

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 1	<p style="text-align: center;"><u>Topic- Portraits</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively ● drawing ● line, shape, space <p>Specific knowledge:</p> <ul style="list-style-type: none"> ● use of pencil, oil pastels, chalk, rope ● work of Pablo Picasso and Andy Warhol <p>Specific skills:</p> <ul style="list-style-type: none"> ● drawing creating patterns/ features with rope ● drawing portraits/ facial features ● reflect and evaluate <p>Links: History – castles</p> <p>Visits/Experiences: Tower of London – draw attention to portraits of past kings and queens</p> <p>Number of lessons:</p>		<p style="text-align: center;"><u>Topic- Animal patterns</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively ● painting ● colour, pattern, line, shape <p>Specific knowledge:</p> <ul style="list-style-type: none"> ● use of pencil, oil pastels, paint ● life and work of artist/ explorer Albert Durer <p>Specific skills:</p> <ul style="list-style-type: none"> ● observational drawing of animal patterns ● outlining and filling colour ● reflect and evaluate <p>Links: Geography – explorers</p> <p>Visits/Experiences: Paradise Wildlife park – use photos of animals to hook children about patterns</p> <p>Number of lessons:</p>		<p style="text-align: center;"><u>Topic- Fruit printing</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively ● printing ● line, texture, shape, space <p>Specific knowledge:</p> <ul style="list-style-type: none"> ● use of pencil, oil pastels, printing inks ● work of Lynn Flavell and Acrimboldo <p>Specific skills:</p> <ul style="list-style-type: none"> ● observational drawing of cross sections of fruit ● printing with polystyrene tiles ● reflect and evaluate <p>Links: West ham Park</p> <p>Visits/Experiences: West Ham park – look at fruiting trees?</p> <p>Number of lessons:</p>	
Year 2	<p style="text-align: center;"><u>Topic- Fire of London</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively ● collage ● colour texture, shape, space 		<p style="text-align: center;"><u>Topic- Aboriginal art (summer 1)</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively ● painting ● colour, pattern 		<p style="text-align: center;"><u>Topic- Aboriginal Masks (summer 2)</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively ● sculpture ● colour, texture, form 	

	<p>Specific knowledge:</p> <ul style="list-style-type: none"> ● Drawing blocks of patterns and shapes ● Use of charcoal, tissue paper, paint and corrugated card ● History of fire of London ● Work of Anselm Keifer/ Stuart Mutter <p>Specific skills:</p> <ul style="list-style-type: none"> ● composition of shapes ● cutting/ tearing and sticking ● painting ● reflect and evaluate <p>Links: history – Fire of London</p> <p>Visits/Experiences: Visit London Museum</p> <p>Number of lessons:</p>	<p>Specific knowledge:</p> <ul style="list-style-type: none"> ● use of rope, paint and cotton buds ● meaning/ methodology of aboriginal art ● Australian animals ● Contemporary Aboriginal Art ● Clifford Possum Tjapaltjarri <p>Specific skills:</p> <ul style="list-style-type: none"> ● creating shapes with ropes ● dot painting method ● reflect and evaluate <p>Links: Geography- Australia</p> <p>Visits/Experiences:</p> <ul style="list-style-type: none"> ● Seen technique and artifact powerpoint ● Examined real Aboriginal artifacts <p>Number of lessons:</p>	<p>Specific knowledge:</p> <ul style="list-style-type: none"> ● Developing drawing skills ● use of oil pastels, newspaper, card and tissue paper ● Meaning and purpose of masks <p>Specific skills:</p> <ul style="list-style-type: none"> ● observational drawings of masks ● designing aboriginal mask ● creating 3D features ● covering/ sticking/ painting sculpture ● reflect and evaluate <p>Links: Geography- Australia</p> <p>Visits/Experiences:</p> <ul style="list-style-type: none"> ● Exploring masks from all over the world <p>Number of lessons:</p>
<p>Year 3</p>	<p><u>Topic- Cave paintings</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively ● drawing ● line, colour, texture, space <p>Specific knowledge:</p> <ul style="list-style-type: none"> ● Why cave paintings were made (Lascaux cave paintings) ● Mixing paint from raw materials ● Previous knowledge of rope drawing <p>Specific skills:</p> <ul style="list-style-type: none"> ● Other aspects of painting – using fingers and twigs ● Making rough ‘cave like’ surfaces 	<p><u>Topic- William Turner; the Shipwreck</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively ● collage ● shape, colour, space <p>Specific knowledge:</p> <ul style="list-style-type: none"> ● About the artist Joseph Mallord William Turner 1775–1851 ● The context of the painting ● How people felt in the picture <p>Specific skills:</p> <ul style="list-style-type: none"> ● Colour matching ● Collage techniques ● Origami ● Reflect and evaluate 	<p><u>Topic- Watercolor flowers</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively ● painting ● line, colour, pattern, <p>Specific knowledge:</p> <ul style="list-style-type: none"> ● Knowledge of pattern making ● Observational drawing skills ● Using watercolour paint ● Work of Georgia O’Keeffes paintings and contemporary artist Shirley Novak <p>Specific skills:</p> <ul style="list-style-type: none"> ● Line drawing skills ● Mixing and applying watercolour paint

