

Art curriculum overview - 2026/2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS ELG Creating with Materials: 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. Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.						
Nursery	Self-portraits Family artwork	Autumn/winter natural art	Observational drawings	Sponge printing	Illustrations	Clothing for our holidays
Reception	Recycled materials (birds)	Shapes in art Fireworks	Watercolour paints	Sand art	Observational drawings of nature	Changes: Colour mixing
Year 1	Drawing: Exploring line and shape	DT	Painting and Mixed Media: Colour Splash	DT	Sculpture and 3D: Paper Play	DT
Year 2	Craft and Design: Map it Out	DT	Sculpture and 3D: Clay houses	DT	Painting and Mixed Media: Life in Colour	DT
Year 3	Drawing: Developing drawings skills	DT	Sculpture and 3D: Abstract shape and space	DT	Painting and Mixed Media: Prehistoric Art	DT
Year 4	Drawing: Exploring tone, texture and proportion	DT	Painting and Mixed media: Light and dark	DT	Craft and Design: Fabric of Nature	DT
Year 5	Craft and Design: Architecture	DT	Drawing: Depth, emotion and movement	DT	Painting and Mixed Media: Portraits	DT
Year 6	Craft and Design: Photo Opportunity	DT	Drawing: Expressing ideas	DT	Sculpture and 3D: Making memories	DT

Painting and mixed media

Drawing

Design and craft

Sculpture and 3D

Year	Topic - what do we want the children to know?	National Curriculum links - Pupils should taught:	Vocab	Links across subjects
Year 1	Exploring line and shape - Exploring lines LO: To know how to create different types of lines. Artist: Bridget Riley - Making waves LO: To explore line and mark-making to draw water. Artist: Zaria Forman - Experimenting with media LO: To draw with different media Artist: Ily Bolotowsky, Renata Bernal, Wassily Kandinsky - Mark making LO: To develop an understanding of mark making - Drawing from observation LO: To apply an understanding of drawing materials and mark-making to draw from observation	- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - 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 - To use a range of materials creatively to design and make products - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	2D shape 3D shape abstract chalk charcoal circle continuous cross-hatch diagonal dots firmly form horizontal lightly line mark making narrative observe optical art pastel printing shade shadow straight texture vertical wavy	Mathematics - recognise and name common 2-D and 3-D shapes Music - listen with concentration and understanding to a range of high-quality live and recorded Science - Animal, including humans: Identify and name, describe and compare the structure of common animals including fish, amphibians, reptiles, birds and mammal

Year	Topic - what do we want the children to know?	National Curriculum - Pupils should taught:	Vocab	Links across subjects
Year 1	Colour Splash 1. Making colours LO: Investigate how to mix secondary colours. Painting with colour LO: To apply knowledge of colour mixing when painting. Artist: Jasper Johns 2. Printing with paint LO: To explore colour when printing. 3. Exploring colour mixing LO: To experiment with paint mixing to make a range of secondary colours. 4. Clarice Cliff plates LO: To apply their painting skills when working in the style of an artist. Artist: Clarice Cliff	• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • 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 • To use a range of materials creatively to design and make products • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick	Mathematics • read and write numbers from 1 to 20 in numerals and words

Year	Topic - what do we want the children to know?	National Curriculum - Pupils should taught:	Vocab	Links across subjects
Year 1	Paper play 1. Tube Towers LO: To roll paper to make 3D structures. Artist: Samatha Stephenson 2. 3D Drawings LO: To shape paper to make a 3D drawing. 3. Tree of Life LO: To apply paper-shaping skills to make an imaginative sculpture Artist: Marco Balich 4. Giant Spider part 1 LO: To work collaboratively to plan and create a sculpture. Artist: Louise Bourgeois 5. Giant Spider part 2 LO: To apply painting skills when working in 3D. Artist: Louise Bourgeois	• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • 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 • To use a range of materials creatively to design and make products • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	artist carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D) tube zig-zag	English: Spoken Language • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Mathematics • Pupils should be taught to recognise and name common 2-D and 3-D shapes Science: • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) CST - Care for creation - using recycled

