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| **Reception- My World**  **Whole School Art Map**  Artist study of Frieda Kahlo (portraits)  The children will create their own self-portraits using shapes to represent facial features.  **Seasons and Celebrations**  Children will learn the primary colours and explore mixing them to create secondary colours.  **Wonderful Weather**  Children will create rainy day paintings and talk about what happens when water is added to paint.  **We are Heroes**  The children will explore different sized brushes and use watercolour paints to create spring flower art.  **Terrific Tales**  The children will use manipulation and tools to create a piece of fruit from clay. They will add textures and patterns.  **Watch it Grow**  The children will create sunflower art work in the style of Eric Carle, using mixed media and printing. | **Year 1/2- Cycle A -London**  Children will study the work of Stephen Wiltshire to explore the element of line through experimenting with different pencil grades. The children will draw London landmarks, in the style of Wiltshire, creating a London skyline.  **Me on My Map**  Children will be learn about primary and secondary colours and experiment with colour mixing, understanding how adding black and white affects tone and shade.  **Water’s Edge**  Children will explore the element of sculpture through the medium of papier-mâché. By studying images of various mini-beasts relating to habitats seen at Water’s Edge, the children will create their own mini-beast. Through evaluating texture, pattern, colour, form and space they will apply this onto their final sculpture. | **Year 1/2- Cycle B- History Of Toys**  Children will create a ‘toy gallery’ through exploring the element of collage, looking specifically at colour, pattern and texture.  The children will use their drawing skills, producing an observational drawing of a toy and then create or select materials to recreate it through collage.  **Explorers**  Children will understand how portraits were used historically, using examples from the past.Children will study the work of Modigliani, exploring his style of portraits. The children will use the elements of drawing, painting, line and shape to create a self-portrait in the style of Modigliani.  **Our Seaside**  Children will explore the element of sculpture through the medium of clay. Using materials collected from the seaside (e.g. shells, seaweed, sand, pebbles), children will look at sand sculptures and plan their own sculpture. Post visit, children will make and decorate their sculpture with collected materials. |
| **Year 3/4 – Cycle A - Natural Disasters**  **Big Ideas**  **Technique** – drawing, painting and sculpture with a range of materials  **Materials** – Pencils, paint, charcoal, clay  **Observation and critique** – sketchbooks  **The work of artists –** artists, designers, architects, craftsmen  Children will explore how to use different grades of pencil to show tone and texture. They will draw volcanoes using marks and lines to produce texture.  **The Amazon Rainforest**  Children will explore the work of Orla Kiely, Lindsay Phillip Butterfield and William Morris. Comparing the similarities and differences across their work. They will plan and make a simple wallpaper design using a printing block of their own design.  **Ancient Egypt**  Children will study images of Ancient Egyptian artefacts (carvings, papyrus, gold craftsmanship etc.) They will create their own clay sculpture of an Egyptian inspired artefact. | **Year 3/4 – Cycle B – The Maya Civilisation**  Children will study the Maya Civilisation and the use of death masks in their burial rituals. They will use their research of Maya craftsmanship to design their own death mask, which they will create using papier-mâché.  **Prehistoric Britain**  Children will study Stonehenge. They will create an art piece building on previous skills using a different media to depict Stonehenge using mixed media.  **Coastlines**  The children will be introduced to impressionism and the work of Claude Monet. They will create their own painting of a coastline in this style. Paying attention to the effects of light and atmosphere on colours and using different brush strokes. | **Year 5/6 – Cycle A- WW2**  The children will study the London and the Blitz artwork of Sir Claude Francis Barry as a stimulus to create their own Blitz inspired mixed media (watercolour and silhouette) skylines. The focus will be local area and significant buildings from the WW2 era and now.  **Shackleton**  The children will develop their skills in using a pair of compasses to create symmetrical designs of mandala inspired compass roses. We will explore compass designs through the ages. The children will create pencil crayon designs and then use press-print to create their own wallpaper building on printing done in Y3/4.  **The Olympics**  As part of our Olympic Legacies topic, the children will explore imagery and symbolism of the Olympics: pictograms through the ages, the Olympic flame and rings. They will create pictograms by engraving clay depicting a chosen sports by engraving and carving on a clay tablet. | **Year 5/ 6 – Cycle B - Town and Country**  The children will learn about Pop Art through exploring the work of Keith Haring, Andy Warhol and Roy Lichtenstein. They will create their own abstract designs by using viewfinders and ordnance survey maps. They will then colour using a limited selection of complementary and contrasting colours for each of their repeating designs. Some children may develop this further using digital media.  **Viking Raiders**  The children will learn about the work of Viking craftsmen through studying images of artefacts focussing on those of mythical beasts and Celtic crosses. The children will then select from the images to create their own Viking inspired mythical effigy by layering clay.  **Keen to be Green**  We will be introduced to the cubist art movement focussing on studying the work of Pablo Picasso, Juan Gris and Georges Braque. The children will develop their prior work on portraits to develop bold and bright cubist portraits in felt pen and using digital software. |