	<ul style="list-style-type: none"> ● Making a large outline drawing ● Reflect and evaluate <p>Links: History – Stone age</p> <p>Visits/Experiences:</p> <ul style="list-style-type: none"> ● Seen images and have discussed the cave paintings of Lascaux <p>Number of lessons:</p>	<p>Links: Geography – Climate change</p> <p>Visits/Experiences:</p> <ul style="list-style-type: none"> ● Seen images and have discussed Turners painting <p>Number of lessons:</p>	<ul style="list-style-type: none"> ● Experiments with watercolour paint ● Reflect and evaluate <p>Links: Science – plants</p> <p>Visits/Experiences:</p> <p>Seen images and have discussed Georgia O’Keeffe’s paintings and the contemporary artist Shirley Novak</p> <p>Number of lessons:</p>
<p>Year 4</p>	<p style="text-align: center;"><u>Topic- Graffiti Art</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively ● painting ● line, shape, colour, pattern, texture, space <p>Specific knowledge</p> <ul style="list-style-type: none"> ● The concept of ‘Protest Art’ ● Big name Graffiti Artists – Banksy, Stik Tamara Aalves ● Signature images <p>Specific skills:</p> <ul style="list-style-type: none"> ● Drawing graffiti style lettering ● Protest slogans ● Fine cutting with scissors ● Reflect and evaluate <p>Links: History – Urban Settlements</p> <p>Visits/Experiences:</p> <ul style="list-style-type: none"> ● Seen images and have discussed Graffiti Art in London <p>Number of lessons:</p>	<p style="text-align: center;"><u>Topic- Sun</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively ● textiles ● colour, pattern, texture <p>Specific knowledge</p> <ul style="list-style-type: none"> ● That oil resists water ● Developing a pattern ● Sun motives ● the Olafur Eliasson sun installation at the Tate Gallery <p>Specific skills:</p> <ul style="list-style-type: none"> ● Compass drawing ● Tracing ● Wax resist techniques ● Reflect and evaluate <p>Links: geography – climate change</p> <p>Visits/Experiences:</p> <ul style="list-style-type: none"> ● Seen images and have discussed sun images from a variety of cultures – including the Olafur Eliasson sun installation at the Tate Gallery <p>Number of lessons:</p>	<p style="text-align: center;"><u>Topic- William Morris</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively ● printing line, shape, colour, pattern, texture, space <p>Specific knowledge</p> <ul style="list-style-type: none"> ● What is a print ● Drawing and design skills ● About William Morris and how his patterns are still in today <p>Specific skills:</p> <ul style="list-style-type: none"> ● Making a good print – even rolling etc ● Making a printing block ● Working in partnership ● Reflect and evaluate <p>Links: history – Victorians</p> <p>Visits/Experiences:</p> <ul style="list-style-type: none"> ● Visited the William Morris Gallery and/or seen and discussed William Morris designs and prints <p>Number of lessons:</p>