Year	Topic - what do we want the children to know?	National Curriculum - Pupils should taught:	Vocab	Links across subjects
Year 2	Craft and design: Map it out 1. Creative journey LO: To investigate maps as a stimulus for drawing. Artist: Susan Stockwell 2. Making felt LO: To learn and apply the steps of the felt-making process. Artist: Kim Soon-Im 3. Abstract maps LO: To experiment with a craft technique to develop an idea. Artist: Josef Albers 4. Print possibilities LO: To develop ideas and apply craft skills when printmaking. 5. Gallery experience LO: To present artwork and evaluate it against a design brief.	• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • 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 • To use a range of materials creatively to design and make products • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	abstract composition curator design design brief evaluate felt fibre gallery imaginary inspired landmarks mosaic overlap pattern shape stained glass texture viewfinder	Geography •Geographical skills and fieldwork: Devise a simple map. Design and technology •Design purposeful, functional, appealing products for themselves and other users based on design criteria.

Year	Topic - what do we want the children to know?	National Curriculum - Pupils should taught:	Vocab	Links across subjects
Year 2	Sculpture and 3D: Clay houses - Exploring clay LO: To use my hands as a tool to shape clay - Pinch pots LO: To shape a pinch pot and join clay shapes as decoration. - Applying skills in clay LO: To use impressing and joining techniques to decorate a clay tile. Artist: Rachel Whiteread - Designing a tile LO: To use drawing to plan the features of a 3D model. - House tiles LO: To make a 3D clay tile from a drawn design.	- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - 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 - To use a range of materials creatively to design and make products - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	casting ceramic cut detail flatten glaze impressing in relief join negative space pinch pot plaster roll score sculptor sculpture shape slip smooth surface three dimensional thumb pot	Design and technology - Design: Generate, develop, model and communicate their ideas through talking, drawing and templates. - Make: select from and use a range of tools and equipment to perform practical tasks.

Year	Topic - what do we want the children to know?	National Curriculum - Pupils should taught:	Vocab	Links across subjects
Year 2	Painting and mixed media: Life in colour - Colour magic LO: To develop knowledge of colour mixing. - Texture hunt LO: To know how texture can be created with paint. - Making textures LO: To use paint to explore texture and pattern. Artist: Romare Bearden - Collage creation LO: To compose a collage, choosing and arranging materials for effect. Artist: Romare Bearden - Developing detail LO: To evaluate and improve artwork. Artist: Romare Bearden	- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - 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 - To use a range of materials creatively to design and make products - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	collage detail mixing overlap primary colour secondary colour surface texture	None

Year	Topic - what do we want the children to know?	National Curriculum - Pupils should taught:	Vocab	Links across subjects
Year 3	Drawing: Growing artists 1. See like an artist LO: To recognise how artists use shape in drawing. 2. Shading LO: To understand how to create tone in drawing by shading. 3. Texture pictures LO: To understand how texture can be created and used to make art. 4. Botanical drawing LO: To apply observational drawing skills to create detailed studies. 5. Abstract flowers LO: To explore composition and scale to create abstract drawings. Artist: Georgia O'Keeffe	• 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 • 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] • Learn about great artists, architects and designers in history	abstract arrangement blend botanical botanist composition cut dark even expressive form frame frottage geometric gestural magnified organic pressure	Mathematics • Geometry- properties of shapes: Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Science: Light • Recognise that they need light to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Plants • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

				• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
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Year	Topic - what do we want the children to know?	National Curriculum - Pupils should taught:	Vocab	Links across subjects
Year 3	Sculpture & 3D: Abstract shape - Structural shapes LO: To join 2D shapes to make 3D structures. Artist: Robert Morris - Constructing in 3D LO: To join materials in different ways when working in 3D. Artist: Sir Anthony Caro - Seeing space LO: To develop ideas for 3D artwork. Artist: Anthony Caro - Abstract sculpture LO: To apply knowledge of sculpture when working in 3D. Artist: Anthony Caro - Surface decoration LO: To evaluate and improve an artwork. Artist: Ruth Asawa and Anthony Caro	- 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 - 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] - Learn about great artists, architects and designers in history	abstract found objects negative space positive space sculptor sculpture structure three-dimensional	Design and Technology - apply their understanding of how to strengthen, stiffen and reinforce more complex structures Mathematics - Geometry - properties of shapes - draw 2-D shapes and make 3-D shapes using modelling materials

