



Art Whole School Overview 2026 - 2027

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
Nursery	Expressive Arts and Design See Year Group overviews.					
Reception						
Year 1	Drawing and Sketchbooks Observational Line Drawing & Self-Portraits <i>Lubaina Himid</i>	Print, Colour, Collage Relief Printing & Textures <i>Yinka Shonibare</i>	Print, Colour, Collage Paper Collage & 3D Forms <i>Faith Ringgold</i>	Paint, Surface, Texture Secondary Colour Mixing & Still Life <i>Yayoi Kusama</i>	Collaboration and Community Observational Flora & Fauna Drawing <i>Rachel Ruysch</i>	Working in 3 Dimension Mixed-Media Land Art Construction <i>Andy Goldsworthy</i>
Year 2	Drawing and Sketchbooks Observational & Sound-Inspired Line Drawing	Print, Colour, Collage Carbon Copy & Oil Pastel Monoprinting <i>Xgaoc'o X'are</i>	Working in 3 Dimension Architectural Model Building <i>Hundertwasser</i>	Paint, Surface, Texture Gestural Painting, Impasto & Sgraffito <i>Marela Zacarias</i>	Collaboration and Community Abstract Sound-Inspired Mark-Making <i>Kandinsky & Wagner</i>	Working in 3 Dimension Tesserae Mosaic Techniques <i>(Roman Mosaics)</i>
Year 3	Paint, Surface, Texture Fabric Painting, Tinting & Dilution <i>Alice Kettle & Henri Rousseau</i>	Print, Colour, Collage Paper Cut-Outs & Stencil Screenprinting <i>Henri Matisse</i>	Working in 3 Dimension Clay & Modroc Modeling Quentin Blake / Roald Dahl	Drawing and Sketchbooks Charcoal Mark-Making & Chiaroscuro Tone <i>Joseph Wright of Derby</i>	Drawing and Sketchbooks Character Drawing & Animation <i>(Moving Drawings)</i>	Collaboration and Community Natural Earth Pigments & Cyanotypes <i>Anna Atkins</i>
Year 4	Print, Colour, Collage Geometric Pattern, Layering & Symmetry <i>S.H. Raza & Rangoli Art</i>	Working in 3 Dimension Plinth Construction & Sculptural Self-Portraits <i>Henry Moore</i>	Paint, Surface, Texture Still Life Portraiture, Hue & Tone <i>Hans Holbein</i>		Collaboration and Community Shadow Puppets <i>Wayang</i>	Drawing and Sketchbooks Storytelling Through Drawing <i>Shaun Tan</i>
Year 5	Drawing and Sketchbooks Typography, Font Design & 3D Map Making <i>Paula Scher</i>	Print, Colour, Collage Monotype Layering & Artist Bookmaking <i>Kevork Mourad</i>	Paint, Surface, Texture Cityscapes, Mood & Reflection Painting <i>William Morris</i>	Working in 3 Dimension Scale Architectural Modeling <i>(Tiny Houses)</i>	Working in 3 Dimension Theater & Animation Set Design <i>Rae Smith</i>	
Year 6	Drawing and Sketchbooks Positive/Negative Space & Grid Scaling <i>John Singer Sargent</i>	Print, Colour, Collage Screenprinting, Zines & Activist Art <i>(Human Rights / Activism)</i>	Working in 3 Dimension Clay Animal Modeling <i>(North American Animals)</i>		Global Routes Photography Digital Photography & Editing <i>(Photography & Editing)</i>	Collaboration and Community Theater Set Construction & Production Design <i>(End of Year Play)</i>

