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|  | Autumn Term 1 or 2 | Spring Term 1 or 2 | Summer Term 1 or 2 |
| **Key Stage 1** |  |
| **vocabulary** | See Liverpool School Improvement Making Words Matter document |
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Y1 | **Penguins Possums and Pigs** Drawing, painting, **3 D clay****Outcome:** Claymation Animal Models**Suggested Artist:** Nick ArdmanOutline of Lessons1. Explore Nick Park’s Claymation and sketches
2. Observational drawings of different animals. Look at tone - the light and dark.
3. Sketching animals and exploring different lines.
4. Explore adding colour to sketches – Colour wheel
5. Experiment with clay – look at how to join, roll and mould it. Look at form and creating 3D sculptures.
6. Design final piece
7. Make
 | **Family Album – UK** Drawing& Painting **Outcome:** Self Portrait**Suggested Artist:** Van Gogh, Modigiani, Kathe Kollwitz Outline of Lessons1. Explore the composition of how to create a self portrait
2. Explore Kathe Kollwitz charcoal drawings.
3. Look at charcoal techniques – explore how to make different lines.
4. Attempt part of a self-portrait using charcoal – focus on light and dark.
5. Explore Picasso – warm and cold colours. Explore colour wheel and colour mixing.
6. Draw part of a self-portrait experimenting with colours – choosing cold or warm colours.
7. Design a self portrait – what medium are they going to use? What technique? What colours are they going to use?
8. Make A4 self-portraits on selected medium.
 | **Growth and Green Fingers**Drawing, Painting & Printing**Outcome**: still life Flower & Fruit**Suggested Artist:** Monet/O’Keefe. Outline of Lessons1. Explore Georgia O’Keefe paintings of flowers.
2. Shape - explore shape of leaves. Take rubbings of different types of leaves, start with using black crayon only then moving on to adding colour.
3. Pattern and Printing - Using the leaves and plasticine roll a leaf onto plasticine and then peel it off this should leave an imprint of the leaf. Use an inkpad and press the plasticine onto paper. Explore different shape leaves, colour and pattern.
4. Tone – Using a variety of real leaves and printed out leaves children to use their view finder and pick a section they want to draw. Focus on the light and dark.
5. Explore different types of lines – Warm up create a continuous line drawing of a leaf. Use the leaf rubbings and their tonal drawing and experiment with different types of lines. Use different types of black pens with different thickness of nibs.
6. Colour – Remind children of the colours Georgia O’keeffe used in her paintings. Explore the colour wheel - children can explore paint and thicknesses of paint brushes. Explore oil pastels too.
7. Final piece – use black pens for the outline of their leaf. Add colour sticking to two or three colours (children’s choice) thinking carefully of using complimentary colour or contrasting.
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| Y 2 | **Place where I live –**Drawing & **Printing****Outcome:** Cityscapes using found objects with interesting textures or local area.Outline of Lessons1. Look at art work by William Morris, one of the most influential designers of the 19th century, most famous for his patterned wallpaper designs. His other work included stained glass windows, tiles and tapestries.
2. Make observational drawings using an Ariel map of the school grounds (sketching pencils). Focus on one aspect of school ground – the red flower.
3. Colour wheel, hot and cold colours. Discuss colour choices for print and background.

Using pastels, children will experiment with finding colours on the colour wheel that complement each other (opposite colours). Children annotate examples. Print – Children to draw their sketch onto polystyrene. Choose what colours they want for their background (different colours to experiment.)  Children use rollers and paint to print image repeatedly. Print design onto card  using the colours they have chosen during colour wheel activity.1. Patterns format – in the style of William Morris. Plan and discuss ways image can be translated or rotated and repeatedly printed. Children experiment with making different patterns.

Think about repetitive patterns like Morris. 1. To be printed into books.
2. Design – children choose the 2 colours they want to use for their print (one for card and one for paint).

Practise chosen design in book.Final stage, children print onto card. 1. Evaluate.
 | **Farm Shop** Drawing, Painting , printing**Outcome; Fruit and Vegetables** **Artist** Cezanne apples, Renoir Onions ,Lynn Flavell – printingOutline of Lessons1. Research the work of Cezanne (still life fruit) –

Looking at a variety of art pieces, discuss how they have used colour and shape. Look at drawings and begin to discuss the use of shadows and use of light/dark.Annotate pieces of art work in their sketch book, commenting on colours used (primary and secondary; hot and cold colours), light and dark, use of shadows. 1. Sketch – experimenting with some of the visual elements:
2. Shape: Using sketching pencils, children will concentrate on 3 of the fruits of different shapes (orange, banana, pear) one at a time.
3. Colour: In sketch pads, children will look at tomato, avocado and pear, experimenting with colour, using colour wheel to support (coloured pencil).

