

Rowley Park Academy

Art and Design Overview

Year group		Autumn (12 wks)		Spring (12wks)		Summer (12wks)
EYFS Cycle 1	THE BIG PICNIC BAKE OFF WELLBEING – CLASS/SCHOOL COMMUNITY	<u>You and Me</u> How can we share our school experiences with our families? EYFS - Big Adventure Picnic	<u>Let's Celebrate</u> How can we create a performance for our families? Hook Pumpkin Party Santa Visit	<u>Let's Visit</u> How can we show our families and friends the places we'd like to visit? Hook Local visit	<u>Ship Ahoy!</u> How can we discover the history and secrets of the sea? Hook Samba Workshop	<u>On Show</u> How can we retell a favourite story to our friends and families? •Hook Puppet Show
		EYFS Cycle 2	<u>You and me</u> How can we share our school experiences with our families? EYFS - Big Adventure Picnic	<u>Let's Celebrate</u> How can we create a performance for our families? Hook Pumpkin Party Santa Visit	<u>Say hello to Community Heroes</u> How can we say thank you to the people that help us? Hook Fire station/visit	<u>It's a Magical World</u> How can we transform an area of our school into a magical world? Hook Lichfield/Cannock chase fairy forest
Children in EYFS will have exposure to resources and teaching opportunities across the EYFS journey to enable them to work towards the early learning goals. These are not mapped across challenge packs as children's interests and child-initiated opportunities directs the learning.						
Year 1/2 Cycle A		<u>Sparks Will Fly</u> How can we teach our families to be safe at home? (History/Art/ICT) Children will create a scene from Great Fire of London (event in History) using their knowledge gained of colour mixing, creating effects from tool/media use and looking at the use of shape and texture (swirls, line use, layering of materials) Artists – JMW Turner, Charles Henry Granger. Hook Visit from the fire station/or to the fire station Outcome Film		<u>Heroes and Villians</u> <i>How can we share the impact of heroes past and present and inspire others to be heroes? (History/PSHE)</i> <i>Children will investigate how heroes are celebrated in the community through sculpture and street Art. Children could then create a class mural of community heroes (display board).</i> Hook Community Visitors/St John's ambulance Outcome Book/Display/show and tell		<u>Buckets, Spades and Umbrellas</u> How can we make a product to use at the beach? (Geography/DT) Children will explore print making with different materials and media, looking at patterns to represent coastal and beach design. This will be linked to the creation of their DT product. Hook In school 'beach day' followed by an end of challenge pack visit to the seaside Outcome Sharing their beach products – having a stand at the Summer Fair.

		Coverage A2.2a, A2.2b, A2.3a, A2.3b, A2.3c	Coverage A2.1a, A2.1b, A2.2b, A2.5b	Coverage A2.3d, A2.4c, A2.3c
Year1/2 Cycle B		<p><u>We Are Family</u> How can we create a gallery of ourselves? (History/Art)</p> <p>Children will explore and create a range of portraits of themselves, others or family (Looking at examples of work of Picasso, Andy Warhol and Frida Kahlo). They will select ideas from these artists and use them in their own way to create a piece of art by selecting appropriate technique, tools and media.</p> <p>Hook Local Artist/Workshop/People in Portraits (Aston Hall)</p> <p>Outcome Gallery</p>	<p><u>Really Rural, Utterly Urban</u> How can we produce a locally sourced traditional breakfast for our family? (Geography/DT - Food)</p> <p>DT based cooking</p> <p>Using their knowledge gained in Geography and understanding of sculpture, children will create a sculpture that would fit into an urban or a rural landscape – joining materials, creating effects and manipulating clay...</p> <p>Hook Essington Fruit Farm/Supermarket Visit/Lower Drayton farm</p> <p>Outcome Breakfast Picnic for family members.</p>	<p><u>Feeling hot, hot, hot or cold, cold, cold!</u> How can we protect animals around the world? (Geography/Art)</p> <p>Children will create a clay-based product to represent their chosen animals/ risk of extinction and take inspiration from South African artist, Esther Mahlangu and Sue Dickinson– studying colour and shape work. Children will also select and use tools and manipulating techniques for a required outcome.</p> <p>Hook Safari Park</p> <p>Outcome Fundraiser/Raise awareness Sponsored animal</p>
		<p>Coverage A2.1a, A2.1b A2.1cA2.1d, A2.2a, A2.5b,</p>	<p>Coverage A2.1b, A2.1a, A2.4a, A2.4b, A2.4c</p>	<p>Coverage A2.1a, A2.1b A2.1d, A2.4a, A2.4b, A2.4c, A2.5b</p>
Year 3/4 Cycle 1		<p><u>Catastrophe!</u> How can we help those affected by natural disaster? (Geography/DT)</p> <p>DT based shelter designs/protective element</p> <p>Hook British Red Cross Introducing Emergencies/ Charity Visit/Freshwater Workshops</p> <p>Outcome Charitable act to support community</p>	<p><u>History Detectives</u> How can we communicate who made the earliest changes to Britain? (History/Art/DT)</p> <p>Children will make a sculpture representation of findings from the Iron Age using a range of materials – sticks, wire, tin foil, tape masking and electrical tapes taking inspiration and techniques from the work of Alberto Giacometti, Antony Gormly and Barbara Hepworth.</p> <p>Hook BMAG Museum</p> <p>Outcome Museum in a box</p>	<p><u>The Toymaker’s Apprentice</u> How can we create a toy to encourage communication between younger children? (History/DT)</p> <p>DT – levers/pulleys</p> <p>Hook Toy Workshop/Childhood Museum</p> <p>Outcome: Toy workshop with their identified class.</p>
		<p>Coverage</p>	<p>Coverage</p>	<p>Coverage</p>

