

Year 1		
	AUTUMN 1	AUTUMN 2
What is the project about?	Learning to look “Seashells” Observational studies of shells on a seascape background.	Autumn Objects Exploring the colours, shapes and textures of Autumn leaves.
What is the Knowledge?	<ul style="list-style-type: none"> • Learning to look • Patricia Jaquot beach scene • Shapes in the sea and the shell 	<ul style="list-style-type: none"> • What is texture? • Changing Autumn colours • Look at different leaf shapes
What are the skills?	<ul style="list-style-type: none"> • Observational drawing • Blending chalk pastels 	<ul style="list-style-type: none"> • Enlarged drawings • Experimenting with mark making to create texture; sponging, rubbing, painting. • Cutting skills
Covid-19 Equipment/Resources	<ul style="list-style-type: none"> • Chalk pastels – 1 bag of mixed colours between 2. Bags to be labelled and remain in bubbles. These will be redistributed to the same pairs of children each lesson. 72 hour resting period after project is completed. • Coloured pencils – Individual sets in classroom packs • Pencil/scissors - Individual sets in classroom packs 	<ul style="list-style-type: none"> • Wax crayons - 1 bag of mixed colours between 2. • Bark samples – These have remained untouched since autumn term 2019. Required for one lesson then 72 hour resting period before the next class uses them. • Paints – 1 palette between 2 and paints distributed by teacher using gloves. • Water pots – 1 pot between 2. Washed and sanitised after use. • Brushes/sponges - Individual use. Washed and sanitised after use. • Coloured pencils – Individual sets in classroom packs • Pencil/scissors - Individual sets in classroom packs

Year 2		
	Autumn 1 Seascapes/Fish Project	Autumn 2 Hot/Cold colours. Seedpods
What is the project about?	Whole year final piece of a seascape scene.	Observational close up studies of seedpods in hot and cold colours.
What is the Knowledge?	<ul style="list-style-type: none"> • Artists Paul Klee and Henri Matisse • Fish patterns and shapes • Complimentary colours 	<ul style="list-style-type: none"> • Artist Renate Nadi Wesley's abstract style • Learning what hot and cold colours are • What is abstract/unrealistic colour?
What are the skills?	<ul style="list-style-type: none"> • Chalk and charcoal fish studies • Enlarged fish design • Watercolours and oil pastels 	<ul style="list-style-type: none"> • Using a viewfinder to zoom in on an interesting section • Enlarged observational studies • Blending chalk pastels
Covid-19 Equipment/Resources	<ul style="list-style-type: none"> • Oil pastels – 1 set of pastels between 2. Sets to be labelled and remain in bubbles. These will be redistributed to the same pairs of children each lesson. 72 hour resting period after project is completed. • Watercolours – 1 set of watercolours between 2. Sets to be washed and sanitised after use. • Water pots – 1 pot between 2. Washed and sanitised after use. • Brushes - Individual use. Washed and sanitised after use. • Coloured pencils – Individual sets in classroom packs 	<ul style="list-style-type: none"> • Chalk pastels – 1 bag of mixed colours between 2. Bags to be labelled and remain in bubbles. These will be redistributed to the same pairs of children each lesson. 72 hour resting period after project is completed.

Year 3		
	Autumn 1 Fossils	Autumn 2 Hundertwasser architecture
What is the project about?	Creating repeat patterns using imagery on Fossils.	Colour studies of architectural buildings in the style of Friedensreich Hundertwasser.
What is the Knowledge?	<ul style="list-style-type: none"> • What are fossils? • Shapes and colours of fossils • Repeat pattern and mirror image 	<ul style="list-style-type: none"> • What is architecture? • Artist Hundertwasser's bold use of colour and pattern
What are the skills?	<ul style="list-style-type: none"> • Research studies on fossils • Enlarged sections in chalk and charcoal • Repeat patterns in simple repeat or mirror image using felt pens and colouring pencils. 	<ul style="list-style-type: none"> • Creating studies of different types of architecture • Enlarging chosen study and then using pattern with oil pastels in the style of Hundertwasser. • Use of bold contrasting watercolours to work into the background shapes.
Covid-19 Equipment/Resources	<ul style="list-style-type: none"> • Coloured pencils – Individual sets in classroom packs • Chalk and charcoal – Individual use. • Felts – 1 set of felts between 2. Sets to be labelled and remain in bubbles. These will be redistributed to the same pairs of children each lesson. 72 hour resting period after project is completed. 	<ul style="list-style-type: none"> • Oil pastels – 1 set of pastels between 2. Sets to be labelled and remain in bubbles. These will be redistributed to the same pairs of children each lesson. 72 hour resting period after project is completed. • Watercolours – 1 set of watercolours between 2. Sets to be washed and sanitised after use. • Water pots – 1 pot between 2. Washed and sanitised after use. • Brushes - Individual use. Washed and sanitised after use. • Coloured pencils – Individual sets in classroom packs