Year 1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Drawing and Sketchbooks Observational Line Drawing & Self-Portraits <i>Lubaina Himid</i>	Print, Colour, Collage Relief Printing & Textures <i>Yinka Shonibare</i>	Print, Colour, Collage Paper Collage & 3D Forms <i>Faith Ringgold</i>	Paint, Surface, Texture Secondary Colour Mixing & Still Life <i>Yayoi Kusama</i>	Collaboration and Community Observational Flora & Fauna Drawing <i>Rachel Ruysch</i>	Working in 3 Dimension Mixed-Media Land Art Construction <i>Andy Goldsworthy</i>
Superpower of Looking / Key Artwork	The Superpower of Looking: Lubaina Himid's portrait of a tailor (early primary and early years) Art UK 	The Wanderer Art UK 	Ringgold, Faith, 1930–2024 Art UK 	The Superpower of Looking: Yayoi Kusama's spotty pumpkin Art UK 	The Superpower of Looking: Rachel Ruysch's flowers and insects 	Andy Goldsworthy and Land Art Art UK 
Sketchbooks	Test ideas Practice observational drawing Explore mark making					
Disciplinary knowledge	Drawing Control drawing tools using fingers, wrists, and elbows to make varied marks and marks at scale (thick, thin, wavy, zigzag). Use pastels and chalks to map out facial features. Draw from first-hand observation using a mirror. Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon.	Printing Use hands and feet to make simple prints, using primary colours. Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Explore concepts like “repeat” “pattern” “sequencing”.	Collage Collage with painted papers exploring colour, shape and composition. Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.	Painting Experiment with mixing primary colours to make secondary colours Use a variety of tools to paint Use observation to paint still life	Drawing Look closely and make marks to describe what I can see Collaboration Work with classmates to make a shared drawing	Making Use a combination of two or more materials to make sculpture. Use construction methods to build. Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.
Substantive knowledge	Know that drawing is a physical activity. Know that a sketchbook is owned by the pupil for experimentation and exploration. Know that a portrait is an artwork showing a person, focusing on their face and expression.	Printing Understand prints are made by transferring an image from one surface to another. Understand relief prints are made when we print from raised images (plates).	Collage Understand collage is the art of using elements of paper to make images. Understand we can create our own papers with which to collage.	Painting Understand watercolour is a media which uses water and pigment. Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks	Know that artists can be inspired by the flora and fauna around them. Know that we can use careful looking to help our drawing, and use drawing to help looking. Know that we can use a variety of materials to make images,	Making Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Understand there is a relationship between drawings on paper (2d) and making (3d).

	Know that a self-portrait is an artwork an artist creates of themselves.				and that the images we make can become imaginative. Know that we can create individual artwork, and that we can bring that artwork together to make a shared artwork.	That we can transform 2d drawings into 3d objects.
Visual Literacy	Reflect upon the artists’ work, and share your response verbally (“I liked...”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”). Some children may feel able to share their response about classmates’ work. ----- Look at the work of artists who draw, sculptors, and painters, listening to the artists’ intention behind the work and the context in which it was made. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.					
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	1. generate my own idea and express it in an artwork 2. confident to experiment with a range of new material					
Making <i>Skills of Making Art, Craft and Design</i>	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					
Evaluating <i>Skills of Judgement and Evaluation</i>	5. Show interest in and describe what they think about the work of others					
Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i>	<i>By the end of Year 1 pupils should know:</i> 6. how to recognise and describe some simple characteristics of different kinds of art, craft and design (painting, sculpture, collage, furniture, posters) 7. the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use					