Year	Topic - what do we want the children to know?	National Curriculum - Pupils should taught:	Vocab	Links across subjects
Year 3	Prehistoric art: - Exploring Prehistoric Art LO: To apply an understanding of prehistoric man-made art. - Charcoal Animals LO: To understand and use scale to enlarge drawings in a different medium. - Prehistoric Palette LO: To explore how natural products produce pigments to make different colours. - Painting on the cave wall LO: To select and apply a range of painting techniques. - Hands on a cave wall LO: To apply painting skills when creating a collaborative artwork.	- 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 - 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] - Learn about great artists, architects and designers in history	charcoal composition negative image pigment positive image prehistoric proportion scaled up sketch smudging texture tone	History Learning about changes in Britain from Stone Age to Iron Age

Year	Topic - what do we want the children to know?	National Curriculum - Pupils should taught:	Vocab	Links across subjects
Year 4	Drawing: Power prints 3D pencil drawings LO: To draw using tone to create a 3D effect. Artist: Ed Ruscha, Georges Seurat - Sense of proportion LO: To explore proportion and tone when drawing. Artist: Alberto Giacometti, Fernando Botero - Drawing with scissors LO: To plan a composition for a mixed-media drawing. Artist: Henry Matisse - Wax resist. LO: To use shading techniques to create pattern and contrast. Artist: Henry Moore - Power prints LO: To work collaboratively to develop drawings into prints.	- 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 - 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] - Learn about great artists, architects and designers in history	abstract block print collaborate combine composition contrast figurative gradient highlight mixed media monoprint observational drawing parallel pattern precision printmaking proportion shading shadow symmetry	None

Year	Topic - what do we want the children to know?	National Curriculum - Pupils should taught:	Vocab	Links across subjects
Year 4	Painting & mixed media: Light and dark - Tints and shades LO: To investigate different ways of applying paint. To mix tints and shades of a colour Artist: Paul Cezanne - Three dimensions LO: To use tints and shades to give a three-dimensional effect when painting - Painting techniques LO: To explore how paint can create very different effects - Composition LO: To consider proportion and composition when planning a still-life painting Artist: Clara Peeters, Paul Cezanne - Still life LO: To apply knowledge of colour mixing and painting techniques to create a finished piece	- 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 - 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] - Learn about great artists, architects and designers in history	abstract composition contrasting dabbing paint detailed figurative formal grid landscape mark-making muted paint wash patterned pointillism portrait shade shadow stippling paint technique texture	Science - recognise that they need light in order to see things and that dark is the absence of light - recognise that shadows are formed when the light from a light source is blocked by an opaque object

Year	Topic - what do we want the children to know?	National Curriculum - Pupils should taught:	Vocab	Links across subjects
Year 4	Craft and design: Fabric of nature - Inspired by the rainforest LO: To understand starting points in a design process. - One picture, four views LO: To explore techniques to develop imagery. Artist: Ruth Daniels, Senaka Senanayake - Creating patterns LO: To explore using a textile technique to develop patterns. Artist: William Morris - Repeating patterns LO: To learn how to create a repeating pattern. - Fabric design LO: To understand how art is made for different purposes.	- 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 - 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] - Learn about great artists, architects and designers in history	batik colour palette craft craftsperson design develop designer imagery industry inspiration mood board organic pattern repeat repeating rainforest symmetrical texture theme	Geography Place knowledge: Describe and understand the key aspects of: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Year	Topic - what do we want the children to know?	National Curriculum - Pupils should taught:	Vocab	Links across subjects
Year 5	Craft and design: Architecture - Observational drawing - house LO: To apply observational drawing skills to interpret forms accurately. - Monoprinting - house LO: To apply composition skills to develop a drawing into print. - Be an architect LO: To apply an understanding of architecture to design a building. Artist: Zaha Hadid - Friedensreich Hundertwasser. LO: To extend design ideas through research and sketchbook use. - Monument. LO: To explore and evaluate the intention of a design.	- 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 - 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] - Learn about great artists, architects and designers in history	abstract annotate architect architectural architecture birds eye view built environment commemorate composition crop design design brief design intention elevation evaluate external form futuristic individuality interpret legacy literal monoprint monument observational drawing organic perspective	The building which pupils design could be inspired by a theme from other areas of the curriculum History know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

