

|               | Art Overview   |   |   |
|---------------|--|---|---|
|               | Autumn 1   | Spring 1  | Summer 1  |
| <b>Year 1</b> | Dinosaur eggs<br><i>Sculpture/3D (papier mâché)</i><br><i>Painting</i>   | Self-portrait<br><i>Drawing</i><br><i>Painting</i><br><i>Van Gogh</i>   | Space creatures + spaceship collage<br><i>Drawing</i><br><i>Collage</i><br><i>Salvador Dali</i>   |
| <b>Year 2</b> | Clay bowls<br><i>Sculpture/3D (clay)</i><br><i>Barbara Hepworth</i>  | Charcoal drawing of buildings<br><i>Drawing</i><br><i>David Adjaye</i>  | Printed canvas of minibeasts<br><i>Drawing</i><br><i>Other art techniques (printing)</i><br><i>Georgia O'Keefe</i>  |
| <b>Year 3</b> | Collage of Stone Age and Iron Age artefacts<br><i>Drawing</i><br><i>Collage</i><br><i>Pablo Picasso + Cubism</i> | Roman mosaic clay tiles<br><i>Drawing</i><br><i>Sculpture/3D (clay)</i>   | Painted seascape<br><i>Drawing</i><br><i>Painting</i><br><i>Katsushika Hokusai</i>  |
| <b>Year 4</b> | Viking long boat paintings<br><i>Drawing</i><br><i>Painting</i>  | African fabric collage<br><i>Other art techniques (printing)</i><br><i>Yinka Shonibare</i>                              | Egyptian clay sarcophagus<br><i>Drawing</i><br><i>Sculpture/3D (clay)</i>   |
| <b>Year 5</b> | Elements: circular piece<br><i>Drawing</i><br><i>Other art techniques (batik)</i><br><i>Kandinsky</i>            | Benin Bronzes collage<br><i>Drawing</i><br><i>Painting</i><br><i>Collage</i>  | Anglo-Saxon jewellery<br><i>Drawing</i><br><i>Other art techniques (embossing)</i>  |
| <b>Year 6</b> | Self-portrait<br><i>Drawing</i><br><i>Painting</i><br><i>Jean-Michel Basquiat, Sonia Boyce + Lubaina Himid</i>   | Silhouette painting of war scene<br><i>Drawing</i><br><i>Painting</i><br><i>Klimt + Annie Albers + Roy Lichtenstein</i> | A view from our school window: collaborative collage<br><i>Drawing</i><br><i>Painting</i><br><i>Collage</i><br><i>Seurat + Pointillism OR Monet + Impressionism</i> |

**Whole-School Definition of Art:** Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. (*National Curriculum*)

**Skills:** Across the school we have ensured coverage of the 4 skill areas of:

1. Drawing
2. Painting
3. Sculpture / 3D
4. Collage & other art techniques

See separate progression document for more information.

**Artists, designers, architects, craftspeople – historic and contemporary:** We have looked to include a diverse range of great artists, craft makers and designers, both those from the traditional school of art and more contemporary black artists who represent our school community.