Year 2						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Drawing and Sketchbooks Observational & Sound-Inspired Line Drawing	Print, Colour, Collage Carbon Copy & Oil Pastel Monoprinting <i>Xgaoc'o X'are</i>	Working in 3 Dimension Architectural Model Building <i>Hundertwasser</i>	Paint, Surface, Texture Gestural Painting, Impasto & Sgraffito <i>Marela Zacarias</i>	Collaboration and Community Abstract Sound-Inspired Mark-Making <i>Kandinsky & Wagner</i>	Working in 3 Dimension Tesserae Mosaic Techniques <i>(Roman Mosaics)</i>
Superpower of Looking / Key Artwork		<u>Talking Points: Xgaoc'o X'are</u> 	<u>Talking Points: Hundertwasser the Architect</u> 	<u>Talking Points: Marela Zacarias</u> 	<u>Music and abstract painting: the case of Kandinsky and Wagner</u> <u> Art UK</u> 	<u>Shepherdess Walk Mosaics Art UK</u> 
Sketchbooks	Explore qualities of different media Develop mark making Make visual notes about artists studied					
Disciplinary knowledge	Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing, photographing. Use final collaged drawings which explore composition. Use drawing exercises to focus an exploration of observational drawing combined with experimental mark making, using graphite, soft pencil, handwriting pen. Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Make drawings inspired by sound. • I can listen to sounds, and use my mark making skills to make marks in response. • I can draw from observation whilst listening to a piece of music, and let the music inspire my drawing. • I can use my imagination and work on a larger scale to make drawings of imaginative instruments)	Printing Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line. Painting Learn to mix darker colours without using black Understand and use mixing to make colours - experiment with hues by changing the amount of primary colours I add Use a variety of brushes to explore using loose and gestural brush marks to create expressive paintings Explore adding texture through impasto and sgraffito Use various tools to apply paint in abstract patterns Collage Use the observational drawings made, cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition.	Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. Use Design through Making philosophy to playfully construct towards a loose brief. Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.	Explore using loose, gestural brush marks to create expressive painting Explore using impasto and sgraffito to give texture to the painting. recognise primary colours and mix secondary colours. experiment with hues by changing the amount of primary colours added.	Listen to sounds, and use mark making skills to make marks in response. draw from observation whilst listening to a piece of music, and let the music inspire my drawing.	Explore shape, colour, pattern and texture through 3D art and mosaic techniques Use materials and techniques to create a Roman-inspired mosaic, making thoughtful choices about colour, pattern, shape and composition.

		Work into the collage with further drawing made in response to the collaged sheet. Collage with drawings to create invented forms. Combine with making if appropriate.				
Substantive knowledge	Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.	Printing Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet Painting Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Understand that primary colours can be mixed together to make secondary colours of different hues. Understand the concept of still life. Collage Understand that we can combine collage with other disciplines such as drawing, printmaking and making.	Understand the role of an architect. Understand when we make sculpture by adding materials it is called Construction.	Know that expressive painting can be representational or more abstract. Know that some artists sometimes use colour intuitively and in an exploratory manner. Know that we can enjoy, and respond to, the way paint and colour exist on the page.	Know that artists sometimes use sound to inspire their work. Know that artists sometimes work in partnership with musicians. Know that we can use both aural and visual senses to make art. Know that we can draw from our imagination, using lots of different kinds of abstract marks to express our feelings, whether they are quiet and focussed, or loud and expressive. Know that we can be inventive and make objects in 3 dimensions which make sounds, and which we want to interact with as humans.	Know that Roman mosaics were made from small pieces called tesserae, and recognise how Roman artists used images, patterns, colour and repetition to decorate spaces.
Visual Literacy	Reflect upon the artists’ work, and share your response verbally (“I liked...”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”). Talk about intention. Share responses to classmates’ work, appreciating similarities and differences. Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. --- Understand artists take their inspiration from around them, collecting and transforming. Understand that in art we can experiment and discover things for ourselves. Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.					
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	1. try out different activities and make deliberate choices about how to progress my ideas 2. can use drawing to record ideas and experiences					

Making <i>Skills of Making Art, Craft and Design</i>	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. When looking at creative work express clear preferences and give some reasons for these
Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i>	6. that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times 7. 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)

