

# Whole School Art and Design Overview

	AUTUMN TERM 2	SPRING TERM 2	SUMMER TERM 2	End of Year Art Week
YEAR 3	<b>DRAWING</b> Through the Ages <u>Study of Stone Age CAVE Paintings</u> <u>Outcome: Cave art</u> Media: Chalk Pastels and Charcoal <u>Element focus: LINE &amp; TONE</u>	<b>DRAWING &amp; 3D SCULPTURE</b> Rocks, Relics and Rumbles <u>Study of Giuseppe Fiorelli</u> <u>Outcome: Clay sculpture</u> Media: Sketching Pencils & Clay <u>Element focus: LINE &amp; FORM</u>	<b>TEXTILES</b> Emperors and Empires <u>Study of Roman Military and Civic Textiles</u> <u>Outcome: Textile Roman Standard (mini hanging banner or shield emblem)</u> Media: Fabric, felt, buttons, sequins, fabric glue and card backing. <u>Element focus: TEXTURE &amp; PATTERN</u> <u>Visit: National Gallery - Roman myth paintings</u>	<b>DRAWING and PAINTING</b> <u>Study of Georgia O'Keeffe</u> <u>Outcome: Flower painting</u> Media: Watercolours & Oil pastels <u>Element focus: LINE, SPACE and COLOUR</u>
YEAR 4	<b>DRAWING &amp; PAINTING</b> Invasion <u>Study of Friedensreich Hundertwasser</u> <u>Outcome: Adventure dreamscapes</u> Media: pencil & colouring pencils Marker pens & Oil Pastels <u>Element focus: LINE &amp; COLOUR</u>	<b>DRAWING &amp; PRINTING</b> Misty Mountain, Winding River <u>Study of David Hockney</u> <u>Outcome: Landscape Painting</u> Media: Oil Pastels & Watercolours <u>Element focus: LINE &amp; COLOUR</u>	<b>TEXTILES</b> Ancient Civilisation <u>Study of Pablo Picasso</u> <u>Outcome: Self Portrait in Cubist style</u> Media: Textiles & fabrics <u>Element focus: TEXTURE &amp; PATTERN</u> <u>Visit: National Portrait Gallery</u>	<b>DRAWING and PAINTING</b> <u>Study of Hokusai</u> <u>Outcome: 'The Great Wave'</u> Media: Chalk pastels & Acrylic paints <u>Element focus: LINE, COLOUR and TEXTURE</u>
YEAR 5	<b>3D SCULPTURE</b> Ground Breaking Greeks <u>Study of Greek Art</u> <u>Outcome: 3D Greek Vase</u> Media: Sketching pencils & Clay <u>Element focus: LINE, FORM &amp; SHAPE</u> <u>Visit: British Museum - Greek Vases</u>	<b>DRAWING &amp; PAINTING</b> Investigating Our World <u>Study of Van Gogh</u> <u>Outcome: Observational Painting of flowers</u> Media: Chalk Pastels & Acrylic Paint <u>Element focus: LINE &amp; COLOUR</u>	<b>TEXTILES</b> Off with Her Head! <u>Study of Alma Woodsey Thomas</u> <u>Outcome: Abstract woven artwork</u> Media: Yarn, fabric strips, weaving card/looms <u>Elements focus: TEXTURE &amp; PATTERN</u>	<b>DRAWING and PAINTING</b> <u>Study of Nixiwaka Yawanawa</u> <u>Outcome: Spirit of the Rainforest</u> Media: Oil Pastels & Watercolours <u>Element focus: COLOUR, SPACE and SHAPE</u>
YEAR 6	<b>DRAWING &amp; PAINTING</b> Maafa <u>Study of Kehinde Wiley</u> <u>Outcome: Self Portrait</u> Media: Sketching pencils, Acrylic Paint, Oil pastels and Watercolours <u>Element focus: LINE, TONE &amp; COLOUR</u>	<b>Summer Term 2 - DRAWING</b> Frozen Kingdoms <u>Study of Beatrix Potter, Botanical Artists and Veronica Lamb</u> <u>Outcome: Observational drawing of fruit, vegetables and shells</u> Media: Sketching pencils <u>Element focus: TONE &amp; LINE</u>	<b>DRAWING &amp; PAINTING</b> Britain at War <u>Study of Paul Nash</u> <u>Outcome: Abstract War Art Seascapes &amp; Landscapes</u> Media: Sketching pencils, chalk, charcoal & Oil pastels/paints <u>Element focus: SHADE, TONE &amp; COLOUR</u> <u>Visit: Tate Modern London</u>	<b>TEXTILES</b> <u>Study of Frida Kahlo (focus on symbolism, Mexican identity, flora and fauna)</u> <u>Outcome: Self-portrait with decorative parrot(s)</u> Media: Mixed media – paint, foil, felt, fabrics, beads, embroidery thread, fabric glue and card backing. <u>Element focus: TEXTURE &amp; PATTERN</u>

