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|  | *Autumn 1* | *Autumn 2* | *Spring 1* | *Spring 2* | *Summer 1* | *Summer 2* |
| *Driver* | *History* | *Geography* | *Art & Design* |
| *Year 1/2 Cycle A* |  |  | *Anthony Gormley**3-D Sculptures (people)* | *Kente Cloth**Textiles (weaving)* |
| *Year 1/2 Cycle B* |  |  | *Georgia O’keefee**Printing (Flowers)* | *Picasso* *Collage (self-portrait)* |
| *Year 3/4 Cycle A* |  |  | *Louise Baldwin**Textiles (patchwork quilt animal skin)* | *Gerhard Marcks**3-D Sculptures (animals)* |
| *Year 3/4 Cycle B* |  |  | *Andy Warhol**Printing (lightbulb prints)* | *Eileen Agar**Collage (nature)* |
| *Year 5/6 Cycle A* |  |  | *Kieth Harring**3-D Sculptures (sports positions)* | *Kurt Schwitter**Collage*  |
| *Year 5/6 Cycle B* |  |  | *Anaya Paintsil**Textiles (self-portraits)* | *John Dyer**Printing/Painting (Scenery)* |

*Appraise it – research the focus artist and appraise a relevant piece of artwork.*

*Draw it – practice drawing skills using the artist or area as a stimulus. Use a range of different drawing media on different types and sizes of paper.*

*Paint it – using the watercolours or other paints, experiment with mixing and blend colours, creating tones and textures.*

*Make it – Experiment with your outcome area – either 3-D, printing, textiles or collage. Then let the children create their final piece.*