

Year 1		
	SPRING 1	SPRING 2
	<b>Pop Art Toys</b>	<b>Castles</b>
<i>What is the project about?</i>	To create a repeat pattern on the theme of everyday objects in the style of Pop art.	Creating an enlarged chalk piece on castles in the style of Paul Klee.
<i>What is the Knowledge?</i>	<ul style="list-style-type: none"> <li>• What type of objects do we use every day?</li> <li>• What is a repeat pattern?</li> <li>• Learning about the Pop art style and looking at Andy Warhol's use of repeated pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about the different shapes and designs of British castles.</li> <li>• What is tone?</li> <li>• Looking at the artist Paul Klee and his use of geometric shapes in 'Castle and the sun.'</li> </ul>
<i>What are the skills?</i>	<ul style="list-style-type: none"> <li>• Observational drawing of toys as an everyday object.</li> <li>• Drawings from research sheets to create a design.</li> <li>• Tracing skills to make a repeat shape.</li> <li>• Use of opaque oil pastels in contrasting colours in the style of Warhol.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial studies of British castles looking at shapes and filling the page space</li> <li>• Use of black and white chalk to create light and dark tones.</li> <li>• Enlarging the chosen castle shape onto A3 scale sugar paper.</li> <li>• Using a ruler to divide the main shape into geometric shapes in the style of Paul Klee.</li> <li>• Use of chalk pastels to create contrasting colours in the style of Paul Klee.</li> </ul>
Year 2		
	SPRING 1	SPRING 2
	<b>Tropical Fruit</b>	<b>Botanical Gardens</b>
<i>What is the project about?</i>	Mixed media large scale fruit pieces	Flower studies in the style of Georgia O'Keefe
<i>What is the Knowledge?</i>	<ul style="list-style-type: none"> <li>• Fruit look different when cut open, why?</li> <li>• Colours, patterns and textures inside a piece of fruit.</li> <li>• Using a colour chart</li> <li>• Eileen Downes collage artist</li> </ul>	<ul style="list-style-type: none"> <li>• Georgia O'Keefe <b>blended</b> colours and used shapes that <b>fill</b> the page space.</li> <li>• Different techniques are needed to blend different media.</li> <li>• Following a colour chart using colours that blend easily.</li> </ul>
<i>What are the skills?</i>	<ul style="list-style-type: none"> <li>• Observational studies of fruit cross sections</li> <li>• Enlarged drawings of fruit</li> <li>• Painting the base colours</li> <li>• Oil pastels</li> <li>• Tissue paper collage</li> </ul>	<ul style="list-style-type: none"> <li>• Observational studies from flowers</li> <li>• Research studies from Kew gardens.</li> <li>• Enlarging chosen study for final piece</li> <li>• Chalk pastel or oil pastel blending.</li> </ul>

Year 3		
	SPRING 1	SPRING 2
	<b>Endangered Animals</b>	<b>Matisse Still Life</b>
<i>What is the project about?</i>	Oil pastel textural studies based on endangered animals.	Creating a still life piece based on plants in the style of Matisse.
<i>What is the Knowledge?</i>	<ul style="list-style-type: none"> <li>Learning about which animals are endangered and why.</li> <li>What does the word extinct mean?</li> <li>What is tone?</li> <li>What is texture?</li> <li>You can create different textures by using different marks.</li> </ul>	<ul style="list-style-type: none"> <li>What is Still life?</li> <li>What does it mean to draw from observation?</li> <li>What is an ellipse?</li> <li>Looking at the artist Henri Matisse and his use of colour and pattern.</li> <li>What are complimentary colours?</li> <li>What does the word opaque mean?</li> </ul>
<i>What are the skills?</i>	<ul style="list-style-type: none"> <li>Initial studies of animals using pencils and graphite sticks to create tones and textures</li> <li>Enlarging the animal to fill an A3 page.</li> <li>Experimenting with laying oil pastels and using different marks to create tones and textures.</li> <li>Transferring these skills onto the final pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Initial observational studies of plants using graphite and white paint; (scoring, overlaying, scratching)</li> <li>Enlarging the outline onto A3 scale and tracing patterns into the background in the style of Matisse.</li> <li>Selecting complimentary colours to complete the piece using pastels.</li> </ul>

