**about the techniques and colours and that the artists used. \*How to create a portrait in the style of a Pop Artist.\*Make links with their work and that of the artists.\*Understand how to experiment with mark-making and colour.  | **Pupils will:**\*Learn about the work of designer Orla Kiely.\*Learn how to create wallpaper designs.\*Visit Whitworth Art Gallery to learn about 1960's wallpaper.\*Learn how to work as a designer and develop their **Y2**work using the same process as a designer.\*Learn how designers develop and create their designs.\*Learn how to use pastels to create rubbings.\*Learn about how to create detailed drawings using line only.\*Learn how to work in groups to create artwork.\*Learn about the design process and how to make an outcome. | **Pupils will:**\*Learn about the work of Stone Age artists and the artist Jon Stucky. They will analyse the result using content, form, process and mood. Finally, they will compare the two—all works presented in sketchbooks in the style of Stone Age art.\*Learn about the techniques that Stone Age artists used.**Y3**\*Learn how to create Stone Age drawings.\*Learn how to make charcoal.\*Learn about the different qualities of materials and the different effects they make.\*Learn how to work as an artist. \*Learn about the design process and how to make an outcome.\*Learn how to use charcoal to create drawings.\*Learn about how to create a scraffito artwork. | **Pupils will:**\*Learn about the work of Roman artists and the artist Amanda Mc Crann. They will analyse the result using content, form, process and mood. Finally, they will compare the two—all works presented in sketchbooks in the style of Roman art.\*Learn about the techniques that Roman artists used.**Y4**\*Learn how to create a portrait drawing using graphite.\*learn about colour theory and how colours have meanings and can reflect feelings.\*Learn how to make a mosaic using paper.\*Learn about the different qualities of materials and the different effects they make.\*Learn how to work as an artist.\*Learn about the design process and how to make an outcome. | **Pupils will:**\*Learn about the work of collage artists and the artists Louis Jover and Nancy Standlee. They will compare the two—all results presented in sketchbooks in the style of their chosen artist.\*Learn about the techniques that artists used.\*Learn how to develop an artwork using graphite. They will **Y5**understand how to use graphite in an artist's style and build on the work to create an outcome.\*Sensitively use bold colours to create the optimum effect, contrasting with the silhouette of the mill. \*learn how to Use collage to reinforce the message of the artwork.\*Learn about the process of research: design: outcome.\*Make decisions about their artwork, reviewing and refining the work as it progresses, ensuring that they achieve a well-defined outcome. | **Pupils will:**\*Learn about the work of artist Vince Low and Shakespearean costumes. \*Learn about the techniques that artists used.\*Learn how to develop and scribble drawings using a biro. create a series of detailed drawings, **Y6**sensitively using scribble to create tone and depth.\*Sensitively use biro and a wash of colours to create the optimum effect, contrasting the wash of colour with the character's face/ features drawing. \*learn how to transform a 2d design into a 3d garment. \*Learn about techniques used by fashion designers to create their 3D garments.\*Learn about the process of research: design: outcome.\*Make decisions about their artwork, reviewing and refining the work as it progresses ensuring that they achieve a well-refined final outcome. |
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| **Formal Elements** | Line, shape, texture, colour, pattern, texture | Line, shape, texture, colour | Line, shape, form, texture, colour, pattern | Line, shape, form, texture, colour, pattern, scale | Line, shape, form, tone, texture, colour, pattern, scale, space | Line, shape, form, tone, texture, colour, pattern, scale, space | Line, shape, form, tone, texture, colour, pattern, scale, space, 3D |
| **Materials / Equipment** | Sponges, paper, corrugated card, poster paints, marker pens, crayons, oil pastels, bubble wrap, recycled materials for printing. | iPads, pencil, coloured pencil, block paints, artist canvas | B pencils, pastels, paper, lining paper, printing inks, rollers, polystyrene boards | Charcoal, oil pastels, brown paper, | Graphite, paper, glue | Paint, cartridge paper, collage paper, graphite, printed paper, black ink | Paper, pens, biros, cardboard, masking tape, glue guns |
| **National****Curriculum****EYFS** | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. |