Year 3						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Paint, Surface, Texture Fabric Painting, Tinting & Dilution <i>Alice Kettle & Henri Rousseau</i>	Print, Colour, Collage Paper Cut-Outs & Stencil Screenprinting <i>Henri Matisse</i>	Working in 3 Dimension Clay & Modroc Modeling Quentin Blake / Roald Dahl	Drawing and Sketchbooks Charcoal Mark-Making & Chiaroscuro Tone <i>Joseph Wright of Derby</i>	Drawing and Sketchbooks Character Drawing & Animation <i>(Moving Drawings)</i>	Collaboration and Community Natural Earth Pigments & Cyanotypes <i>Anna Atkins</i>
Superpower of Looking / Key Artwork	<u>Talking Point: Alice Kettle</u>  <u>The Superpower of Looking: surprised by a tiger! Art UK</u> 	<u>Who is Henri Matisse? Tate Kids</u> 	<u>Quentin Blake's Drawings as Inspiration</u>	<u>The Superpower of Looking: an experiment by candlelight Art UK</u> 	<u>Talking Points: Making Drawings Move</u> 	<u>Talking Points: Anna Atkins</u> 
Sketchbooks	Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists' work to help consolidate learning and make the experience your own. Experiment with pigments made from resources around the local area.					
Disciplinary knowledge	Create a colour wheel • know the colours to mix to make secondary colours • use dotting, splashing and brush strokes to produce different lines • experiment with ink • experiment combining painting with other mediums (fabric/thread) • use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.	Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider the use of layers to develop meaning. Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 "printmaking") to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition.	Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character, structure. Make an armature to support the sculpture.	Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Option to explore making gestural drawings with charcoal using the whole body (link to dance). Develop mark making skills by deconstructing the work of artists. Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject.	Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations.	Work collaboratively to present outcomes to others where appropriate. Present as a team. I can make visual notes about how artists have made images. I can use my sketchbook to collect ideas and experience. Explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the environment the materials were found in. <u>Natural Materials</u> Option to use light to create imagery by exploring anotype or cyanotype.

Substantive knowledge	Understand that we can create imagery using natural pigments and light. Understand that paint acts differently on different surfaces. Understand the concept of still life and landscape painting.	Understand that screen prints are made by forcing ink over a stencil. Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes.	Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). That clay and Modroc are soft materials which finally dry/set hard. An armature is an interior framework which support a sculpture. Understand that articulated drawings can be animated.	Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Understand charcoal and earth pigment were our first drawing tools as humans. Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.	Understand that animators make drawings that move.	I have explored how artists make art from natural materials around them, such as pigments from plants, the ground and sunlight. I have understood how materials can be transformed through my actions.
Visual Literacy	Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates’ work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. --- To understand that visual artists look to other artforms for inspiration. Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.					
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	1. gather and review information, references and resources related to my ideas and intentions 2. use a sketchbook for different purposes, including recording observations, planning and shaping ideas					
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					
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)					
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. be able to explain how to use some of the tools and techniques they have chosen to work with					

Year 4						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Print, Colour, Collage Geometric Pattern, Layering & Symmetry <i>S.H. Raza & Rangoli Art</i>	Working in 3 Dimension Plinth Construction & Sculptural Self-Portraits <i>Henry Moore</i>	Paint, Surface, Texture Still Life Portraiture, Hue & Tone <i>Hans Holbein</i>		Collaboration and Community Shadow Puppets <i>Wayang</i>	Drawing and Sketchbooks Storytelling Through Drawing <i>Shaun Tan</i>
Superpower of Looking / Key Artwork		<u>Talking Points: What Is Form?</u> 	<u>The Superpower of Looking: Holbein paints two visitors to the Tudor court Art UK</u> 		Wayang 	Shaun Tan 
Sketchbooks	Practise drawing skills and techniques Make visual notes to record ideas and processes discovered through looking at other artists. Test and experiment with materials. Brainstorm pattern, colour, line and shape Experiment with ways of reflecting					
Disciplinary knowledge	Experiment with colour mixing and collage techniques, exploring how different processes create varied effects. Develop ideas by investigating geometric shapes, repetition, symmetry, pattern and colour inspired by Rangoli and S.H. Raza. Make purposeful choices about materials, composition and colour relationships. Combine print, colour and collage techniques to create a considered final artwork. Use repetition, layering, overlapping and arrangement to create pattern, rhythm and visual impact. Refine ideas by making changes to colour, shape, composition and technique as the work develops.	Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us. To work in collaboration to explore how we can present ourselves as an art object, using a plinth as a device to attract attention to us. To construct sculptural self portraits of ourselves on a plinth, using a variety of materials including fabric. Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making.	To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. To use close observation and try different hues and tones to capture 3d form in 2 dimensions. Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard.		Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you. Manipulate the materials using tools so that the puppets I make have character and expression.	Use a sketchbook to generate ideas when responding to a piece of poetry or prose. Create own narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Interpret poetry or prose and create sequenced images in either an according or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take