 Identify what they might develop in their future work. 1. Drawing for a sustained period of time from real objects, including single and grouped object. Chn will create a piece of art inspired by another artist’s work (Cezanne).

Initially chn will focus just on the shape of the fruit/veg they are drawing, as this will be in pencil.1. Mix paint to create all the secondary colours.

Mix and match colours, predict outcomes. Mix their own brown. Make tints by adding white. Make tones by adding black. Talk to the children about the colours they want to use, encourage them to make notes in their sketch book, to evidence, well thought out use of colour. Chn to paint their picture*GD CHALLENGE: Independently and consistently predict, mix and use their own colours when painting.*1. Keep notes in their sketch books as to how they have changed their work, as they have progressed through the stages.

Using these notes, children will evaluate their painting. **What went well? What are they particularly pleased with? What didn’t go to plan? How will thy overcome this next time? What will they change next time?** 1. Celebrate art work as a class,
 | **Buckets & Spades**Drawing, Digital Media , Collage T**extiles****Outcome:** Seaside Collage**Artist**: Jayne HusskinsonOutline of Lessons1. Research how the seaside has changed over the years (link with History topic.) What’s the same? What’s different? Comment on colour/black and white.
2. Look at artist, Hannah Hoch - most famous work, a collage of newspaper clippings, which challenges the racist and sexist codes upholding Weimar Germany. Throughout her career, Höch would challenge the place of women in twentieth century Germany. She drew together fashion magazines, illustrated journals and photography to link art to the everyday modern life.
3. Give chn parts of a few different pictures – this will be their practise in their sketch book.

Model how to do this, so chn are clear about what the collage needs to show - what part of the picture shows what the seaside was like? Encourage children to think about the layout, how each piece is carefully thought out, considering shape and pattern. Do any pieces need to over lapped?Chn annotate collage in sketch book, explaining what they did that was good and how their work can be improved. 1. Give chn a variety of pictures from those used in the research stage. Chn to cut and tear paper in preparation for their collage.

Chn to do their final piece on card to be displayed. 1. Children evaluate their work
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| **KEY STAGE 2****Key Learning** |  |
| **Vocabulary** | See Liverpool School Improvement Making Words Matter document |
| Y 3 | **There’s no place like home** **(stand alone)**Drawing, PaintingColour MixingOutcomes: **landscapes****Artist Link:** Monet, Van GoghOutline of Lessons1. Explore Monet artwork
2. Colour Wheel
3. Tints and Hues
4. Create our own landscape
5. Final piece
6. Evaluate

**AUTUMN 2 -** Healthy Humans - DrawingArtist: Wendy Blackwell1. Explore Wendy Blackwell
2. Drawing of different fruits using Wendy as inspiration
3. Explore different methods of shading
4. Explore different uses of colour
5. Design final piece
6. Final piece and evaluate.
 | **Rock & Roll**Drawing & Painting, **Printing****Outcome:** Cave painting**Artist**: Eric Hill, William Morris, Robert Hooke (palaeontologist)Outline of Lessons1. Explore William Morris art in sketch pads
2. Draw different types of flowers/birds
3. Explore colours that we will use
4. Have a go at creating a stencil and practice using them – thinking about two stencils that will match
5. Evaluate and change our ideas
6. Final piece and evaluate
 | **What the Romans Did?**Mosaic**,** Drawing & Painting, Digital Art**Artist:** House of Livia, frescoed wall Work of Contemporary crafts peopleEmma Biggs, Gaudi**Optional The Iron Man Artist link:** Anthony GormleyOutline of Lessons1. Explore Emma Biggs artwork
2. Explore Roman artwork
3. Design our own mosaic design with Roman influences
4. Practice using different methods to create mosaic
5. Create mosaic
6. Evaluate