| **National****Curriculum****KS1** | KS1 To use a range of materials creatively to design and make productsKS1 to use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationKS1 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceKS1 is 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. |
| **National****Curriculum****KS2** | KS2 develop techniques, including control and use of materials with creativity, experimentation and increasing awareness. KS2 to create sketchbooks to record their observations and use them to review and revisit ideasKS2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay)KS2 be taught about great artists, architects and designers in history |
| **Special Theme**  | **EYFS****Human Rights** | **Y1****Human Rights** | **Y2****Human Rights** | **Y3****Human Rights** | **Y4****Human Rights** | **Y5****Human Rights** | **Y6****Human Rights** |
| **Artist**  | **Charlie Macksey** | **Charlie Macksey** | **Charlie Macksey** | **Charlie Macksey** | **Charlie Macksey** | **Charlie Macksey** | **Charlie Macksey** |
| **Skills / Techniques**  | In the style of Charlie Macksey, Pupils will create a drawing using black marker pens of the Human Right:***The Right to a Free Education*** | In the style of Charlie Macksey, pupils will create a drawing using block paints of the Human Right:***Every child has the right to play and enjoy their youth*** | In the style of Charlie Macksey, pupils will create a pencil drawing of the Human Right:***Every child has the right to be protected from danger.*** | In the style of Charlie Macksey, pupils will create a charcoal drawing of the Human Right:***Every child has the right to be cared for without their parent or guardian.*** | In the style of Charlie Macksey, pupils will create a fineliner drawing of the Human Right:***Every child has the right to freedom and peace.*** | In the style of Charlie Macksey, pupils will create artwork in black ink on the Human Right:***Every child has the right to live in a productive environment***. | In the style of Charlie Macksey, pupils will create artwork in biro of the Human Right:***Every child has the right to basic needs.*** |
| **Formal Elements** | Shape, colour, scale, line. | Line, shape, texture, colour | Line, shape, form, colour, pattern | Line, shape, form, texture, colour, pattern, scale | Line, shape, form, tone, texture, colour, pattern, scale, space | Line, shape, form, tone, texture, colour, pattern, scale, space, composition | Line, shape, form, tone, texture, colour, pattern, scale, space, 3D |
| **Materials**  | **Black marker pens, paper** | **Block paints, paper** |  Pencil, paper | **Charcoal, paper** | **Fineliner, paper** | **Black Indian ink, paper** | **biro pens, paper** |
| **Knowledge**  | **Pupils will:**\*Learn about the artist Charlie Macksey and his book 'The Boy, The Mole, The Fox and The Horse.'\*Learn about illustration art.\*Learn about how we look after one another and children's human rights.\*How to create a drawing using marker pens.  | **Pupils will:**\*Learn about the artist Charlie Macksey and his book 'The Boy, The Mole, The Fox and The Horse.'\*Learn about illustration art.\*Learn about how we look after one another and children's human rights.\*How to create a drawing using block paints | **Pupils will:** \*Learn about the artist Charlie Macksey and his book 'The Boy, The Mole, The Fox and The Horse.'\*Learn about illustration art.\*Learn about how we look after one another and children's human rights.\*How to create a drawing using a pencil | **Pupils will:**\*Learn about the artist Charlie Macksey and his book 'The Boy, The Mole, The Fox and The Horse.'\*Learn about illustration art.\*Learn about how we look after one another and children's human rights.\*How to create a drawing using charcoal | **Pupils will:**\*Learn about the artist Charlie Macksey and his book 'The Boy, The Mole, The Fox and The Horse.'\*Learn about illustration art.\*Learn about how we look after one another and children's human rights.\*How to create a drawing using fineliner | **Pupils will:**\*Learn about the artist Charlie Macksey and his book 'The Boy, The Mole, The Fox and The Horse.'\*Learn about illustration art.\*Learn about how we look after one another and children's human rights.\*How to create a drawing using Indian ink | **Pupils will:**\*Learn about the artist Charlie Macksey and his book 'The Boy, The Mole, The Fox and The Horse.'\*Learn about illustration art.\*Learn about how we look after one another and children's human rights.\*How to create a drawing using biro |
| **Summer Term** | **EYFS** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **Theme**  | **Superheroes****Pirates** | **Laudato Si Sculptures** | **Celebrate Differences** | **Collagraph** | **Famous local artists** | **Self Portraits** | **Me, Myself and I** |
