







**Long Term Subject Overview**  
**Art and Design**  
Term 5

- EYFS Educational Programme (expressive arts and design):
- artistic and cultural awareness supports their imagination and creativity.
  - opportunities to engage with the arts
  - explore and play with a wide range of media and materials.

- National Curriculum Expectations:
- To use a range of materials creatively to design and make products
  - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
  - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
  - About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

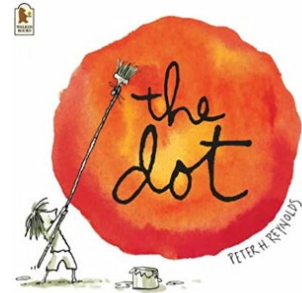
Knowledge	EYFS Dots - painting	Year 1 Fabric- weaving, printmaking, pattern	Year 2 Flowers- Big and Bold
<p><b>Practical</b> <i>Drawing, painting, sculpture Methods, techniques, media</i></p>	<p>Start reading the dot- Vashti thinks she can't draw. But her teacher is sure that she can. She knows that there's creative spirit in everyone, and encourages Vashti to sign the angry dot she makes in frustration on a piece of paper. This act makes Vashti look at herself a little differently, and helps her discover that where there's a dot there's a way...</p> <p>Experimentation with dots- scale, size, paint, pastel, fingers.</p> <p>Create a painting with random dots.</p> <p>What can they draw with dots.</p> <p>Aboriginal art- collaborative piece.</p>  <p>Primary colours</p>	<p>Use materials creatively to make a product.</p> <p>Use ideas from the work of artists and craft makers in my own work.</p> <p>Weave strips of paper and fabric into my loom. Understand tradition of weaving and how it has been used across history and cultures.</p> <p>Use inspiration from artists' work within own.</p> <p><a href="https://www.youtube.com/watch?v=UHqIjwWDbBs">https://www.youtube.com/watch?v=UHqIjwWDbBs</a></p> <p>Design own fabric inspired by learning from patterns and shapes around the world.</p> <p>To explore shape and colour through making Rangoli patterns using different materials.</p> <p>Explore using different shapes and colours to make Rangoli patterns</p> <p><a href="https://matadornetwork.com/read/9-textile-designs-around-world/">https://matadornetwork.com/read/9-textile-designs-around-world/</a></p> <p>Compare Rangoli colours with Alma's. Similarity and difference.</p>  <p>Combine weaving and pattern. Draw pattern over woven paper.</p>	<p><a href="#">Youtube link</a></p> <p>Outcome- Close up large scale painting of a flower. (gross motor)</p> <p>Observational sketching initially images then progress to a range of flowers- enlarge and focus on small part.</p> <p>Sketchbooks- fill page with selected parts of flowers.</p> <p>Progress to A3 paper (painters tape stuck around edges to leave a white border.</p> <p>No pencils allowed! This encourages risk taking.</p> <p>Use a yellow, light pink, or other light colour chalk or oil pastel to draw their flower. Learn to draw a sketch and keep working on the image. This part of the project is just a sketch. It will get covered entirely over.</p> <p>Oil pastels- use many colours and blend them to get light and dark areas like Georgia did. She was always blending her colours, so colours changed gradually.</p>  <p>Tone: light and dark, blending</p>

<b>Substantive Knowledge</b>	To know that everyone can be good at art.	Weaving is a way of joining materials Rangoli patterns are important part of Indian culture, Hinduism Weaving is used for all sorts of purposes.	You can blend colours together. Know the properties of oil pastels. Understand modernism and identify differences in artwork.
<b>Theoretical</b> Artists history of art, including meanings and interpretations.	Yoyi Kusama(1929), Japanese artist. known for her extensive use of polka dots and for her infinity installations. She employed painting, sculpture, performance art, and installations in a variety of styles, including Pop art and Minimalism.	<b>Alma Thomas (1891 – 1978)</b> African American painter known for her mosaic-like paintings. Known as a pioneer of abstraction. exuberant colourful abstract Her focus was on accidental beauty and the abstraction of colour. <b>Rangoli</b>	<b>Georgia O’Keefe</b> 1887- 1986, American among the most influential figures in <a href="#">Modernism</a> , best known for her large-format paintings of natural subjects, especially flowers and bones 
<b>Disciplinary</b> What is art? Traditional, modern, contemporary-period	 <p>Contemporary art</p>	<b>Abstract paintings</b> <b>Expressionist.</b> <b>Rangoli pattern</b>  <p>She Was Inspired By the 1969 Moon Landing. (<a href="#">link History learning</a>) Understand inspiration and how important it is for artists.</p>	<b>Modernism</b> , in the fine arts, a break with the past and the concurrent search for new forms of expression. Modernism fostered a period of experimentation in the arts from the late 19th to the mid-20th century, particularly in the years following World War I. In an era characterized by industrialization.
<b>Vocabulary</b>	Dot circle pattern primary colour	Weave loom abstract race identity Beauty abstraction perception	Petal, industrial challenge experimentation blending

