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| Year Group | Autumn | Spring | Summer |
| Year 1 | **Self Portraits****Why?** Links with finding a ‘sense of self’. My History, My Geography.**Artist**: Picasso, Andy Warhol**Skills:** Observational, materials selection, sketching, painting.**Knowledge:** Portraits, self-portraits, famous portrait artists, materials, emotions, colour moods.**Final piece**: A mixed media self-portrait.  | **Creative Crowns****Why?** Links with Geography study: London and the queen.**Artist / Inspiration:** The Crown Jewels.**Skills:** Explore sculpture, construct and join materials, explore shape and form, cut, glue and trim materials. Sketches/record and explore ideas.**Knowledge:** How the crown jewels are part of UK history and contribute to the culture, creativity and wealth of our nation. Manipulate materials. Pattern, shape, colour, material selection.**Final piece:** 3D crown using wire, beads, jewels etc.  | **We love colour****Why?** To increase knowledge of colour and introduction to weaving.**Skill and knowledge based unit.****Skills:** Colour mixing, weaving, loom design, material selection**.****Knowledge:** Colour wheel, weaving terminology, loom, weave. Texture, shades, tones.**Final piece:** Wall hanging showing tonal shades of chosen colour from colour wheel. Range of fabrics, textures and materials. |
| Year 2 | **Art in Nature****Why?** Children’s interests in the environment and eco -school. To show that natural beauty is all around us.**Artist:** Andy Goldsworthy**Skills:** Sculpting, designing, building structures using natural materials, printing.**Knowledge:** Famous sculptures, manmade/natural materials, patterns in nature, design process, hammer leaf/flower printing.**Final piece:** 3D sculpture made out of natural materials. | **Astronomical Art****Why?** Link to ‘explorers’: Neil Armstrong.**Artist:** Peter Thorpe**Skills:** Painting, sketching, etching, pattern, observational skills, use of oil pastel.**Knowledge:** Abstract, colour, pattern, form, shape.**Final piece:** Abstract space painting with etched background. | **Maasai Masks****Why?** Enrichment and extension of Kenya geography topic.**Influence:** Maasai tribe/Kenya**.****Skills:** Explore malleable media (modrock), observational skills, material selection, pattern choice, form, shape. Experiment with mixed media.**Knowledge:** Design process, research and analysis, pattern.**Final piece:** Wearable Maasai warrior mask.  |
| Year 3 | **Wales in watercolour****Why?** Geography link to Wales and field visit. First-hand experience of Welsh landscapes.**Influence:** Cezanne**Skills:** Observational skills, photography, sketching, watercolour painting, colour knowledge.**Knowledge:** Famous artists, landscape vocabulary, composition, watercolour techniques.**Final piece:** A watercolour landscape painting of the Welsh countryside inspired by the children’s own photography.  | **Egyptian fashion jewellery****Why?** Links to history topic of Ancient Egyptians.**Influence:** Ancient Egyptian amulets.**Skills:** Design process, illustration, sculpting, painting, embellishment, braiding fabric, manipulating clay.**Knowledge:** Historical design: Egyptian jewellery, tradition of amulets, colour choice, what is clay? Shaping, cutting, forming, tools and equipment.**Final piece:** Amulet necklace with braided ‘chain’.  | **Amazon art****Why?** Links to geography topic – Amazon rainforest. Conservation and global awareness.**Artist:** Henri Rousseau**Skills:** Layering different media, painting, sketching, composition, collage.**Knowledge**:Work of famous artists, what is mixed media? Knowledge of rainforest as a habitat, painting techniques, collage materials.**Final piece:** Mixed media rainforest collage. |
| Year 4 | **The inspiring work of Della Robbia: A local artist** **Why?** To feel pride for art work from our local area. To use this style to create own pottery based on Ancient Greeks.**Artist:** Della Robbia **Influence:** Ancient Greeks**Skills:** Rolling, cutting, engraving, painting, design, form.**Knowledge:** How to form clay into smooth, symmetrical designs, tools and equipment, engraving patterns, glazing, design process.**Final piece:** A piece of pottery inspired by the combined work of Della Robbia and the Ancient Greeks.**Incorporate a visit to the Williamson Art Gallery** | **Roman mosaics****Why?** Links to history topic - Romans. Introduction to mosaics.**Influence:** Roman bath house tiles.**Skills:** Designing, sketching, material selection, finishing techniques, shaping, repeat pattern.**Knowledge:** Design process, knowledge of materials, pattern and colour, process of mosaic making, terminology (grout, tile, ceramic etc.)**Final piece:** A tile for use in a Roman bath house. | **Washed ashore****Why?** To promote a care for our world’s seas and oceans. To show the importance of re-using and recycling.**Influence:** Global issues, living on a peninsula, David Attenborough.**Skills:** designing, sculpting and building, 3D form, colour choice, use of materials, joining materials.**Knowledge:** Variety of tools, techniques and materials.**Final piece:** A large scale recycled 3D sculpture of a sea creature (made in small groups). |
| Year 5 | **Viking Shields****Why?** Links to historic topic: Vikings**Influence:** Viking invasion**Skills**: Plan, design and make, papier Mache, construction, collect visual and historic sources of information, painting.**Knowledge:** Design process, historical purposes and construction of shields, patterns and symbolism, process for papier Mache, acrylic painting embellishment. **Final piece:** Papier Mache Viking shields.  | **Pointillism****Why?** Develop knowledge of famous artists and their techniques. Links to Liverpool docks and history topic.**Artist:** George Seurat **Influence:** Liverpool Skyline**Skills:** Sketching, painting, pointillism technique**.****Knowledge:** George Seurat and his work, history of pointillism, optical colour mixing, local historic landmarks**.** **Final piece:** Liverpool skyline painted using pointillism. | **William Morris****Why?** To explore a British Victorian artist, links to history topic.**Artist:** William Morris**Skills:** Plan, design and make, printing techniques, repeat patterns, carving and painting.**Knowledge:** Relief and impress painting, pattern and colour, work of William Morris.**Final piece:** Create printing block and use this to create wallpaper in the style of William Morris. |
| Year 6 | **Banksy****Why?** To develop knowledge of modern British artists. To think about political uses of art (WW2).**Artist:** Banksy **- Influence:** WW2 propaganda.**Skills:** Observational skills, illustration sketching, stencilling, light/dark tones, blending**.****Knowledge:** Work of Banksy and its significance, WW2 propaganda, how to create and use a stencil, how to tone and blend using different materials.**Final piece:** WW2 propaganda poster in the style of Banksy. | **Mayan Weaving****Why?** Links to history and geography: Mexico and the Mayans.**Influence:** Mexican/Mayan culture.**Skills:** Design, circular weaving, threading warped strings, repeated pattern.**Knowledge:** Mayan culture and traditions, Mayan pattern and design, use of colour, weaving vocabulary, process of circular weaving, design process.**Final piece:** Mayan inspired hanging decoration. | **Gustav Klimt****Why?** Develop knowledge of famous artists. To be inspired and look beyond the future of year 6.**Artist:** Gustav Klimt**Skills:** Observational, design, grid technique, blending/toning, shape, colour, print, collage, painting.**Knowledge:** Artist study on Klimt, collaging process, how to use a grid for portraiture, sketching, shading, blending, tonal colours.**Final piece:** Sketch and collage Klimt inspired self-portrait. Paint tree of life including own future hopes and dreams. |