			A3.4a, A3.4c, A3.5a, A3.5b	
Year 3/4 Cycle 2		<p><u>Around the World in 80 Beats</u> How can we represent music from around the world? (Geography/Music/Digital Art/DT)</p> <p>Study the work of Brazilian born, Rodrigo Franzão and techniques used (geometric abstraction, figurative and constructivist art), using learning to create their own textile design (fabric joining and printing) to represent culture of countries studied including geographical and musical influence.</p> <p>Hook Musical Experience</p> <p>Outcome Musical performance</p>	<p><u>Deep Water</u> How can we have a positive impact on our waterways? (Geography/Art)</p> <p>Children will look at the work of Monet, Maggi Hambling and Katsushika Hokusai – relating to waterways and techniques that have been used and investigating using mixed media to create textures and effect. Take inspiration from images and observations of waterways studied.</p> <p>Hook Visit to local waterway Canal Trip</p> <p>Outcome Presentation/communication with the local council about improving local waterways.</p>	<p><u>It's All Greek to Me</u> How can we celebrate the legacies left by significant world civilisations? (History/Sport/Art)</p> <p>Study the ceramic work of Greyson Perry and take inspiration from the autobiographical essence of his work to create a piece of art work communicating the legacy of civilisation studied – focusing a use of lines, shapes and textures.</p> <p>Hook sports stadium/sports event/visiting sports men/women</p> <p>Outcome Sporting Event</p>
		Coverage A3.4a, A3.4b, A3.3c, A3.5a, A3.3d, A3.3e	Coverage A3.1a, A3.1b A3.2a, A3.3a, A3.3b, A3.3c, A3.5a	Coverage A3.1a, A3.1b, A3.2a, A3.5a, A3.2b
Year 5/6 Cycle 1		<p><u>Lest We Forget</u> Can we transform an area of our community through 3 dimensional art so that we remember fallen heroes? (History/Geography)</p> <p>Children will create a sculpture that can be displayed publicly to remember fallen heroes – they will build on prior learning focusing on using a range of tools with and techniques and explore complex shapes and patterns using materials. They will look at a range of remembrance sculptures based on local and national displays (Staffordshire Arboretum, Tower of London remember – blood, sweat, lands and sea of red, older sculptures and more modern day reflections – Knife Angel by Alfie Bradley)</p> <p>Hook</p>	<p><u>The Power of Words - Literature Focus</u> Can we create an ebook to share with a partner school? (Art, English)</p> <p>Children will investigate The power of Art to reflect words and messages looking at the work of artists such of Banksy, Jean Michel, I can't breathe looking at techniques used (street art/graffiti/photographs) They will take inspiration to create their own class or individual message (mural or image).</p> <p>Hook</p>	<p>Year 5 Castle Attack! Can we engineer a piece of equipment to attack a castle? (Geography, History, DT)</p> <p>Hook Local (Stafford) Castle</p> <p>Outcome <i>Banquet - Attacking a castle competition</i></p> <p>Year 6 <u>Let Us Entertain You</u> Can we entertain an audience? (Art, Social Enterprise, Design, Music) TEXT: THE SCRIPT</p> <p>Hook Theatre/Backstage at the Theatre</p> <p>Outcome Performance</p>

		Staffordshire Regimental Museum/Arboretum Army experience day Outcome Remembrance themed sculpture	Author/Illustrator Visit Outcome ebook	
		Coverage A3.1a, A3.4a, a3.4b, A3.4c, A3.5a and b	Coverage A3.1b, A3.2a, A3.2b, A3.3c, A3.3b	Coverage
Year 5/6 Cycle 2		<p>Space Infinity! Can we code to create a space game? (History/Art)</p> <p><i>Van Gogh and Peter Thorpe– Children will explore the work of Van Gogh (perspective/Impressionist paintings) and compare it to the abstract Art of Peter Thorpe.</i></p> <p>They will investigate the techniques and inspirations these artists used to create their own mixed media, space inspired art work.</p> <p>Hook Planetarium and coding session</p> <p>Outcome Shared Space themed game</p>	<p>Food v Man Can we promote Fairtrade through a healthy tuckshop? (Geography/DT/History)</p> <p>TEXT: THE RAINFOREST, THE EXPLORERS</p> <p><i>Use inspiration based on the work of Andy Warhol Compared to the work of Liechtenstein (pointillism) advertise their tuckshop product.</i></p> <p>The Mayan Civilisation</p> <p>Hook Cadbury’s world</p> <p>Outcome To run a healthy tuckshop for the rest of the school.</p>	<p>Year 5 We Are Britain – Castle Attack! Can we engineer a piece of equipment to attack a castle? (Geography, History, DT)</p> <p>Hook Local (Stafford) Castle</p> <p>Outcome Banquet - Attacking a castle competition</p> <p>Year 6 Let Us Entertain You Can we entertain an audience? (Art, Social Enterprise, Design, Music)</p> <p>TEXT: THE SCRIPT</p> <p>Hook Theatre/Backstage at the Theatre</p> <p>Outcome Performance</p>
		<p>Coverage A3.3b. A3.3c, a3.3a, A3.2b,</p>	<p>Coverage A3.1a, A3.1b, A3.3c</p>	<p>Coverage</p>