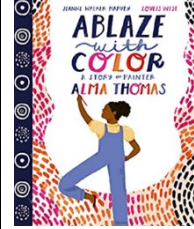
Texts



A clever, quirky book about one of the world's most beloved contemporary artists - written from Kusama's point of view! Yayoi Kusama covers her paintings in hundreds and hundreds of dots. Her dots come off her canvases to cover dresses, tables, walls, and more!



Ablaze with Color: A Story of Painter Alma Thomas



Meet an incredible woman who broke down barriers throughout her whole life and is now known as one of the most preminent painters of the 20th century. Told from the point of view of young Alma Thomas, readers can follow along as she grows into her discovery of the life-changing power of art.

[Meet The Artist: Georgia O'keeffe](#)



Georgia O'Keeffe: Volume 13 - Little People, BIG DREAMS





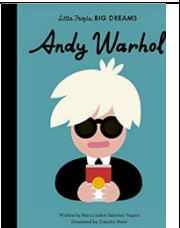
Enhancements

Gallery – invite parents

National Curriculum Expectations:



- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.


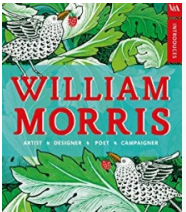
Knowledge	Year 3 Still Life Pop Art	Year 4 Glass that tells a story Stained glass
<p><b>Practical</b> <i>Drawing, painting, sculpture</i> <i>Methods, techniques, media</i></p>	<p>Drawing:</p> <ul style="list-style-type: none"> <li>• Experiment with different grades of pencil and other implements.</li> <li>• Plan, refine and alter their drawings as necessary.</li> <li>• Draw for a sustained period of time at their own level.</li> <li>• Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Using pencil be able to create the illusion of a 3D object.</li> </ul> <p>Draw range of 3D objects: form, tone, shading Cylinder, cube, sphere, pyramid, prism. Sketchbook studies. mark out features and use guide lines for marking out letter size and formation of labels.</p> <p>Draw cans drink, tins soup. Paint a mundane object of their own choice in the style of Pop Art.</p> 	<p>Explore the original purpose of stain glass to create sketch book pages. Look at the work of stain glass artists building to a design and finished stained glass window.</p> <p>Drawing and collage.</p> <ol style="list-style-type: none"> <li>1. Stained glass with acrylic paint and glue. Paint on old glass in frame</li> <li>2. Use wax paper/ tracing paper. Darw design in pencil. Paint on using vibrant colours and glossy, translucent quality. Paint outline with acrylic black.</li> </ol> <p>Chagall Russian 1887-1985</p>  <p>Visit 'All saints church' in Tudeley, Kent which is full of his work. Explore the story behind it. Explore the narrative behind stained-glass for the project. (link Literacy and RE) Compare with Brian Clarke 1953 - to present and then combine learning to make their own piece.</p> <ul style="list-style-type: none"> <li>• Use a variety of source material for their work. Windows, bible illustrations</li> <li>• Work in a sustained and independent way from observation, experience and imagination.</li> <li>• Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape and light.</li> </ul>
<p><b>Substantive knowledge</b></p>	<p>To know that 'fine art' was considered the highest form of art. To know that opinions on art can be varied.</p>	<p>To know that art can tell stories and understand that this was because in the past people that visited church could not read.</p>

