








Art Whole School Overview 2025 - 2026

Our goal for Art and Design education is that children are able to use their creativity to interpret and respond to the world around them, developing:

- proficiency with art and design skills and techniques;
- understanding of the history of art and design; and
- the ability to use their skills and imagination to create and express themselves through art and design.

Each project has been organised into different strands; Drawing and Sketchbooks, Print, Colour, Collage, Working in 3D, Paint, Surface Texture and Collaboration and Community.

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------|---|--|---|---|---|---|
| Right of the month | September: Article 28 – the right to learn and go to school October: Article 12 – the right to be listened to | November: Article 19 – the right not to be harmed and to be looked after and kept safe December: Article 13 – the right to follow your own religion | January: Article 29 – the right to become the best you can be February: Article 42 – the right to learn about your rights | March: Article 7 – the right to a name and a nationality April: Article 24 – the right to food, water and medical care | April: Article 24 – the right to food, water and medical care May: Article 20 – the right to practice your own culture, language and religion | June: Article 22 – the right to special protection and help if you are a refugee July: Article 31 – the right to play and rest |
| Skills Builder | September: Listening October: Speaking | November: Teamwork December: GLOBAL GOALS | January: Problem Solving February: Staying Positive | March: Creativity April: GLOBAL GOALS | April: GLOBAL GOALS May: Aiming High | June: Leadership July: GLOBAL GOALS |
| Nursery | Expressive Arts and Design See Year Group overviews. | | | | | |
| Reception | | | | | | |
| Year 1 | Drawing and Sketchbooks Exploring different types of lines to produce a self portrait. | Print, Colour, Collage Exploring Yinka Shonibare printmaking | Working in 3 Dimension  Yayoi Kusama insp... (AA) | Paint, Surface, Texture Experimenting with paper to create a collage. Key artist: Faith Ringgold | Working in 3 D Explore land art inspired by Andy Goldsworthy | Collaboration and Community Explore how artists have used Flora & Fauna around them to inspire them  flora and fauna Y1.pdf |
| Year 2 | Drawing and Sketchbooks  Draw and explore... | Print, Colour, Collage Exploring the world through mono print  Monoprinting A2.pdf | Working in 3 Dimension Be an architect  Be an architect S1... | Paint, Surface, Texture Expressive Painting  Expressive Painting... | Collaboration and Community Music + Art  Music and Art S1.pdf | Working in 3 Dimension Experimenting with mosaic Key artist: Roman mosaics History Link |

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|---------------|---|---|---|---|--|--|
| Year 3 | Working in 3 D response to Roald Dahl PDF Roald Dahl A1.pdf | Paint, Surface, Texture landscapes PDF Landscapes A2.pdf | Paint, Surface, Texture hieroglyphics Ancient Egyptian Wall Art Tomb of Nebamun | Drawing and Sketchbooks PDF Gestural drawing.p... | Print, Colour, Collage Screenprinting linked to plants (pencil cases) | Collaboration and Community W Using Natural Materi... Anna Atkins / bluest of blues |
| Year 4 | Working in 3 Dimension Henri Moore | Print, Colour, Collage Rangoli patterns Hinduism S.H Raza | Paint, Surface, Texture Holbein portraits tudors | | Drawing and Sketchbooks <i>Kenya</i> Bernard Ndichu Njuguna | Print, Colour, Collage Africa Ndebele Art |
| Year 5 | Drawing and Sketchbooks W Typography and ... (rainforest geog) | Print, Colour Collage W Making Monotypes.... Frank bowling, david hockney (possible life cycles link) | Paint Surface and Texture W Land and City Sca... william morris link | Working in 3 Dimension W Dream Big or Small... | Working in 3D W Set Design.docx (perseus and medusa) | 10 min daily observations mindfulness |
| Year 6 | Drawing and Sketchbooks <i>WWI</i> John Singer Sargent | Print, Colour, Collage Human Rights PDF Activism.pdf | Working in 3 Dimension North American animals (clay) | 10 min daily observations mindfulness prepare for SATs | Global Routes Photography Photography + Editing | Collaboration and Community Set design for End of Year Play |

