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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. |