<p><b>Theoretical</b> Artists history of art, including meanings and interpretations.</p>	<p>Andy Warhol- Campbells soup cans. 1928-1987 <a href="http://www.tate.org">www.tate.org</a> Pop art movement.</p>	<p>Chagall 1887-1985 Brian Clarke 1953 - to present  Russian British</p>	
<p><b>Disciplinary</b> What is art? Traditional, modern, contemporary- period</p>	<p>Pop art movement- an art movement that emerged in the 1950s. They challenged traditions of fine art by including imagery from popular and mass culture. Used mundane objects. Consider children to link to prior learning and consider why this was controversial. 'Fine art', Valued for its aesthetic, beauty, meaningfulness. 'Good taste' differentiated fine art from popular art. Do pupils agree? What is 'good taste'?</p>	<p>Medieval art- churches were adorned with art to honour God. Functional and decorative- both Egyptians and romans manufactured small coloured glass objects.</p>	
<p><b>Vocabulary</b></p>	<p>Mundane controversial aesthetic</p>	<p>Illuminated medieval narrative</p>	
<p><b>Texts</b></p>	<p>Little Andy was the tiniest and palest child of the Warhols, a humble couple from Slovakia who lived in Pittsburgh. Sketchbook glued to his hand, <b>he loved every minute of drawing</b>, but he was <b>too shy to show his work to others</b>, even to his family!</p>		<p>Through the Window: Views of Marc Chagall's life and Art</p>
<p><b>Enhancements</b></p>		<p>Visit to churches to see artists work first hand – Kent Glass workshop- visit craftsperson that uses glass as a medium. Exhibition of stained glass windows.</p>	

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Knowledge	Year 5 William Morris- printmaking	Year 6 Breaking Traditions
<p><b>Practical</b> <i>Drawing, painting, sculpture</i> <i>Methods, techniques, media</i></p>	<p><b>Outcome:</b> Create a precise repeated pattern and design wallpaper inspired by William Morris</p> <ul style="list-style-type: none"> <li>• Learn about the work of William Morris</li> <li>• Use drawing to collect examples of William Morris' style</li> <li>• Use viewfinders to carry out observational drawings</li> <li>• Use a range of techniques to show light and dark</li> <li>• Explore how to create monoprints</li> <li>• Design own motif inspired by William Morris</li> <li>• Repeat motif to create wallpaper</li> </ul> <p>Sketchbook work- exploring designs, pencil, fine line,</p>  <p>Stencils, trace. Patterns/motifs choice random or matched up to create desired effect. Explore in sketchbook. Close observational drawing in sketchbooks, annotate. Squares of paper with carbon paper already clipped to it. Pictures of techniques can be stuck in and labelled.</p> <p>Link to Victorians and knowledge of time and industry at time.</p>	<p>Exploring the work of Artemisia Gentileschi. A female artist who became an amazing painter despite being shunned - worked incredibly hard and became accepted Compare similarities and differences with Leonardo di Vinci 1452-1519 both from Rome 100 years apart</p>  <p>How has the human form been represented through art? Observational drawing skills/tone/shading/perception/3-dimensional. Link with information about life at this time - different roles in society etc. The way females were viewed and challenges a female artist faced.</p> <p>Outcome create a figure drawing.</p>

<b>Substantive knowledge</b>	To know what a repeated design is To know how to repeat a design to create wallpaper	To know that inequalities existed and opportunities for women historically were different
<b>Theoretical</b> Artists history of art, including meanings and interpretations.	William Morris (24 March 1834 – 3 October 1896) was a revolutionary force in Victorian Britain: his work as an artist, designer, craftsman, writer and socialist dramatically changed the fashions and ideologies of the era.  symmetry/repeated patterns, his use of plants, flowers and things found in the natural world.	Artemisia Gentileschi 1593 1653 Leonardo di Vinci 1452-1519 both from Rome 100 years apart
<b>Disciplinary</b> What is art? Traditional, modern, contemporary- period	<b>Arts and Crafts movement</b> – enduring popularity. Consider why. They were disturbed by mass produced items with little quality. Dedicated to recapturing the spirit and quality of medieval craftsmanship. <b>artist, designer, craftsman</b>	<b>Renaissance</b> , importance of art at the time and a return to classics
<b>Vocabulary</b>	Motif repeated craftsmanship	Renaissance (a revival or renewed interest in something) inequality gender discrimination
<b>Texts</b>	William Morris V & A 	The Renaissance for Kids: A Captivating Guide to a Period in the history of Europe following the middle ages.
<b>Enhancements</b>	Create wallpaper or wrapping paper and sell for enterprise project.	