













| Art | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------------------|--|---|---|---|--|---|
| Autumn 1 | ANDY WARHOL | | Rocks | | | Salvador Dali |
| | Pop art self portraits, poster paint colour block x4 on A4 paper. | | Create a 3D model of a volcano adding texture using different media. | | | Surrealism collage in the style of Salvador Dali. |
| Autumn 2 | | VICTORIANS | Natural Disasters | Anglo Saxons and Vikings | EARTH AND SPACE | WW2 MANCHESTER |
| | | William Morris art – printing using different media e.g. flowers/foods – design your own wallpaper.  | Create a weather painting with a background wash using a range of different paint brushes – In the style of Monet | Viking art mood paintings in sketch books using charcoal. | Astro Art- Water colour/ acrylic space art in the style of David Hardy. | LS Lowry – Oil War paintings |
| Spring 1 | PLANTS | KENYA | | | | Circulatory System  |
| | Georgia O'Keefe – Artist Water Colour  | African weaving art – use coloured paper weaving to make a whole class patchwork pattern/wall tapestry  | | | | Clay Heart - Sculpture |
| Spring 2 | | | | Rivers and Mountains | Banksy Art- Research and create digital graffiti artwork in the style of Banksy. | |
| | | | | Observational drawings of reflections in rivers using oil pastels. Focus on the Peak District (Peter Hill). | | |
| Summer 1 | BRAZIL | | ROMANS | Egyptians | | |
| | Make collage art using newspapers/magazines in the style of Brazilian Artist Romero Britto  | Experiment with/mix paint to make secondary colours for a picture of a famous person in the style of Picasso | Create a roman tapestry. Add texture by hand sewing detail into their clothing. | Clay modelling- create a traditional Egyptian vase using clay. | | |
| Summer 2 | | | | | Animals including Humans | Mayan Masks- using papier mache  |
| | | | | | Use line, tone and shape to represent figures in movement. Use a range of sketching pencils. | |
| Artist to Study During the Year. | Georgia O'Keefe  | Pablo Picasso  | Claude Monet  | Peter Hill  | Banksy  | Salvador Dali  |

| ART Y1 | AUTUMN | AUTUMN | SPRING | SPRING | SUMMER | SUMMER |
|--------------------------|--|--------|--|--------|--|--------|
| FOCUS | Andy Warhol | | Plants | | Brazil | |
| QUESTION | | | | | | |
| KEY KNOWLEDGE AND SKILLS | <ul style="list-style-type: none"> • Can they communicate something about themselves in their drawing? • Can they communicate something about themselves in their painting? • Can they paint a picture of something they can see? • Can they name the primary and secondary colours? • Can they describe what they can see and like in the work of another artist? • Can they ask sensible questions about a piece of art? | | <ul style="list-style-type: none"> • Knowledge of the work of a Georgia O'Keefe, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Can they paint a picture of plants they can see? • I can name the primary and secondary colours • I can describe what features of plants I see and give an opinion about the work of an artist linked to this subjects. • I can ask questions about a piece of Georgia O'Keefe's artwork. | | <ul style="list-style-type: none"> • Knowledge of how to develop collage techniques in using colour, pattern, texture, shape to use a range of materials creatively to design and make products • I can cut and glue materials • Create moods in art work | |
| TEXT | | | | | | |

| ART Y2 | AUTUMN | AUTUMN | SPRING | SPRING | SUMMER | SUMMER |
|--------------------------|--------|---|---|--------|--|--------|
| FOCUS | | Victorians | Kenya | | | |
| QUESTION | | | | | | |
| KEY KNOWLEDGE AND SKILLS | | <ul style="list-style-type: none"> • Knowledge of how to develop a range of printing techniques in using colour, pattern and texture using different media • Knowledge 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. • I can create brown with paint • I can create tints with paint by adding white. • I can create tones with paint by adding black • I can create a piece of art in response to the work of another artist. | <ul style="list-style-type: none"> • Knowledge of how to use a paper creatively to design and make a wall tapestry. • Knowledge of how to develop weaving techniques in using colour and pattern • I can join materials together to create a new product | | <ul style="list-style-type: none"> • Knowledge of how to use painting to develop and share their ideas in response to an artist • Knowledge about the work of Picasso, describing the differences and similarities between different practices and disciplines, and making links to their own work. • I can create tints with paint by adding white. • I can create tones with paint by adding black • I can suggest how Picasso has used colour pattern and shape. • I can mix paint to make all the secondary colours. | |
| TEXT | | | | | | |

| ART Y3 | AUTUMN | AUTUMN | SPRING | SPRING | SUMMER | SUMMER |
|--------------------------|--|--|--------|--------|--|--------|
| FOCUS | Rocks | Natural Disasters | | | Romans | |
| QUESTION | | | | | | |
| KEY KNOWLEDGE AND SKILLS | <ul style="list-style-type: none"> • Knowledge of how to improve their mastery of sculpture with a range of materials [for example, charcoal, paint, clay.] • Can they add onto their rock to create texture and shape? • Can they add texture to a piece of work? • I can use a range of brushes to create different effects in painting the rocks. | <ul style="list-style-type: none"> • Knowledge of how to improve their mastery of art and design techniques, including drawing and painting with a pencil and paint • I can create a background using a wash • I can use a range of brushes to create different effects in painting the rocks. • Can they explore work from other artists (Monet)? | | | <ul style="list-style-type: none"> • Can they add onto their tapestry to create texture? • Can they use more than one type of stitch? • Can they use sewing to add detail to a piece of work? | |
| TEXT | | | | | | |