Year	Topic - what do we want the children to know?	National Curriculum - Pupils should taught:	Vocab	Links across subjects
Year 5	Drawing: I need space - Space imagery LO: To explore the purpose and effect of imagery. - Design: Drawing decisions LO: To understand and explore decision making in creative processes. - Drawing: Teis Albers LO: To develop drawn ideas through printmaking. Artist: Teis Albers - A vision of the future LO: To test and develop ideas using sketchbooks. - Revisiting ideas LO: To apply an understanding of drawing processes to revisit and improve ideas.	- 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 - 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] - Learn about great artists, architects and designers in history	cold war collagraph composition culture decision develop evaluate futuristic imagery printing plate printmaking process propaganda purpose repetition Retrofuturism revisit space race stimulus technique	Science •Earth and Space

Year	Topic - what do we want the children to know?	National Curriculum - Pupils should taught:	Vocab	Links across subjects
Year 5	Painting & mixed media: Portraits - Poem portrait LO: To explore how a drawing can be developed. - Developing drawings LO: To combine materials for effect. - Self-portraits LO: To identify the features of self-portraits Artist: Vincent van Gogh, Chila Kumari Singh Burman - Changing faces LO: To develop ideas towards an outcome by experimenting with materials and techniques Artist: Njideka Akunyili Crosby - Mixed-media portraits LO: To apply knowledge and skills to create a mixed-media self-portrait.	- 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 - 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] - Learn about great artists, architects and designers in history	art medium atmosphere background carbon paper collage composition continuous line drawing evaluate justify mixed media monoprint multi media paint wash portrait printmaking represent research self-portrait texture transfer	English: handwriting and presentation - choose the writing implement that is best suited for a task Computing - Use and combine a variety of software (including internet services) on a range of digital devices to design and create... content that accomplishes given goals, includingpresenting information

Year	Topic - what do we want the children to know?	National Curriculum - Pupils should taught:	Vocab	Links across subjects
Year 6	Craft and design: Photo opportunity 1. Photomontage LO: To apply an understanding of composition to create an effective photomontage advertising poster. Artist: Chris Plowman, Graham Holland and Hannah Hoch 2. Macro photography LO: To apply understanding of abstract art through photography. Artist: Edward Weston 3. Digital art LO: To demonstrate an understanding of design choices made for effect using digital photography techniques. Artist: Derek O. Boateng 4. Recreating paintings LO: To apply an understanding of photography to design and recreate a famous painting. 5. Photorealistic self-portraits LO: To demonstrate observation and proportion to create art in a photorealistic style.	• 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 • 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] • Learn about great artists, architects and designers in history	album arrangement cityscape composition Dada digital editing emulate focus frame grid image layout macro monochromatic monochrome photography photomontage photorealism photorealistic portrait pose prop proportion recreate replacement saturation software	Computing •select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information'

	Artist: Michael Gaskell, Sarah Graham, Oscar Ukonu			
Year	Topic - what do we want the children to know?	National Curriculum - Pupils should taught:	Vocab	Links across subjects
Year 6	Make my voice be heard. - Experimental mark making LO: To explore expressive drawing techniques. Artist: Diego Rivera - Symbolic imagery LO: To consider how symbolism in art can convey meaning. Artist: Dan Fenelon - Chiaroscuro LO: To apply understanding of the drawing technique chiaroscuro. - Craft: Street art LO: To evaluate the context and intention of street art. - Powerful imagery LO: To apply an understanding of impact and effect to create a powerful image.	- 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 - 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] - Learn about great artists, architects and designers in history	aesthetic audience character traits chiaroscuro commissioned composition expressive graffiti guerilla imagery impact interpretation mark making Maya Mayan mural representative street art symbol symbolic technique tonal tone	History a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Year	Topic - what do we want the children to know?	National Curriculum - Pupils should taught:	Vocab	Links across subjects
Year 6	Sculpture and 3D: Making memories - Exploring self LO: To analyse how art can explore the concept of self. Artist: Nicola Anthony, Judith Scott, Yinka Shonibare. - Relief sculptures LO: To explore sculptural techniques. Artist: Louise Nevelson - Memory museum LO: To use creative experience to develop ideas and plan a sculpture. Artist: Joseph Cornell - Memory sculpture LO: To apply an understanding of materials and techniques to work in 3D. - Complete and reflect	- 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 - 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] - Learn about great artists, architects and designers in history	assemblage attribute collection composition embedded expression identity juxtaposition literal manipulate originality pitfall relief representation sculpture symbolic tradition	PSHE

	LO: To problem solve, evaluate and refine artwork to achieve a chosen outcome.			
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