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| Y4 | **The Great Plague**Drawing , Painting and **Printing**Jacobean **Artists:** Damien Hurst and Escher1. Shapes-sketching of shapes
2. Tint and tones/shading (using different grades of pencil)
3. Gather lesson – evaluating the work of other artists
4. Practice piece
5. Final piece
6. Evaluation lesson
 | **The Art of Food**Drawing & Painting, **3D sculpture****Artist:** Renoirs onions or Cezanne’s apples1. Gather lesson – evaluating the work of Paul Cezanne
2. Shading techniques
3. Composition/practice practice piece
4. Colour mixing
5. Final piece
6. evaluation lesson
 | **Water, Water Everywhere** Painting, drawing (seascape- painting with texture)**Artist:** Hokusai, MonetVisit to Lady Lever Gallery1. WOW Lady Lever Art gallery
2. Gather Lesson – evaluate work of Hokussai , Monet and Constable
3. Observational drawings using photography of dramatic water images such as waterfalls, floods, waves and or droplets. Use whole composition to zoom in on an area of water
4. 3D effects- through techniques such as smudging and Charcoal and chalk, mod Rock , collage
5. Practice Piece
6. Final Piece
7. Evaluation
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| Y 5 | **Earthlings**Art – Drawing/Painting/ Digital Art**Oucome:** abstract painting planet surface inc textures.**Artists:** Jackson Pollock, Kadinsky, Miro and Rothko**Outline of Lessons**1. Research Lucien Rudaux and his observations and space painting
2. Experiment with colour mixing to create different shades of colour inspired by Rothko
3. Experiment with different paint application and patterns inspired by Jackson Pollock
4. Evaluate experiments and create background for final piece
5. create planets suing techniques we have observed
6. Evaluate the final piece
 | **A united Kingdom - Anglo Saxons****Outcome** - designs inspired by designs and colour schemes of the time and also including an embossed sheet metal design**Artists- Historical artefacts****Outline of Lessons**1. Study of Anglo Saxon shield design and construction – how were the shields created and why?
2. research Anglo Saxon Colour schemes and designs
3. Create 1stDraftof a shield
4. evaluate
5. create final design/ construct shield and paint base
6. paint final design and emboss central boss

**Faster, Higher Stronger**Drawing & painting , Digital art, **3D human Sculpture****Artists:** Ancient Greek sculptures and possibly Alberto Giacometti or Patricia Coates1. Research Alberto Giacometti and his work on human sculptures
2. Study sculpting techniques and the process of creating human sculptures/ sketch a design for your own sculpture
3. Create skeleton for the final piece using wire
4. Create the sculpture around the skeleton
5. Paint the sculpture
6. Evaluate the final piece
 | **Amazon Adventure**Painting and drawing, Printing**Outcome:** Tropical paint pictures**Artist:** Henri Rousseau, Ruth Daniels – understanding in geography and rainforest of SA to be confirmed |
| Y 6 | **Survival-** Drawing and Painting, Digital art**Outcome:** Painting of Animals hidden in background- camouflageSewing – Freedom QuiltsOutline of LessonsIntroduction- Investigate Camouflage Pictures of animalsObserve examples of animals camouflaging, annotate, collect ideas2. Explore Textures- collect leaves and materials. Use sketchbooks to experiment with colour; pencils, pastels.3. Explore how artists create texture when sketching barks of trees. 4. Sketch moths. Experiment with patterns and different tones when shading. 5. Sketch moths onto the barks of trees and experiment with camouflage. 1. Sketch our final pictures. Add watercolours to our final pieces.

Sewing1. Explore the role of artists work in different times and cultures.
2. Experimenting with line, colour, patterns and shape- sketch initial ideas.
3. Sketch their designs making changes where needed.
4. Select their materials and begin sewing their chosen felt colour onto the background.
5. Sew the design, adding buttons if needed.
6. Complete their sewing.
 | **London- buildings**Perspective and Digital art **Outcome**-Art inspired by London and Buildings.Focus on perspective. Leads to Digital Art**Artists- Escher****Outline of Lessons**1. Introduction- Appreciation of an artist (M.C Escher)
2. Observe artist work, background, annotate and make notes on artist’s work in sketchbooks.
3. Introduce the concept of perspective- vanishing point.
4. The effect of light on a shape from different directions -tone.
5. Consider background colours, contrasting colours.
6. Apply concept of perspective in own drawings.
7. Create computer generated drawings.
 | **Seaside** **Outcome:** Drawing, Painting , Collage (Mixed Media - drawing and painting skills and then enrich their ideas into a textile (batik)Lowry At the Seaside, Cezanne and HokusaiOutline of lessonsto be confirmed |
|  | ***Liverpool & Slavery–***  | Rugby World Cup |  | ***LONDON*** |  | ***Conservation Project ZOO and Illegal Wildlife trade******Tokyo Olympics*** |  |