

Whole School Art and Design Overview

| | AUTUMN TERM 2 | SPRING TERM 2 | SUMMER TERM 2 | End of Year Art Week |
|---------------|---|---|--|--|
| YEAR 3 | DRAWING Through the Ages <u>Study of Stone Age CAVE Paintings</u> Outcome: Cave art Media: Chalk Pastels and Charcoal Element focus: LINE & TONE | DRAWING & 3D SCULPTURE Rocks, Relics and Rumbles <u>Study of Giuseppe Fiorelli</u> Outcome: Clay sculpture Media: Sketching Pencils & Clay Element focus: LINE & FORM | TEXTILES 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, buttons, sequins, fabric glue and card backing. Element focus: TEXTURE & PATTERN Visit: National Gallery - Roman myth paintings | DRAWING and PAINTING <u>Study of Georgia O'Keeffe</u> Outcome: Flower painting Media: Watercolours & Oil pastels Element focus: LINE, SPACE and COLOUR |
| YEAR 4 | DRAWING & PAINTING Invasion <u>Study of Friedensreich Hundertwasser</u> Outcome: Adventure dreamscapes Media: pencil & colouring pencils Marker pens & Oil Pastels Element focus: LINE & COLOUR | DRAWING & PRINTING Misty Mountain, Winding River <u>Study of David Hockney</u> Outcome: Landscape Painting Media: Oil Pastels & Watercolours Element focus: LINE & COLOUR | TEXTILES Ancient Civilisation <u>Study of Pablo Picasso</u> Outcome: Self Portrait in Cubist style Media: Textiles & fabrics Element focus: TEXTURE & PATTERN Visit: National Portrait Gallery | DRAWING and PAINTING <u>Study of Hokusai</u> Outcome: 'The Great Wave' Media: Chalk pastels & Acrylic paints Element focus: LINE, COLOUR and TEXTURE |
| YEAR 5 | 3D SCULPTURE Ground Breaking Greeks <u>Study of Greek Art</u> Outcome: 3D Greek Vase Media: Sketching pencils & Clay Element focus: LINE, FORM & SHAPE Visit: British Museum - Greek Vases | DRAWING & PAINTING Investigating Our World <u>Study of Van Gogh</u> Outcome: Observational Painting of flowers Media: Chalk Pastels & Acrylic Paint Element focus: LINE & COLOUR | TEXTILES 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 & PATTERN | DRAWING and PAINTING <u>Study of Nixiwaka Yawanawa</u> Outcome: Spirit of the Rainforest Media: Oil Pastels & Watercolours Element focus: COLOUR, SPACE and SHAPE |
| YEAR 6 | DRAWING & PAINTING Maafa <u>Study of Kehinde Wiley</u> Outcome: Self Portrait Media: Sketching pencils, Acrylic Paint, Oil pastels and Watercolours Element focus: LINE, TONE & COLOUR | 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 & LINE | DRAWING & PAINTING Britain at War <u>Study of Paul Nash</u> Outcome: Abstract War Art Seascapes & Landscapes Media: Sketching pencils, chalk, charcoal & Oil pastels/paints Element focus: SHADE, TONE & COLOUR Visit: Tate Modern London | TEXTILES <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, fabric glue and card backing. Element focus: TEXTURE & PATTERN |

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BAME Rights Respecting Safeguarding SMSC



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