		To combine modelling with construction using mixed media and painting to create sculpture.			creative risks in pursuit of creating drawings with energy and feeling.
Substantive knowledge	Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book. Understanding working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.	Understand that a plinth is a device for establishing the importance or context of a sculptural object. Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. To understand that sometimes people themselves can be the object, as in performance art. To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right.	Understand that still life name given to the genre of painting (or making) a collection of objects/elements. That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today.	Explore how a variety of artists and craftspeople use their interest in cutouts to generate imagery. Use curiosity to think about how I might adapt techniques and processes to suit me. Share my response to their work with my classmates.	Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Explore how they can create sequenced drawings to share or tell a story.
Visual Literacy	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. — Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand artists often collaborate on projects, bringing different skills together. Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.				
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	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. 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. regularly reflect upon their own work and use comparisons (inspiration?) with the work of others (pupils and artists) to identify how to improve				
Knowledge and understanding <i>Acquiring and</i>	6. know 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. know about and be able to demonstrate how tools they have chosen to work with should be used effectively and with safety.				

*applying knowledge
to inform progress*

Year 5						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Drawing and Sketchbooks Typography, Font Design & 3D Map Making <i>Paula Scher</i>	Print, Colour, Collage Monotype Layering & Artist Bookmaking <i>Kevork Mourad</i>	Paint, Surface, Texture Cityscapes, Mood & Reflection Painting <i>William Morris</i>	Working in 3 Dimension Scale Architectural Modeling <i>(Tiny Houses)</i>	Working in 3 Dimension Theater & Animation Set Design <i>Rae Smith</i>	
Superpower of Looking / Key Artwork	<u>Talking Points: Paula Scher</u> 	<u>Talking Points: Kevork Mourad</u> 	The Superpower of Looking: a block of flats as art Art UK 	<u>Talking Points: Tiny Houses</u> 	<u>Talking Points: Rae Smith</u> 	
Sketchbooks	Brainstorm ideas generated when reading poetry or prose. Make visual notes to capture, consolidate and reflect upon the artists studied.					
Disciplinary knowledge	Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Draw over maps/existing marks to explore how you can make mark making more visually powerful. Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Use charcoal, graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform (though not design) set design (see column 6 “making”).	Combine mono type with painting and collage to make an “artists book” inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.	use colour mixing to show light and reflections • continue to create tints and tones • use colour to show mood • use inventive mixed media combinations	Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation. Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. Option to work in 3d to devise fashion constructed from patterned papers.		
Substantive knowledge	Understand that designers create fonts and work with Typography. Understand that some artists use graphic skills to create pictorial maps, using symbols (personal	Understand that mono types are single monoprnts. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book.	Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this.	Understand that set designers can design/make sets for theatres or for animations. Understand that designers often create scaled models to test and share ideas with others. Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better.		

	and cultural) to map identity as well as geography.			
Visual Literacy	Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of... It links to...”). Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates’ work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? — Look at the work of designers, artists, animators, architects. Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.			
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.			
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.			
Evaluating <i>Skills of Judgement and Evaluation</i>	5. regularly analyse and reflect on their progress taking account of what they hoped to achieve			
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.			

Year 6						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Drawing and Sketchbooks Positive / Negative Space & Grid Scaling <i>John Singer Sargent</i>	Print, Colour, Collage Screenprinting, Zines & Activist Art (<i>Human Rights / Activism</i>)	Working in 3 Dimension Clay Animal Modeling (<i>North American Animals</i>)		Global Routes Photography Digital Photography & Editing (<i>Photography & Editing</i>)	Collaboration and Community Theater Set Construction & Production Design (<i>End of Year Play</i>)
Superpower of Looking / Key Artwork		Talking Points: Luba Lukova 	 Nick Mackman		Ansel Adams 	Dependent on what the Y6 play will be.
Sketchbooks	Explore passions, hopes and fears. Explore visual equivalents for ideas and feelings.					
Disciplinary knowledge	Explore using negative and positive space to “see” and draw a simple element/object. Use the grid system to scale up the image above, transferring the image onto card. Use collage to add tonal marks to the “flat image”.	Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. Or create a zine using similar methods. • use colour effectively to show mood and to mix, match • show tints, tone and shade • create original artwork	Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.” Use a variety of materials, including light and sound, to make a model of what you would build. Think about the structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use. Combine making with drawing skills to create clay animals using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you.		Demonstrate control over digital camera devices by purposefully selecting framing, angle, and distance to match an intended mood or story. Practice intentional decision-making by capturing multiple variations of a subject and selecting the most effective shot based on composition and lighting. Select and apply appropriate digital editing tools purposefully to enhance the narrative quality of an image rather than relying on random filters. Document and reflect on the editing journey, comparing “before and after” versions to justify creative choices. Analyze peer and professional global photography using artistic vocabulary (e.g., focal point, contrast, rule of thirds, silhouette, crop).	Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation. Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. Option to work in 3d to devise fashion constructed from patterned papers.

