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| **Reception- Art in the style of Vincent Van Gogh- Sunflowers****Big Ideas**- Appraise and Appreciate - Experimentation with Style/Medium - Art Forms- Creating ArtIDEAS Network – Wild Carpathia**Whole School Art Map**The children start to build up their knowledge of artist by looking at the work of Vincent van Gogh and his sunflowers. They will start to experiment with different art materials when mark making and they will begin ‘Art talk’ by looking at van Gogh’s Sunflowers painting and talking about what they like and dislike about it. They will also create their own version of this painting.  | **Year 1- Koinobari kites** Linked to the **Toys and Pastimes** topic, the children will make Koinobari kites which are made in Japan to celebrate children’s day. They will build on the ‘Art talk’ learnt in Reception by talking about the colours and patterns using artistic language. The children will begin to use sketch books to develop their ideas. They will use watercolours to add pattern and colour to their kites and look at what happens to the colours when they are sprayed with water. When the children carry out their **weather** topic, the kites will be flown out outside to demonstrate the effects of the wind. Also, during this topic, the children will use wax crayon and watercolours to create a piece of art and look at what happens to the different art mediums when the pictures are put outside in the rain.Linked to the **Transport** topic, the children will further build on their knowledge of Vincent Van Gogh by looking at his transport paintings. They will also complete a dual coding map to learn more about his early life, his art style and his other famous paintings. The children will then experiment with different types of brushes and brush strokes to recreate Van Gogh’s Starry Night.  | **Year 2- Art in the style of Esther Mahlangu**Linked to the **Africa** topic, the children will study the art of Esther Mahlangu. They will build on their knowledge of pattern from Year 1 to understand that pattern is not just used for aesthetic purposes: patterns can have meanings and symbolism. This will also make links to symmetry in Maths. They will learn about the Ndbele tribe and how their decorative houses have inspired Esther’s work. They will add onto their ‘Art Talk’ from Year one to begin to talk about how a piece of art makes them feel. The children will create their own piece of art, in Esther Mahlangu’s style, using symbols that express their own beliefs. Their art will then be used to decorate a 3D house art installation. Linked to **The Great Fire of London** topic, the children will create a silhouette painting of the Great Fire. They will begin to learn about the composition of a piece of art to add to their artistic vocabulary. The children will experiment with watercolours to create the background to their painting before creating the shadows of the buildings using card. |
| **Year 3 – Art in the style of Keith Haring**Linked to the **North America** topic, the children will study the art of Keith Haring. They will learn about his life, his art style and how his artwork has been used in a variety of different ways including interior design, advertising and music album covers. They will look at Haring’s use of body language in his work and his use of symbolism in the backgrounds which will build on the children’s knowledge of pattern and symbols. They will continue to build onto their ‘Art Talk’ by beginning to make links to other pieces of Art they have seen. The children will create their own Keith Haring inspired art using symbols to express their interests and beliefs.Linked to the **Ancient Egyptians** topic, the children will create a piece of art using photography. They will also experiment with clay to create their own Egyptian scarab beetle.  | **Year 4 – Aboriginal art**Linked to the **Australia** topic, the children will study Aboriginal art. They will look at the stories behind aboriginal art and build on their knowledge of pattern. They will look at their minimal choice of colour and experiment with the technique of using dots. They will create their own aboriginal piece of art on cardboard and the create an aboriginal sculpture based on the Bagu and Jiman (aboriginal firesticks) The children will build on their ‘Art Talk’ by making links to other pieces of art they have seen and be able to explain their similarities and differences. In the **Anglo Saxons** topic the children will look at the Bayeux Tapestry. They will have their own section of the tapestry to study which they will then recreate. The pieces will be put back together to create a collaborative piece of art.For the **Scots and Vikings** topic, the children will look at Long Boats and specifically the shields which adorned the sides. They will look at the detail and patterns on them and use their knowledge of coiling to recreate them using a variety of different materials.  | **Year 5 – Art in the style of LS Lowry** Linked to the **Industrial Revolution** topic, the children will study the art of LS Lowry. They will learn about his early life, his art style and his famous works and how he was inspired by the industrial landscape around him. They will continue to add to the ‘Art talk’ by beginning to explain the way Lowry has composed his pieces of art. They will experiment in their sketch books using a range of material but focussing on Lowry’s limited colour palette. They will compare Lowry’s landscapes of Industrial Manchester to Modern-Day Manchester and create a diorama in the style of Lowry but with the buildings of today. To build on the link between art and music, the children will also look at the Lowry Inspired video by Oasis.Linked to the **Brazil** topic, the children will create their own carnival mask using a variety of different textiles and building upon the joining techniques learned in their Design Technology sessions. In the **Ancient Greeks** topic, the children will build on their knowledge of pattern by looking at the geometric shapes used by the Ancient Greeks and their meanings. They will create their own clay pots featuring the patterns they have researched.  | **Year 6 – Art in the style of Henry Moore**Linked to the **World War 2** topic, the children will study the art of Henry Moore. They will learn about his early life, his art style and his famous works and the role he played in World War 2. In sketch books, the children will experiment with charcoal and chalk to recreate Henry Moore’s sketches from the underground. They will add their responses to their ‘Art Talk’ to build up a mood board. They will then look at Henry Moore’s use of body language to convey emotion before recreating their own sculptures in his style. In the **Hidden World** topic, the children will use ‘The Land of Neverbelieve’ book, which they will study in English, to create their own fictional creatures. Building on their knowledge of pattern, they will look at the way artists recreate texture which they will include in their own piece. |