| **Artist (s)** | Hui Pin Lai (photographer)David Hockney – Photocubism | Andy GoldsworthyClare Borsch | Jon Burgerman | Hunderwasser / Alan Birch | LS LowryLisa Levine | Frida Kahlo | Keith HaringVivienne Westwood  |
| **Primary skills** | **Photography/ Collage / Mixed Media** | **Drawing / Colouring / environmental photography** | **Drawing / doodling / colour application.** | **Collage/ drawing / printmaking** | **Mosaic Collage** | **Silhouette painting****Collage** | **T-Shirt Design** |
| **Pupils will:**\*Learn how to create a superhero artwork using photomontage and collage.\*Learn how to use photo cubism to create an artwork in the style of David Hockney. | **Pupils will:**\*Learn how to draw natural forms using pencil and pastels.\*Learn how to create an art installation about climate change in the style of environmental artists Andy Goldsworthy and Clare Borsch. | **Pupils will:**\*Learn about the artist Jon Burgerman.\*Learn how to create characters in the style of Jon Burgerman that reflect pupils' feelings. | **Pupils will:**\*Learn how to create a landscape collagraph in the style of Hundertwasser. \*Work with the artist Alan Birch to learn about printmaking using a collagraph. | **Pupils will:**\*Learn about the local artist's LS Lowry and Lisa Levine.\*Learn how to paint a local scene. | **Pupils will:**\*Learn about the great artist Frida Kahlo, her life and her art.\*Learn how to create a self-portrait in the style of the artist, Frida Kahlo. | **Pupils will:**\*Learn about the artist Keith Haring and designer Vivienne Westwood.\*Learn how to design and make a T-shirt inspired by Keith Haring and Vivienne Westwood. |
|  | **Pupils will:**\*Safely use and explore a variety of materials, tools and techniques,experimenting with colour, design, texture, form and function.\*Talk aboutthe work of Hui Lai Pin and David Hockney. Make links between their artworks.\*Have the opportunity to use props to help explore their idea of the superhero. This will encourage the pupils to recognise and appreciate the things they have in common and the things which make them special\*Take photographs of the pupils in a superhero pose. Print the photos and build on them with drawings like Hiu Lai Pin. Develop the pictures by adding drawings and **EYFS**collage on top of the photograph.\*Take multiple photographs of each child to build up a body in the style of David Hockney's photo cubism photos.\* Use magazines to create a collage of their superhero.\*Learn how to experiment with collage.\*Be imaginative - create their superheroes using various mixed media resources.\*Talk about the ideas and processes which have led them to make their artwork. They can talk about the features of their own and others' work, recognising the similarities and differences between their work, the work of the artist and the work of other pupils. | **Pupils will:**\*Look in depth at the artwork of Andy Goldsworthy and Clare Borsch.\*Create aCollage of the artists and write about the similarities and differences of the work. \*Learn about the artwork 'Pebbles Around a Hole' by Andy Goldsworthy and create their version outside. All work will be photographed.\*Show an awareness of the patternand be able to discuss designs, repeating patterns and symmetry.\*Explore the school grounds and take photographs ofnatural life such as leaves, plants, trees etc., using theiPads. **Y1**\*Learn how to create a natural forms research page that will inspire their designs.\*Learn how to draw natural forms from observation using pencil and pastels.\*Learn how to create an art installation in the style of Clare Borsch and Andy Goldsworthy using their natural forms drawings.\*Learn how to work in groups to create artwork.\* Document their learning with written work to support the learning by annotating each page. | **Pupils will:**\*Learn about the artist Jon Burgerman and will create a two-page study with research and pictures of his work.\*Explore how mood and feelings can be shownthrough the use of colour. Link to the book'The Day the Crayons Quit.'\*learn about colour theory by creating colour collages using colouredmagazine paper. \*Describe how the colour makes them feel.\*Learn how to create characters in the style of JonBurgerman. Developing their imagination and creativity.\*Learn how to develop and refine their ideas by experimenting with different colours, doodles and shapes.\* Document their learning with written work to support the**Y2** learning by annotating each page. | **Pupils will:**\*Learn about the work of Hundertwasser. They will research his work under the themes of content, form, process, and mood.\*Improve their drawing skills by creating line drawings of landscapes in their sketchbook.\*Learn about the different grades of pencils and create realistic drawings using differing lines. \*Learn about size, shape and proportion when drawing.