Year 4		
	Autumn 1 Greek Repeat pattern	Autumn 2 Natural Forms
What is the project about?	Drawings of Greek artefacts that develop into repeat patterns.	Abstract paintings of natural forms in the style of Marcia Baldwin.
What is the Knowledge?	<ul style="list-style-type: none"> • What is an artefact? • Why is an artefact important? • Building on prior knowledge about what is a repeat pattern. Simple repeat, mirror image and rotation repeat. 	<ul style="list-style-type: none"> • The contemporary artist Marcia Baldwin's use of bold, abstract colour to paint natural forms. • What is tone? • What does abstract mean in Art?
What are the skills?	<ul style="list-style-type: none"> • Studies of artefacts using tone/coloured pencils • Selecting an area of interest • Building on prior skills by adding rotation repeat to children's learning. 	<ul style="list-style-type: none"> • Observational studies of natural forms in pencil. • Working from tonal photos to create a chalk and charcoal study. • Enlarged paintings of these objects using the colour range checklist to create abstract colour combinations. • Blending these paints together.
Covid-19 Equipment/Resources	<ul style="list-style-type: none"> • Coloured pencils – Individual sets in classroom packs • Fine liners– Individual use. • Felts – 1 set of felts between 2. Sets to be labelled and remain in bubbles. These will be redistributed to the same pairs of children each lesson. 72 hour resting period after project is completed. 	<ul style="list-style-type: none"> • Drawing pencils- Individual use • Chalk and charcoal – Individual use • Paints – 1 palette between 2 and paints distributed by teacher using gloves. • Water pots – 1 pot between 2. Washed and sanitised after use. • Brushes - Individual use. Washed and sanitised after use. • Oil pastels – 1 set of pastels between 2. Sets to be labelled and remain in bubbles. These will be redistributed to the same pairs of children each lesson. 72 hour resting period after project is completed.

Year 5		
	Autumn 1 Aerial Views	Autumn 2 Anglo Saxon Swords and Shields mixed media 2D
What is the project about?	Oil pastel pieces of table arrangements from an aerial perspective.	Anglo Saxon swords and shield designs using mixed media.
What is the Knowledge?	<ul style="list-style-type: none"> • Photographer Yann Arthus Bertrand's aerial shots. • Things look different from above • Colour range checklist 	<ul style="list-style-type: none"> • Initial studies that record the type of weapons that were used in Anglo Saxon times. • What is mixed media?
What are the skills?	<ul style="list-style-type: none"> • Observational drawing using a viewfinder • Blending oil pastels using the colour chart 	<ul style="list-style-type: none"> • How to create a design from initial research studies. • How to develop these designs into a large scale mixed media piece.
Covid-19 Equipment/Resources	<ul style="list-style-type: none"> • Drawing pencils – Individual use • Oil pastels – 1 set of pastels between 2. Sets to be labelled and remain in bubbles. These will be redistributed to the same pairs of children each lesson. 72 hour resting period after project is completed. 	<ul style="list-style-type: none"> • Drawing pencils – Individual use • Paints – 1 palette between 2 and paints distributed by teacher using gloves. • Water pots – 1 pot between 2. Washed and sanitised after use. • Brushes – Individual use. Washed and sanitised after use. • Prit sticks – Individual use in classroom packs • Collage/tissue paper- 1 bag of collage between 2. Bags to be labelled and remain in bubbles. These will be redistributed to the same pairs of children each lesson.

Year 6		
	Autumn 1 Animal Eyes	Autumn 2 WW1 Silhouettes
What is the project about?	Close up shots of animal eyes showing texture	Creating a silhouette image of a WW1 soldier to remember the memory of those who fought in the war.
What is the Knowledge?	<ul style="list-style-type: none"> • What is tone? • What is texture? • How do we achieve this with oil pastels? (Smooth, furry, bumpy) 	<ul style="list-style-type: none"> • What is the 'There but not there' campaign all about? • What is a silhouette? • What is tone? • To know that different tones can be created when blending coloured chalk pastels.
What are the skills?	<ul style="list-style-type: none"> • Initial studies of animal eyes using graphite sticks and pencils to achieve textures and tones. • Enlarging animal eyes • Experimenting with different techniques using oil pastels to achieve texture; layering, blending. • Applying this learning to the final piece. 	<ul style="list-style-type: none"> • Initial studies on WW1 soldiers to research the shapes and positions of the figure. • Adding tonal blending to the drawings. • Enlarging the outlines onto A4 and blocking in with black to create a silhouette. • Creating a sunset background using coloured chalks
Covid-19 Equipment/Resources	<ul style="list-style-type: none"> • Drawing pencils - Individual use • Oil pastels - 1 set of pastels between 2. Sets to be labelled and remain in bubbles. These will be redistributed to the same pairs of children each lesson. 72 hour resting period after project is completed. 	<ul style="list-style-type: none"> • Drawing pencils - Individual use • Black paint - 1 palette between 2 and paint distributed by teacher using gloves. • Water pots - 1 pot between 2. Washed and sanitised after use. • Brushes - Individual use. Washed and sanitised after use. • Chalk pastels - 1 bag of mixed colours between 2. Bags to be labelled and remain in bubbles. These will be redistributed to the same pairs of children each lesson. 72 hour resting period after project is completed. • Scissors - Individual use. Scissors in classroom packs.