| ART Y4 | AUTUMN | AUTUMN | SPRING | SPRING | SUMMER | SUMMER |
|--------------------------|--------|---|--------|--|---|--------|
| FOCUS | | Anglo Saxons and Vikings | | Rivers and Mountains | Egyptians | |
| QUESTION | | | | | | |
| KEY KNOWLEDGE AND SKILLS | | <ul style="list-style-type: none"> • Can they use their sketch books to express mood in Viking style paintings? • Can they suggest improvements to their work by keeping notes in their sketch books? • Can they use line, tone and shape to represent figures and forms in movement • Can they create mood in their drawing? • Do they successfully use shading to create mood and feeling? | | <ul style="list-style-type: none"> • Can they show reflections? • Can they identify and draw simple landscapes, and use marks and lines to produce texture? • Knowledge of how to improve their mastery of art and design techniques, including drawing with oil pastels • Can they experiment with different styles that artists have used? • Do they learn about the work of others by looking at artists' work in books, the internet, visits to galleries and other sources of information? | <ul style="list-style-type: none"> • Can they sculpt clay and other mouldable materials? • Knowledge of how to improve their mastery of sculpture techniques, including sculpture with clay. • Do they experiment with and combine materials and processes to design and make 3D form? • Can they begin to sculpt clay and other mouldable materials? | |
| TEXT | | | | | | |

| ART Y5 | AUTUMN | AUTUMN | SPRING | SPRING | SUMMER | SUMMER |
|--------------------------|--------|---|--------|---|--------|---|
| FOCUS | | EARTH AND SPACE | | BANKSY/DIGITAL ART | | ANIMALS INCLUDING HUMANS |
| QUESTION | | | | | | |
| KEY KNOWLEDGE AND SKILLS | | <ul style="list-style-type: none"> • I can identify and draw objects and use marks and lines to produce texture • I can research the work of David Hardy and use his work to replicate a style. • Can they explain why they have chosen water colour/acrylic to paint with? • Can they create all the colours they need? • Can they experiment with different styles that Hardy has used? • Do they learn about the work of others by looking at artists' work in books, the internet, visits to galleries or other sources of information? | | <ul style="list-style-type: none"> • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? • Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning. • Use images which I have created, scanned and found, altering them where needed to create art. • I can research the work of Banksy and use his work to replicate a style. • Knowledge of experimentation and to gain an increasing awareness of different kinds of art, craft and design e.g. digital art. | | <ul style="list-style-type: none"> • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Do they keep notes in their sketch books as to how they might develop their work further? • Do they use their sketch books to compare and discuss ideas with others? • Can they explain why they have chosen specific sketching pencils to draw with? |
| TEXT | | | | | | |

| ART Y6 | AUTUMN | AUTUMN | SPRING | SPRING | SUMMER | SUMMER |
|--------------------------|---|---|---|--------|--------|--|
| FOCUS | SALVADOR DALI | WW2 | CIRCULATORY SYSTEM | | | MAYANS |
| QUESTION | | | | | | |
| KEY KNOWLEDGE AND SKILLS | <ul style="list-style-type: none"> To explain why I have used different tools (e.g. scissors, glue) to create art. To develop skills including their control of scissors and their use of materials, with creativity, experimentation and an increasing awareness of collage. Can they experiment with different styles that Dali has used? Do they learn about the work of Salvador Dali by looking at artists' work in books, the internet, visits to galleries and other sources of information? | <ul style="list-style-type: none"> Do they learn about the work of LS Lowry by looking at his work in books, the internet, visits to galleries and other sources of information? Do their drawings communicate emotions and a sense of self with accuracy and imagination? Can they explain why they have used oil paint to create their art? Can they explain why they have chosen specific drawing techniques e.g. oil paintings? Use feedback to make amendments and improvements to my art. Explain the style of my work and how it has been influenced by a famous artist. | <ul style="list-style-type: none"> Can they create models on a range of scales? Can they include technical aspects in their work, e.g. 3D design? to improve their mastery of art and design techniques, including sculpture with clay. I can explain why I have used different tools to create art. Use feedback to make amendments and improvements to my art. | | | <ul style="list-style-type: none"> Can they include both visual and tactile elements in their work? Explain why I have chosen specific techniques to create my art. Use feedback to make amendments and improvements to my art. Explain why I have used different tools to create art. |
| TEXT | | | | | | |

YEAR 1 ART: ANDY WARHOL (AUT1)

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 1 ART: GEORGIA O'KEEFE (SPRING 1)

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 2 ART: COLLAGE (SUMMER 1)

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 2 ART : AFRICAN WEAVING (SPRING 1)

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 2 ART: PABLO PICASSO (SUMMER 1)

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 3 ART : 3-D MODELLING (AUT 1)

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 3 ART: MONET (AUT 2)

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 2 ART: ROMAN TAPESTRY (SUM 1)

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 4 ART : CHARCOAL/VIKING MOOD PAINTINGS (AUT 2)

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 4 ART : OBSERVATIONAL DRAWING (SPRING 2)

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 4 ART : CLAY MODELLING (SUMMER 1)

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 4 ART : ANDY WARHOL (SUMMER 2)

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 5 ART : WATER COLOUR (AUT 1)

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 5 ART : BANKSY (SPRING 2)

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 5 ART: SKETCHING/MOVEMENT (SUM 2)

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 6 ART: SALVIDOR DALI (AUT 1)

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 6 ART: LS LOWRY (AUT 2)

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 6 ART: SCULPTURE/CLAY (SPRING 1)

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7

YEAR 6 ART: MAYAN MASKS (SUMMER 2)

KEY QUESTIONS/LEARNING CHALLENGES

LC1

LC2

LC3

LC4

LC5

LC6

LC7