\*Learn how to transform their line drawing to a Hundertwasser inspired landscape; they will add patterns andcolours to the landscape drawing using felttip pens. \*Experiment with line, shape and pattern when designing their landscape.**Y3**\*Select colours and patterns to reflect the work of Hundertwasser.\*Learn about printmaking using a collagraph by working with and learning from Alan Birch's printmaker.\*Create a collagraph of their landscape.\*Document their learning with written work to support this by annotating each page. | **Pupils will:**\*Look at and research the artworks of LS Lowry and Lisa Levine. \*In their sketchbooks, analyse the artwork of LS Lowry**' Going to the Match'** using Content, Form, Process & Mood.\*Compare the two artists and create a study of Lowry's artwork 'Going to the Match'.\*Learn how to capture a street scene like Lowry using a photograph. They will take pictures in their local area.\*Learn how to transform a photograph into a biro drawing.\*Learn how to experiment with different qualities of line to capture the effect they want. \*Create an artwork about their local areain the style of Lowry using the bright colours of Lisa Levine. They will experiment with colours and paints.\* Learn how to work in groups of four to create a collaborative **Y4**painting in the style of Lisa Levine of their local area using acrylic paints.\*Learn how to work as an artist.\*Learn about the design process and how to transform initial ideas into an outcome.\*Document their learning with written work to support this by annotating each page. They will compare artists and their assignment; they will review their work and comment on how they can improve it. | **Pupils will:**\*Learn about the artist Frida Kahlo. \*Do in-depth research on her life, artwork, and symbolism within her work.\*look closely at the artwork 'Self Portrait with 'Thorn Necklace and Hummingbird'.Analyse the artwork using Content, Form,Process, Mood.\*Create self-portraits using various materials such as pens, pencils and inks.\*Learn about the different techniques artists use to create self-portraits.\*Learn how to create a self-portrait in the style of Frida Kahlo, using symbolism to represent likes and dislikes.\*Learn how to work as an artist.\*Learn about the design process and how to transform initial ideas into an outcome.**Y5**\*Document their learning with written work to support this by annotating each page. They will compare artists and their work; they will review their work and comment on how they can improve it. | **Pupils will:**\*Learn about the artwork of Keith Haring and Vivienne Westwood.\*Create an in-depth research page for both artists in addition to analysing one piece of work from both artists using content, form, process and mood.\*Make comparisons between the two artists.\*Learn how to create a Moodboard about themselves as inspiration for their T shirt design and Keith Haring characters.\*Learn how to transform their ideas into Keith Haring characters. Add colour using the same technique and material as Keith Haring.\*Learn how designers research their themes and collate ideas before designing their items.\*Learn about the fashion design process.**Y6**\*Learn how to design their leaver's T-Shirt inspired by Haring and Westwood. \*Learn how to create several designs that show how they have experimented and refined their ideas.\*Learn how to make a T-shirt using fabric, fabric dyes, fabric paints, and fabric pens.\*Learn how to refine and embellish their final product.\*Learn about the design process and how to transform initial ideas into an outcome.\*Document their learning with written work to support this by annotating each page. They will compare artists and their assignment; they will review their work and comment on how they can improve it. |
| **Knowledge** | **EYFS****Pupils will:**\*Learn about the work of photographers Hiu Lai Pin and David Hockney. \*Be able to talk about the artist's work, discuss the similarities and differences– make connections between their work and the artist.\*Learn about different art media such as **EYFS**photography and collage. \*Learn how to take a photograph and manipulate a photograph.\*Learn about the qualities of different collage materials.\*Look and talk about whatthey have produced,describing simpletechniques and mediaused\*Learn how to create artwork based on their own identity and the world around them. | **Y1****Pupils will:**\*Learn about environmental art and the two artists, Clare Borsch and Andy Goldsworthy.\*Research the work of the two artists and discuss the similarities and differences. \*Create a collage of the artist's work to learn about the techniques and colours that the artists used. **Y1**\*Learn how to create an environmental art installation.