<p>Year 5</p>	<p style="text-align: center;"><u>Topic- Papyrus portraits</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively ● drawing ● shape, colour, pattern <p>Specific knowledge</p> <ul style="list-style-type: none"> ● About profile portraits ● Egyptian colours ● Hieroglyphics <p>Specific skills</p> <ul style="list-style-type: none"> ● Paper strip laminating ● Negative space drawing ● Transferring images ● Reflect and evaluate <p>Links: History – Ancient Egyptians</p> <p>Visits/Experiences:</p> <ul style="list-style-type: none"> ● Seen images and have discussed Ancient Egyptian profile pictures ● <p>Number of lessons:</p>	<p style="text-align: center;"><u>Topic- Withy Flying Machines</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively ● sculpture ● line, shape, space <p>Specific knowledge</p> <ul style="list-style-type: none"> ● Developing a plan for construction ● Adapting and reviewing a plan ● Strength and rigidity in construction ● Line drawing skills combing images <p>Specific skills:</p> <ul style="list-style-type: none"> ● Triangular construction skills ● Joining withies ● Covering techniques ● Reflect and evaluate <p>Links: Science – space</p> <p>Visits/Experiences:</p> <ul style="list-style-type: none"> ● Seen images and have discussed Fantasy Flying machines (les utopies de la navigation aeriene au siecle dernier) <p>Number of lessons:</p>	<p style="text-align: center;"><u>Topic- John Virtue London Skyline</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively ● painting ● line, shape, colour, texture <p>Specific knowledge</p> <ul style="list-style-type: none"> ● Complimentary opposite colours ● Artist processes ● Working from observational drawing ● Work of John Virtue <p>Specific skills:</p> <ul style="list-style-type: none"> ● Expressive line drawing ● Bleeding technique ● Blending colours ● Using complimentary opposite colours ● Reflect and evaluate <p>Links: History – Rural settlements</p> <p>Visits/Experiences:</p> <ul style="list-style-type: none"> ● Seen video about John Virtue, looked at Fauvist paintings <p>Number of lessons:</p>
<p>Year 6</p>		<p style="text-align: center;"><u>Topic- Mayan clay pots</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively ● sculpture ● form , shape, texture, <p>Specific knowledge</p> <ul style="list-style-type: none"> ● Where does clay come from ● Mayan designs 	<p style="text-align: center;"><u>Topic- Brazilian Batik</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively ● textiles ● line, shape, colour, pattern, texture, space <p>Specific knowledge</p> <ul style="list-style-type: none"> ● How Batik patterns are made ● Applying wax to fabric

		<ul style="list-style-type: none"> ● Design skills <p>Specific skills:</p> <ul style="list-style-type: none"> ● Drawing and designing skills (Mayan designs) ● Joining clay ● Rolling clay into coils ● Reflect and evaluate <p>Links: History – Mayan Civilization</p> <p>Visits/Experiences:</p> <ul style="list-style-type: none"> ● Seen images and have discussed Mayan pots and imagery <p>Number of lessons:</p>	<ul style="list-style-type: none"> ● Applying colour to fabric ● Artist Romero Britto <p>Specific skills:</p> <ul style="list-style-type: none"> ● Using Tjanting tools ● Drawing and designing skills ● Health and safety awareness ● Reflect and evaluate <p>Links: Geography – Brazil</p> <p>Visits/Experiences:</p> <ul style="list-style-type: none"> ● Seen technique Batik technique video including women artists at work ● Examined real Batik fabric <p>Number of lessons:</p>
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