Skills and knowledge progression

(from NSEAD guidance)

| EYFS + KS1 | Eyfs | Year 1 | Year 2 |
|--|--|---|---|
| <i>Skills</i> | <i>By the end of EYFS pupils should be able to:</i> | <i>By the end of Year 1 pupils should be able to:</i> | <i>By the end of Year 2 pupils should be able to:</i> |
| Generating Ideas <i>Skills of Designing & Developing Ideas</i> | 1. work purposefully responding to colours, shapes, materials etc. 2. create simple representations of people and other things | 1. recognise that ideas can be expressed in artwork 2. experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them) | 1. try out different activities and make sensible choices about what to do next 2. use drawing to record ideas and experiences |
| Making <i>Skills of Making Art, Craft and Design</i> | 3. work spontaneously and enjoy the act of making/creating 4. sustain concentration and control when experimenting with tools and materials | 3. try out a range of materials and processes and recognise that they have different qualities 4. use materials purposefully to achieve particular characteristics or qualities | 3. deliberately choose to use particular techniques for a given purpose 4. develop and exercise some care and control over the range of materials they use. (for instance, they do not accept the first mark but seek to refine and improve) |
| Evaluating <i>Skills of Judgement and Evaluation</i> | 5. recognise and describe key features of their own and others' work | 5. Show interest in and describe what they think about the work of others | 5. When looking at creative work express clear preferences and give some |

| | | | reasons for these (for |
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| | <i>By the end of EYFS pupils should know:</i> | <i>By the end of Year 1 pupils should know:</i> | <i>By the end of Year 2 pupils should know:</i> |
| Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i> | 6. that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. 7. how to explain what they are doing | 6. how to recognise and describe some simple characteristics of different kinds of art, craft and design 7. the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. | 6. that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. 7. and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use) |

Note: National Curriculum Attainment Targets for KS1

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The KS1 Programme of Study requires that pupils should be taught:

- 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

| KS2 | Year 3 | Year 4 |
|--|--|--|
| <i>Skills</i> | <i>By the end of Year 3 pupils should be able to:</i> | <i>By the end of Year 4 pupils should be able to:</i> |
| Generating Ideas <i>Skills of Designing & Developing Ideas</i> | 1. gather and review information, references and resources related to their ideas and intentions. 2. use a sketchbook for different purposes, including recording observations, planning and shaping ideas. | 1. select and use relevant resources and references to develop their ideas. 2. use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.) |
| Making <i>Skills of Making Art, Craft and Design</i> | 3. develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. 4. select, and use appropriately, a variety of materials and techniques in order to create their own work. | 3. investigate the nature and qualities of different materials and processes systematically. 4. apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes) |
| Evaluating <i>Skills of Judgement and Evaluation</i> | 5. take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next) | 5. regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. |
| | <i>By the end of Year 3 pupils should know:</i> | <i>By the end of Year 4 pupils should know:</i> |

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| Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i> | 6. about and describe the work of some artists, craftspeople, architects and designers 7. and be able to explain how to use some of the tools and techniques they have chosen to work with. | 6. about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. 7. about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety. |
| <p>Note: The threads in this Assessment Criteria Table are:</p> <p>1 is about researching and developing ideas</p> <p>2 is the sketchbook thread, recording and experimenting</p> <p>3 is about exploring and developing skills and techniques</p> <p>4 is about applying and using technical skills and acquiring mastery</p> <p>5 is about making judgements</p> <p>6 is about the knowledge of art, cultural context etc.</p> <p>7 is about the knowledge of media, processes, techniques etc</p> | | |

| KS2 | Year 5 | Year 6 |
|--|---|--|
| <i>Skills</i> | <i>By the end of Year 5 pupils should be able to:</i> | <i>By the end of Year 6 pupils should be able to:</i> |
| Generating Ideas <i>Skills of Designing & Developing Ideas</i> | 1. engage in open ended research and exploration in the process of initiating and developing their own personal ideas 2. confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. | 1. independently develop a range of ideas which show curiosity, imagination and originality 2. systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of |

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| | | materials will be used) |
| Making <i>Skills of Making Art, Craft and Design</i> | 3. confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them) 4. use their acquired technical expertise to make work which effectively reflects their ideas and intentions. | 3. Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques 4. Independently select and effectively use relevant processes in order to create successful and finished work |
| Evaluating <i>Skills of Judgement and Evaluation</i> | 5. regularly analyse and reflect on their progress taking account of what they hoped to achieve. | 5. provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work |
| | <i>By the end of Year 3 pupils should know:</i> | <i>By the end of Year 4 pupils should know:</i> |
| Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i> | 6. research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. 7. how to describe the processes they are using and how they hope to achieve high quality outcomes. | 6. how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. 7. about the technical vocabulary and techniques for modifying the qualities of different materials and processes |

Note: National Curriculum Attainment Targets for KS2

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key stage 2 pupils should be taught 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.

Pupils should be taught:

- 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.