Substantive knowledge	Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. Understand that graphic designers use typography and image to create packaging which we aspire to use. Understand that there are technical processes we can use to help us see, draw and scale up our work.	Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function.	Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. Understand that designers & makers sometimes work towards briefs, but always bring their own experience in the project to bear. Understand that artists and designers add colour, texture, meaning and richness to our life. Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future.	Understand how the Rule of Thirds, leading lines, and framing alter the emphasis and focus of a photograph. Know the difference between photographic viewpoints (e.g., bird's-eye view, worm's-eye view, eye-level) and how angle influences the viewer's perception of scale and power. Recognize how direct light, side lighting, backlighting, and shadows change the tone, contrast, and mood of an image. Understand that digital images can be enhanced or transformed using software tools (e.g., cropping, adjusting brightness/contrast, saturation, color filters, exposure adjustments). Know that photo editing is an artistic choice used to convey mood, tell a story, or guide viewer focus, rather than just "fixing" a mistake.	Understand that set designers can design/make sets for theatres or for animations. Understand that designers often create scaled models to test and share ideas with others. Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better.
Visual Literacy	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates' work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. — Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers. Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.				
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	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 materials will be used)				
Making <i>Skills of Making Art, Craft and Design</i>	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. provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work				
Knowledge and understanding <i>Acquiring and</i>	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				

*applying knowledge
to inform progress*

Guidance from Development Matters and National Curriculum

EYFS		KS1	KS2
Nursery	Reception		
- Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. - Explore colour and colour-mixing	- Explore, use & refine a variety of artistic effects to express their ideas and feelings. - Return to & build on their previous learning, refining ideas & developing their ability to represent them. - Create pictures/collages using a range of techniques. - Create collaboratively, sharing ideas, resources and skills - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used	- 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 - To explore 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.	- 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 ex le, pencil, charcoal, paint, clay] - To recall information about great artists, architects and designers in history

Artists, craft makers, architects and designers

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Zaha Hadid Yinka Shonibare Yayoi Kusama Andy Goldsworthy Faith Ringgold Eric Carle Joseph Redoute Jan Van Kessel	Rosie James Alice Fox Marela Zacarías, Charlie French Vincent Van Gogh Cezanne Xgaoc'o X'are Leonardo Di Vinci Hundertwasser Zaha Hadid Heatherwick Studios	Laura McKendry Edgar Degas Alice Kettle Hannah Rae Petrit Halilaj Rosie Hurley Inbal Leitner Roald Dahl Quentin Blake	Bernard Ndichu Njuguna Hans Holbein Sayed Haider Raza Henry Moore	Louise Fili Grayson Perry Paula Scher Chris Kenny Vanessa Gardiner Shoreditch Sketcher Kittie Jones Saoirse Morgan Kevork Mourad	John Singer Sargent Luba Lukova Faith Ringgold Shepard Fairey Kendra Haste Ruth Asawa Gillie and Marc Barbara Licha

