Year 3 Autumn Term	**Colour theory** - colour wheel and primary/secondary colours. *Colour changing clay.* **Key elements of Art** - Learning about and applying the seven key elements of art – **colour, shape, form, value, space, line and texture**. Looking at and discussing a wide variety of art/artistic styles. Using sketchbooks to plan work and for resourcing. Taking responsibility for equipment and tools, exploring a range of media (*pencils, pens, watercolours, pastels, clay*) predicting with some accurate colours mixed, reviewing work and making changes. Looking at their use in a variety of international artist's work.
Year 3 Spring Term	**Franz Marc** (German) – Expressionism/Abstract art - Recognise the styles of an artist and their place in history. Working in the style of artist, discussing and evaluating their work (emphasising the use of bold colour) and starting to make informed choices about choice of media. Beginning to combine and mix media (*pencils/watercolours*) and using sketchbooks to resource and plan work **Alma Woodsey Thomas** (African-American) Abstract Art - Recognise the styles of the artist and their place in history. Working in the style of the artist (emphasising use of pattern and colour), produce a multi-coloured collage using coloured paper.
Year 3 Summer Term	**Piet Mondrian** (Dutch) – Abstract art. Recognise the styles of an artist and their place in history. Working in the style of the artist, discussing their work (emphasising primary colour use, De Stijl, Cubism) beginning to combine and mix media - *poster paint/collage*. Using sketchbooks to resource and plan work and make changes. Recap/finish the **Key Elements of Art - colour, shape, form, value, space, line and texture.**

Year4 Autumn Term	**Colour theory** – colour wheel. Primary to secondary colours. *Poster paints.* **Habitats Class Topic -** observational drawing skills. Sketches of animal features and imaginary creatures. Using sketchbooks to resource and plan work and make changes – *Pencils.* **Space/Perspective -** Using more advanced skills for difficult perspective in 'Tunnel/self-portraits' – *pens/pencils/photography.*

Year4 Spring Term	**Arcimboldo** (Italian) - Mannerism. Working in the style of the artist, discussing and evaluating their work and own work. Using *collage* and more advanced cutting skills to produce human portraits from drawn or printed fruit and vegetable images. **Seura**t (French) Pointillism. Working in the style of the artist, evaluating the importance of their work and style (emphasising important effects achieved by pointillism/pure colour). *Pens, pencils, poster paint.*
Year4 Summer Term	**Georgia O'Keeffe** (American) – Modern art. Working in the style of the artist, discussing and evaluating their work and their place in history. Still life observational drawings/accurate studies of flowers/foliage close up – *pencils/watercolours/oil based pastels*. **Barbara Hepworth /Henry Moore** (British) Pinch, slab and coil methods using *clay* **Body Proportion zines** – carousel lesson of various estimating and observational drawing activities concerning human face and body proportions - *pencils*.

Year5 Autumn Term	**Colour Theory** - Primary, secondary and tertiary colours and the relationship between them. *Watercolour paints* **Perspective Zines** – several exercises to show different aspects of space and size, horizon lines, vanishing points in artwork. *Pens, pencils* **Scandinavia Class Topic – Edvard Munch** (Norwegian) Expressionism. Working in the style of the artist, discussing and evaluating their work and own work and starting to make informed choices about choice of media. Self-portraits based on The Scream using *pastels/pencils/watercolours/poster paint/photography*.
Year 5 Spring Term	**Wassily Kandinsky** (Russia) Abstract /Expressionism. Working in the style of the artist, discussing and evaluating their work (emphasising shape/colour/music). Using sketchbooks to resource and plan work and make changes – *Pens, pencils.* **Lois Mailou Jones** (African American) - Working in the style of the artist, evaluating their work (emphasising their position in art history) produce artwork/murals with African imagery using *Sgraftito*.

	Alberto Giacometti (Swiss) Pinch, slab and coil methods using *clay*
Year5 Summer Term	**Henri Matisse** (France) – Fauvism. Working in the style of the artist, evaluating their work (focussing on 'The Cut Outs' and importance of colour) and own work. *Collage* **Roy Lichtenstein** (American) Pop Art. Working in the style of the artist, evaluating the work 'Whaam!' (Focussing on advertising, comics, onomatopoeia, Benday dots) and the art movement's place in history produce a piece of Pop art using *Pens, pencils, oil based pastels, poster paint.*

Year6 Autumn Term	**Colour theory** - Primary, secondary and tertiary colours, adjacent and complementary colours. *Watercolours paints* **Vikings Class Topic** – accurate observational drawings of Viking boat figureheads – C*harcoal, metallic crayons*. **Park Project Class D&T Topic**– Graffiti. Looking at/evaluating/working in the style of graffiti (& reverse graffiti) artists (Fairey, Banksy etc.). Using sketchbooks to resource and plan work and make changes – *Pens, pencils.*
Year 6 Spring Term	**Victorians Class Topic** - Making Thaumatropes - Optical toys/persistence of vision. *Pencils, card, pens, string.* **William Morris** (England) Arts and Crafts Movement. Working in the distinctive style of the artist, discussing and evaluating their work (emphasising the importance of skill, beauty, nature) create a repeating pattern in the artist's decorative style. Using sketchbooks to resource and plan work and make changes and to make informed choices about choice of media. *Pencils, pens, watercolour paints.* **Body Proportion zines** – Carousel lesson of various estimating and observational drawing activities recapping human face and body proportions - *pencils*.

Year6 Summer Term	**Frank Gehry -** (Canadian/American) – Modern architecture. Using sketchbooks to resource and plan work and look at modern architecture (emphasis on skyline, shape, Deconstructivism) - *Watercolours, pencils, metallic pens, collage*. **Gustav Klimt** (Austria) Art Nouveau (Symbolism). Working in the style of the artist, discussing and evaluating their highly decorative work (emphasising the importance of beauty and style over realism) - *collage, metallic pens, metallic paints.* **Perspective Zines** – several exercises to recap different aspects of space and size, horizon lines, vanishing points in artwork. *Pens, pencils*