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BAME Rights Respecting Safeguarding SMSC



	AUTUMN TERM 2	SPRING TERM 2	SUMMER TERM 2	End of Year Art Week
YEAR 3	<p><b>DRAWING</b> Through the Ages <u>Study of Stone Age CAVE Paintings</u> Outcome: Cave art Media: Chalk Pastels and Charcoal Element focus: LINE &amp; TONE</p>	<p><b>DRAWING &amp; 3D SCULPTURE</b> Rocks, Relics and Rumbles <u>Study of Giuseppe Fiorelli</u> Outcome: Clay sculpture Media: Sketching Pencils &amp; Clay Element focus: LINE &amp; FORM</p>	<p><b>TEXTILES</b> Emperors and Empires <u>Study of Roman Military and Civic Textiles</u> Outcome: Textile Roman Standard (mini hanging banner or shield emblem) Media: Fabric, felt, threads, yarn, buttons, sequins, fabric glue and card backing. Element focus: TEXTURE &amp; PATTERN Visit: National Gallery - Roman myth paintings</p>	<p><b>DRAWING and PAINTING</b> Study of <u>Georgia O'Keeffe</u> Outcome: Flower painting Media: Watercolours &amp; Oil pastels Element focus: LINE, SPACE and COLOUR</p>
YEAR 4	<p><b>DRAWING &amp; PRINTING</b> Invasion <u>Study of Friedensreich Hundertwasser</u> Outcome: Polystyrene Tile Media: Poster Paints Element focus: LINE &amp; COLOUR</p>	<p><b>DRAWING &amp; PAINTING</b> Misty Mountain, Winding River <u>Study of David Hockney</u> Outcome: Landscape Painting Media: Oil Pastels &amp; Watercolours Element focus: LINE &amp; COLOUR</p>	<p><b>TEXTILES</b> Ancient Civilisation <u>Study of Pablo Picasso</u> Outcome: Self Portrait in Cubist style Media: Textiles &amp; fabrics Element focus: TEXTURE &amp; PATTERN Visit: National Portrait Gallery</p>	<p><b>DRAWING and PAINTING</b> Study of <u>Hokusai</u> Outcome: 'The Great Wave' Media: Chalk pastels &amp; Acrylic paints Element focus: LINE, COLOUR and TEXTURE</p>
YEAR 5	<p><b>3D SCULPTURE</b> Ground Breaking Greeks <u>Study of Greek Art</u> Outcome: 3D Greek Vase Media: Sketching pencils &amp; Clay Element focus: LINE, FORM &amp; SHAPE Visit: British Museum - Greek Vases</p>	<p><b>DRAWING &amp; PAINTING</b> Investigating Our World <u>Study of Van Gogh</u> Outcome: Observational Painting of flowers Media: Chalk Pastels &amp; Acrylic Paint Element focus: LINE &amp; COLOUR</p>	<p><b>TEXTILES</b> Off with Her Head! <u>Study of Alma Woodsey Thomas</u> Outcome: Abstract woven artwork Media: Yarn, fabric strips, weaving card/looms Elements focus: TEXTURE &amp; PATTERN</p>	<p><b>DRAWING and PAINTING</b> <u>Study of Nixiwaka Yawanawa</u> Outcome: Spirit of the Rainforest Media: Oil Pastels &amp; Watercolours Drawing and painting Element focus: COLOUR, SPACE and SHAPE</p>
YEAR 6	<p><b>DRAWING &amp; PAINTING</b> Maafa <u>Study of Kehinde Wiley</u> Outcome: Self Portrait Media: Sketching pencils, Acrylic Paint, Oil pastels and Watercolours Element focus: LINE, TONE &amp; COLOUR</p>	<p>Summer Term 2 - DRAWING Frozen Kingdoms <u>Study of Beatrix Potter, Botanical Artists and Veronica Lamb</u> Outcome: Observational drawing of fruit, vegetables and shells Media: Sketching pencils Element focus: TONE &amp; LINE</p>	<p><b>DRAWING &amp; PAINTING</b> Britain at War <u>Study of Paul Nash</u> Outcome: Abstract War Art Seascapes &amp; Landscapes Media: Sketching pencils, chalk, charcoal &amp; Oil pastels/paints Element focus: SHADE, TONE &amp; COLOUR Visit: Tate Modern London</p>	<p><b>TEXTILES</b> <u>Study of Frida Kahlo</u> (focus on symbolism, Mexican identity, flora and fauna) Outcome: Self-portrait with decorative parrot(s) Media: Mixed media – paint, foil, felt, fabrics, beads, embroidery thread Element focus: TEXTURE &amp; PATTERN</p>