\*Make links with their work and that of the artist.\*How to draw natural forms using pencil and pastels.\*Learn about the design process and how to transform an idea into an outcome.\*Learn how to work as an artist.\*Learn about how art can highlight and support 'Climate Change' issues. | **Y2****Pupils will:**\*Learn about doodle artist Jon Burgerman.\*Learn about Jon Burgerman and make links with their work. \*Create a collage of the artist's work to learn about the techniques and colours that the artists used. \*Learn how to create characters by doodling and experimenting with different lines and shapes.**Y2**\*Learn about colour theory and how to use colour to reflect feelings.\*Become more confident with their ability to draw freely. \*Learn about the design process and how to transform an idea into an outcome.\*Learn how to work as an artist. | **Y3****Pupils will:**\*Learn about the artists Hundertwasser and Alan Birch.\*Learn about the work of the artist Hundertwasser. \*Learn about the patterns, colours and shapes used in the work of Hundertwasser and make links with their work.\*Create a collage of the artist's work to learn about the techniques and colours that the artists used. **Y3**\*Learn about the design process and how to transform an idea into an outcome.\*Learn how to work as an artist\*Learn how to annotate work and make links between the artist's work and their own. | **Y4****Pupils will:**\*Learn about the work of local artists LS Lowry and Lisa Levine\*Learn about the techniques that both artists used.\*Learn how to research their theme by taking photographs of their local area.\*Learn how to transform a photograph into a drawing.\*How to develop observation skills to create a drawing in the style of Lowry.**Y4**\*Learn about the different qualities of lines used in both artists' work and the different effects they make.\*Learn how to collaborate on an artwork.\*Learn how to use acrylic paints and recognise the differences between acrylic and other paints used earlier.\*Learn how to work as an artist.\*Learn about the processes used by artists and how to transform initial ideas into an outcome. | **Y5****Pupils will:**\*Learn about the work of artist Frida Kahlo, her life and the symbolism behind her artwork.\*Learn about the formation of the face. \*Learn how to use line, tone, form and shape to create a portrait.\*Understand how artists create self-portraits.**Y5**\*Learn about the different effects used in artists' work and the other message they convey.\*Learn how to draw like an artist.\*Learn about the processes used by artists and how to transform initial ideas into an outcome. | **Y6****Pupils will:**\*Learn about the artwork of Keith Haring and Vivienne Westwood and their art styles and techniques.\*Learn about the fashion design process.\*Understand how to create fashion designs.\*Learn how to use various fashion-making products to create a T-Shirt. **Y6**\*Learn about the processes used by artists and how to transform initial ideas into an outcome. |
| **Formal Elements**  | **Shape, form, colour, pattern, texture** | **Shape, form, colour, pattern, texture** | Line, shape, form, texture, colour, pattern | Line, shape, form, texture, colour, pattern, scale | Line, shape, form, texture, tone, colour, pattern, scale, space, design | Line, shape, form, tone, texture, colour, pattern, scale, space | Line, shape, form, texture, colour, pattern, scale, space, 3D |
| **Materials / Equipment** | **Pebbles, pencil, coloured pencil, scissors, wax crayons, inks, markers, poschas, 4574photographs, string** | **Pebbles, pencil, coloured pencil, scissors, photographs, natural forms, string** | Markers, poschas, paper, pens, pencils, coloured pencils | Coloured pens, Paints, paper, glue, printing inks, artist – Alan Birch | Pastels, biros, acrylic paints, canvas | Paint, paper, glue, coloured pens | Paper, pens, fabric dyes, fabric paint, buttons, T-shirts, ribbon, lace, glue guns, needles, cotton |
| **National****Curriculum****EYFS** | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. Share their creations, explaining the process they have used. |
| **National****Curriculum****KS1** | KS1 To use a range of materials creatively to design and make productsKS1 to use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationKS1 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceKS1 is 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 work. |
| **National****Curriculum****KS2** | KS2 develop techniques, including control and use of materials with creativity, experimentation and increasing awareness. KS2 to create sketchbooks to record their observations and use them to review and revisit ideasKS2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay)KS2 to be taught about great artists, architects and designers in history |