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| Y3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic overview | From Stone to Steel, how did England change? | How would you survive an angry volcanic eruption? (Extreme Earth) | Forces and Magnets | How did the Ancient Romans influence our lives today? | Why are maps so important? (Life in Middleton) | Why did holidaying in Middleton change over the last few centuries? |
|  | Art | D&T  TEXTILES | Art | D&T  FOOD | Art | End of Year Project |
|  | Prehistoric Art  (charcoal, cave drawings) | Cushions | Formal elements  Shape – wire | Eating Seasonally | Craft/Collage | Find a black and white picture of holidaying in Middleton, can they adapt it and use colour to bring it to life? |
| Focus Artist | Carl Giles |  |  |  | Ann Roth |  |
| Link to new curriculum overview | Prehistoric Art – great link for the Stone Ages. | Discussion – would the materials they used for their cushion protect them from the volcano? | Are the wire sculptures they make magnetic?  Static Electricity links nicely to Forces. | What kinds of foods did the Romans eat? | Weaving/ Fabric painting – what kinds of fabrics do they see in their area? |  |
| Y4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic overview | Why are rivers so important? | How do we learn about Ancient Egyptian Civilisations? | Who were the Anglo-Saxons and Scots? | Can you tell the story of the Saxons in Middleton? | The Peak District! | A tale of two cities! Are Manchester and Rome similar? |
|  | Art | D&T  STRUCTURES | Art | D&T  ELECTRICAL SYSTEMS | Art | End of Year Project |
| Objectives still need to be covered:  -Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.  -Use a variety of techniques e.g marbling, silkscreen and+ cold water paste.  -Print of fabrics using tie-dyes or batik. |
| Every Picture Tells a Story  Analysing Artists’ works | Pavillions | Formal elements | Torches | Art & Design Skills |
| Focus Artist | Sokari Douglas Camp  El Anatsui  Fiona Rae |  |  |  | Paul Cezanne |
| Link to new curriculum overview | Final abstract piece – can they create theirs to represent a river? | How does your structure compare to how the Egyptians built their structures? | Develop pattern ideas that could be used for an Anglo Saxon flag. | Would the Saxons have used torches? | Still life – which objects from the Peak District could they use to create a still life drawing? | Sketch a famous building from Rome/Manchester, adapt the same sketch using different techniques. |
| Y5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic overview | Is there anybody out there? Earth & Space | Does greed corrupt? (Fair Trade) | How did Ancient Greece impact the Western World? | Should nations impose their culture on others? (Vikings/Anglo Saxons) | Why do we still want to go to America? | Being Historical Detectives in Victorian Rochdale |
|  | Art | D&T  TEXTILES | Art | Art  D&T  STRUCTURES | Art | End of Year Project |
| Art & Design Skills | Stuffed Toys | Formal elements  House drawing/  Architecture  (Colour, line, shape and form) | Bridges | Every  Picture tells a story  Messages behind Art  Bridges | Objectives still need to cover:  -  ­- Develop skills in using clay including slabs, coils and slips. (Magnets)? |
| Focus Artists |  |  | Friedensreich Hundertwasser (Architect) |  | Banksy |  |
| Link to New Currculum Overview | Could they apply the walking the line technique to the planets/stars? | Lead up to Christmas – making stuffed toys for a gift. | How do today’s houses and structures different from those in Ancient Greece? | Can they build a bridge that would survive a Viking battle? | How do Artist’s messages vary/compare around the world? | -Magnets as a tourist gift for Rochdale? |
| Y6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic Overview | The Wonder of Me | World War 1 | A matter of Life and Death | Early Islamic Civilisation | Why do we need to look after our planet? | |
|  | Art | D&T  TEXTILES | Art | D&T  Food | Art  D&T MECHANISMS | Art |
| Make my voice heard | Waistcoats | Still life | Come Dine with me | Make my Voice Heard (Graffiti) | Art & Design Skills  (Impressionism, zentangles) |
| Focus Artist | Edward Weston (Photographer)  Edvard Munch – ‘The Scream’ |  |  | Edward Hopper | Kathe Kollwitz  Picasso |  |
| Link to new curriculum overview | Expression/emotions | Can you design a waistcoat that would be easy to wear when in battle? | Observing the beauty of everyday objects we come across in life. | What kind of diet did they have in Early Islam? | Where is graffiti found? What can it represent? | Use skills learned to design and create persuasive materials to encourage people to look after the planet. |