## Whole School Art and Design Overview

	BAME (Diversity and Representation)	Rights Respecting (UNCRC Articles)	Safeguarding	SMSC (Spiritual, Moral, Social, Cultural)
Year 3		<p><b>Autumn Term 2</b> <i>Study of Stone Age Cave Art</i>            ► Article 31 – Artistic expression</p> <p><b>Spring Term 2</b> <i>Study of Giuseppe Fiorelli</i>            ► Article 30 – Right to practice own culture</p>		<p><b>Spring Term 2</b> <i>Study of Giuseppe Fiorelli</i>            Social understanding through historical art (Pompeii).</p> <p><b>End of Year Art Week</b> <i>Study of O'Keeffe</i>            Cultural appreciation and reflection</p>
Year 4	<p><b>Autumn Term 2</b> <i>Study of Friedensreich Hundertwasser</i>            (Hundertwasser often tackled social and environmental issues; not BAME himself, but his themes touch on justice.)</p>	<p><b>Autumn Term 2</b> <i>Study of Friedensreich Hundertwasser</i>            ► Article 31 – Artistic expression</p> <p><b>Spring Term 2</b> <i>Study of David Hockney</i>            ► Article 30 – Right to practice own culture</p> <p>► Article 31 – Artistic expression</p>	<p><b>Summer Term 2</b> <i>Self-portrait in Cubist style</i>            Identity-focused work encourages body positivity and mental wellbeing</p>	<p><b>Summer Term 2</b> <i>Study of Pablo Picasso</i>            Cultural and spiritual reflection, self-identity.</p> <p><b>End of Year Art Week</b> <i>Study of Hokusai</i>            Cultural appreciation and reflection</p>
Year 5	<p><b>Summer Term 2</b> <i>Study of Alma Woolsey Thomas</i> an African-American artist known for abstract work and as a pioneer among Black female artists.</p> <p><b>End of Year Art Week - Study of Yawanawa</b> an Indigenous Amazonian artist and activist.</p>	<p><b>Autumn Term 2</b> <i>Study of Stone Age Cave Art</i>            ► Article 31 – Artistic expression</p> <p><b>Summer Term 2</b> <i>Study of Alma Thomas</i>            ► Article 30 – Right to practice own culture</p> <p>► Article 31 – Artistic expression</p> <p>► Article 2 – No discrimination</p> <p><b>End of Year Art Week</b> <i>Study of Nixiwaka Yawanawa</i>            ► Article 30 – Right to practice own culture</p>		<p><b>Spring Term 2</b> <i>Study of Van Gogh</i>            Spiritual and emotional reflection, empathy.</p> <p><b>End of Year Art Week</b> <i>Study of Yawanawa</i>            Cultural appreciation and reflection</p>
Year 6	<p><b>Autumn Term 2</b> <i>Study of Kehinde Wiley</i> an African-American artist known for reinterpreting classical portraits with Black subjects.</p> <p><b>Spring Term 2</b> <i>Study of Veronica Lamb</i> an Australian artist</p> <p><b>Summer Term 2</b> <i>Study of Frida Kahlo</i> a Mexican artist celebrated for her cultural identity and work on gender, disability, and national pride</p>	<p><b>Autumn Term 2</b> <i>Study of Kehinde Wiley</i>            ► Article 8 – Right to identity</p> <p>► Article 13 – Freedom of expression</p> <p><b>Summer Term 2</b> <i>Self Portraits with Parrots – Frida Kahlo</i>            ► Article 8 – Right to identity</p> <p>► Article 31 – Right to participate in cultural and artistic life</p> <p><b>Summer Term 2</b> <i>Britain at War</i>            ► Article 38 – Protection and care of children affected by war</p> <p>► Article 13 – Freedom of expression</p> <p>► Article 17 – Access to information</p> <p>► Article 31 – Right to cultural and artistic expression</p>	<p><b>Spring Term 2</b> <i>Self-portrait</i>            Identity-focused work encourages body positivity and mental wellbeing</p> <p><b>Spring Term 2</b> <i>Frozen Kingdoms – Drawing of fruit, vegetables, and shells</i>            Promotes safe learning practices around observation and respect for nature (safeguarding through respect for environment and materials).</p>	<p><b>Spring &amp; Summer Terms</b> <i>Study of Beatrix Potter, Paul Nash</i>            Promotes deep moral/spiritual insight into nature and war.</p> <p><b>End of Year Art Week</b> <i>Study of Kahlo</i>            Cultural appreciation and reflection</p>