Year 4		
	SPRING 1	SPRING 2
	<b>Roman Coins</b>	<b>African Masks</b>
<i>What is the project about?</i>	3D card relief pieces of Roman coins	Creating African relief masks using mod rock, paper Mache, card and string.
<i>What is the Knowledge?</i>	<ul style="list-style-type: none"> <li>Who was Julius Caesar?</li> <li>What is a profile shot?</li> <li>Understanding of different techniques to create textures and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>What is the purpose of African masks?</li> <li>What are they made from?</li> </ul>
<i>What are the skills?</i>	<ul style="list-style-type: none"> <li>Drawing a profile shot of Caesar</li> <li>Card relief techniques</li> <li>String, straws and split peas techniques</li> <li>Modrock textures</li> <li>Painting</li> </ul>	<ul style="list-style-type: none"> <li>Key ideas about African masks</li> <li>White paint and graphite studies</li> <li>3D constructions using mod rock, card, paper Mache and string.</li> </ul>

Year 5		
SPRING 1	SPRING 2	
Aboriginal Insects	Rivers	
<b>What is the project about?</b>	A4 paintings of insects in the style of Aboriginal Art.	A collage piece based on the Rivers
<b>What is the Knowledge?</b>	<ul style="list-style-type: none"> <li>Learning about the style of Aboriginal Art; colours, patterns and shapes.</li> <li>Learning about the meaning behind the works</li> <li>Research studies on insects</li> </ul>	<ul style="list-style-type: none"> <li>What types of wildlife live in freshwater rivers?</li> <li>What is collage?</li> <li>Looking at Mark Herald's water themed collage pieces.</li> <li>Different marks and textures can be created using a variety of tools and paint.</li> <li>Wax and salt resist inks to create interesting patterns and textures.</li> </ul>
<b>What are the skills?</b>	<ul style="list-style-type: none"> <li>Studies of Aboriginal patterns.</li> <li>Insect studies using Ink and water wash</li> <li>Designs using the Aboriginal style.</li> <li>Oil pastel outlines and painted dots.</li> <li>Watercolour blending</li> <li>Aboriginal painted dots using the <b>end of a brush</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Initial studies on themes.</li> <li>Experimenting with mark making and creating paper surfaces using toothbrushes, sponges, brushes and paint.</li> <li>Using these surfaces for collage in the style of Mark Herald.</li> <li>Creating wax and salt resist backgrounds.</li> </ul>

Year 6		
SPRING 1	SPRING 2	
Islamic Prints	Negative Space	
<b>What is the project about?</b>	Creating a repeat print based on Islamic patterns on a blended colour background.	Black and white positive and negative space images, based on climate change and Olafur Eliasson.
<b>What is the Knowledge?</b>	<ul style="list-style-type: none"> <li>What is Islamic art about?</li> <li>Islamic art uses geometric shapes</li> <li>How does a viewfinder work?</li> <li>What is a repeat pattern?</li> <li>Which colours blend well together?</li> </ul>	<ul style="list-style-type: none"> <li>Artist Olafur Eliasson and his exhibition at the Tate Modern on Climate change and use of negative space.</li> <li>What is Climate change?</li> <li>What is negative space?</li> </ul>
<b>What are the skills?</b>	<ul style="list-style-type: none"> <li>Initial geometric designs in an A6 scale box from Islamic research sheets.</li> <li>Engraving into Poly block tiles ready for printing.</li> <li>Preparing the backing paper by blending colours using paint.</li> <li>Creating a repeat pattern using printing in the style of Islamic art.</li> </ul>	<ul style="list-style-type: none"> <li>Initial research studies on deforestation, pollution, melting ice caps and the decline of the coral reef.</li> <li>Drawing and cutting shapes from black paper to represent the negative space/void these objects leave once they have gone from our planet.</li> </ul>