

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Topic Heading</b>	<b>How did London burn?</b>	<b>How can we stay healthy?</b>	<b>What lives under the ocean? How does your garden grow?</b>
<p><b>Programme of Study</b></p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Focus artists: Historical paintings</p> <p>Children to observe the historical paintings of the Great Fire of London and to identify different tones and colours used within the paintings.</p> <p>Children to experiment with mixing colours to match to tones – Sketch book work.</p> <p>Children to explore the effects of how to create different thickness of colours by adding water – Sketch book work.</p> <p>Children to explore different techniques with charcoal to create flumes of smoke: spiraling, swirling, dabbing.</p> <p>Task: Children to create their own Great Fire of London painting using different thicknesses of paint, different brush strokes and different brush types.</p> <p>Children to create fire related images using natural and man-made</p>	<p>Focus artists: Giuseppe Arcimboldo</p> <p>Children to observe the artwork of Giuseppe Arcimboldo.</p> <p>Children to experiment with assembling different fruits/vegetables to create different portraits based on the work of the above.</p> <p>Children to explore different food shapes, colours and match using wax crayons to create different tones of the same colour.</p> <p>Children to explore using enlarges food shapes to create shading pallets.</p> <p>Children to explore bold and soft colours in terms of creating different tones within the food pallets (as above).</p> <p>Children to explore using different thickness of felt tip pens for shading and creating line thickness.</p> <p>Children to create actual</p>	<p>Focus artists: Michelle Lougee (Modern Sculptress - Linked to conservation of the seas)</p> <p>Children to observe the artwork of Michelle Lougee.</p> <p>Children to explore different materials, both natural and man-made, and their properties in terms of flexibility, texture and shape.</p> <p>Children explore using a range of recycled materials, exploring how they can be joined to create different sea animals or sea life.</p> <p>Children to use sketch book to draw outlines of materials and look at how they can be joined to create a whole image. (Children recapping previous two terms work/skills)</p> <p>Children to colour their drawing of their sea creature having shown outline, features and texture.</p> <p>Task: To create a 3D structure, based on their drawings and experimentation of their sea</p>

	<p>materials so as to create bonfire pictures.</p> <p>Children to paint materials appropriately to create a collage.</p>	<p>fruit/vegetable portraits and to replicate outlines using pen to show different strengths of feature – Thick felt tip pens for outline, fine felt tip pens for internal features.</p> <p>Task: Children to use pen to create portraits, features and combine wax and pen to create a finished portrait.</p>	<p>creature.</p> <p>Children to paint recycled materials, use various pen techniques and colours to create tones and complete a sea creature.</p>
<b>Language</b>	<p>Different colour and tone names</p> <p>Colour charts</p> <p>Primary and secondary colours</p> <p>Colour sums</p> <p>Mixing</p> <p>Water</p> <p>Fine/Wide brushes</p> <p>Brush strokes: Dabbing, sweeping, stippling</p> <p>Collage</p>	<p>Felt tips</p> <p>Thick/fine</p> <p>Fruit/vegetables names</p> <p>Tone</p> <p>Shading – Bold/soft</p> <p>Features</p> <p>Shape</p> <p>Outline/Internal features</p> <p>Revisit naming body parts (from Year 1)</p>	<p>Names of recycled material</p> <p>Names of colours and tones</p> <p>Descriptions of techniques used to describe joining – tying, gluing, stapling, sellotaping</p> <p>Outline</p> <p>Features and texture</p>
<p><b>Skills/Concepts</b></p> <p><b>Used to identify success criteria</b></p>	<p>Children can control paint and water to mix paint of different thicknesses.</p> <p>Children can load a brush with the correct amount of paint and choose the correct brush size.</p> <p>Children can use different brush types to make different marks: lines, blobs, dots, dashes.</p>	<p>Children using wax crayon can push down to make bold and strong lines and apply less pressure to make soft lines.</p> <p>Children can use different types of pen to make different types of line.</p> <p>Children can use ball-point &amp; felt tip pens to make fine marks.</p>	<p>Children can make a model using natural and man-made materials to show a simple idea or using his/her imagination</p> <p>Children can explain how they are making his/her sculpture.</p>

	Children with pastel/charcoal, he/she make faint, soft lines and apply more pressure to make stronger lines.		
<b>Trips/Visitors/Experience</b>	Staircase House - Create wattle and daub structures. Create fire marks.	Wythenshawe Park	Blue Planet Aquarium
<b>Activity Passport Tasks</b>	Children to collect appropriate natural and man-made materials for their collage on a nature walk.	Visit a local landmark - Wythenshawe Hall	Visit an aquarium