ELG: Creating with Materials Explore and play with a wide range of media and materials, experimenting with color, design, texture, form, and function. Use and explore a variety of materials, tools, and techniques safely. Share creations, explaining the process they have used.		ELG: Being Imaginative and Expressive Perform songs, rhymes, poems, and stories with others, and—when appropriate—try to move in time with music. Sing a range of well-known nursery rhymes and songs. Develop storylines in pretend play using ideas from familiar stories, music, and performance.	
Expressive Arts and Design	Nursery		Reception
Creating with Materials	Exploration of media, sensory enjoyment, single-tool practice, basic mark-making, simple stacking, and spontaneous color discovery.		Intentional tool selection, precise color mixing, multi-material joining (tape, split pins, wire), 3D construction, and detail drawing.
Being Imaginative and Expressive	Imitative pretend play with real-life props, singing simple nursery rhymes, responding physically to music, and exploring loud/quiet sounds.		Complex collaborative storylines with peers, pitch-accurate singing, choreographed movement sequences, and dynamic musical performances.
Creating with Materials			
Colour & Media Exploration	• Explores primary colors and notices spontaneous blurs/mixes. • Uses chalk, charcoal, paint, and pastels freely. • Enjoys tactile sensations of wet/dry media.		• Intentionally mixes primary colors to produce secondary shades. • Explores techniques like watercolor washes, shading, and tinting. • Selects media purposefully for planned outcomes.
Tool Handling & Joining	• Uses chunky brushes, glue sticks, and foam rollers. • Practices single-cut scissor techniques. • Simple joining: gluing paper or single tape strips.		• Uses fine-detail brushes, palette knives, split pins, and dispensers. • Uses real tools safely • Joins securely using clay slip, hole punches, and treasury tags.
Form & 3D Construction	• Builds vertical towers and simple enclosures with blocks. • Rolls, squeezes, and pokes clay or dough. • Basic junk modeling (stacking boxes).		• Builds complex, balanced 3D structures with working parts. • Shapes clay precisely using tools to carve and score. • Adapts designs mid-process when encountering structural issues.
Drawing & Representation	• Draws enclosed circles and lines. • Transitions from abstract marks to assigning meaning (This is mummy).		• Draws recognizable figures with distinct body parts and detail. • Incorporates spatial organisation (ground line, sky at top).
Being Imaginative and Expressive			
Role Play & Storytelling	• Engages in single-event pretend play (cooking, feeding dolls). • Plays alongside peers (parallel play) or brief co-play. • Relies on realistic props to anchor imagination.		• Develops complex, multi-stage narratives with peers. • Negotiates roles, rules, and scenarios collaboratively. • Uses open-ended loose parts (crates, fabrics) abstractly.
Music, Pitch &Rhythm	• Sings simple, repetitive nursery rhymes and songs. • Explores volume (loud/quiet) and tempo (fast/slow). • Claps or taps simple beats with support.		• Sings wide repertoire of multi-verse songs pitch-accurately. • Plays instruments with dynamic control to convey mood. • Maintains steady pulse and replicates complex rhythm patterns.

Dance & ; Movement Performance	• Moves freely to music, imitating animals, vehicles, or nature. • Expresses basic emotion through physical movement.	• Invents and remembers sequence movements to music. • Performs collaboratively for peers or small audiences. • Matches movement style to contrasting musical genres.
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Provision Area	Nursery	Reception
Art & Workshop	Self-serve mark-making trolleys with chunky crayons, chalk, rolls of paper, and large glue sticks.	Fine-art studio corner with watercolors, palette knives, acrylics, pastels, canvas, and detail brushes.
Construction & 3D	Low-level messy play trays, clay, foam, and soft wooden blocks for stacking.	Dedicated junk-modeling workbench with split pins, hole punches, multi-tapes, wire, and safe woodwork tools.
Role Play & Small World	Domestic home-corner with familiar real-life objects, kitchenware, and simple costumes.	Open-ended stage area with fabric drapery, costume racks, loose parts, and rich small-world setups.
Music &; Sound	Percussion station with high-durability shakers, drums, and metal instruments.	Tuned instruments, rhythm cards, and digital music player access for choreography.

Visual artists: Alma Thomas (color & pattern), Wassily Kandinsky (music to art), Henri Matisse (cut-outs & shape), Andy Goldsworthy (natural sculpture), Yayoi Kusama (dot structures & texture).

Musical genres: **ask Vahan / look at music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
Reception						