



SUBJECT OVERVIEW

ART 2025-2026

Subject:	Art	Academic year:	2025-2026
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Early Years</u>	Figure Drawing	Imagined Compositions	Portraits	Imagined Compositions	Still Life	3D Sculpture & Modelling
Skills	Drawing- fine motor skills & control	Printing- explore and develop ideas deciding which materials to use to express them	Drawing- add in detail such as representing a face with a circle	Collage & Mixed Media- joining different materials to explore different textures	Painting- creating closed shapes that represent objects in real life, using continuous lines. Explore colour and colour mixing	Mixed Media- use a variety of materials, tools and techniques to experiment with colour, design and function
Artists	FRIDA KAHLO (HISTORICAL) (Spring 1)	ANSELM KIEFER (HISTORICAL) (Autumn 2)	MEQUITTA AHUJA (CONTEMPORARY)	SUSAN CHEN (CONTEMPORARY) (Spring 2)	PAUL CEZANNE (HISTORICAL)	AI WEI WEI (CONTEMPORARY) (Summer 1)



<u>Year 1</u>	Imagined Compositions			3D Sculpture & Modelling		Figure Drawing
Skills	Drawing- mark making using a range of tools. Drawing things seen or imagined using lines.	DT	DT	Mixed Media- creating structures by joining objects together.	DT	Drawing- mark making using a range of tools. Printing- mark making using different tools to make different patterns.
Artists	JAMES ENSOR (HISTORICAL) PETER DOIG (CONTEMPORARY)			AUGUSTE RODIN (HISTORICAL) ANTHEA HAMILTON (CONTEMPORARY)		ANDY WARHOL (HISTORICAL) NAOMI BUNYAN (CONTEMPORARY)
NC	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Taught about the		DT	To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share	DT	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide



	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.			their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Taught 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.		range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Taught 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.
<u>Year 2</u>			Imagined Compositions	Still Life	Landscape	DT
Skills	DT	Freestanding Structure- Create a house	Drawing- mark making using a range of tools. Drawing	Printing- mark making using different tools to	Mixed Media- sort, cut out shapes from fabrics and	



		for Great Fire of London	things seen or imagined using lines.	make different patterns.	experiment with different ways of joining them.	
Artists			SALVADOR DHALI (HISTORICAL) TAKASHI MURAKAMI (CONTEMPORARY)	GEORGES BRAQUE (HISTORICAL) STEPHANIE H SHIH (CONTEMPORARY)	ALBERT BIERSTADT (HISTORY) APRIL GORNICK (CONTEMPORARY)	
NC		<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and</p>		<p>Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and</p>	<p>Use a range of materials creatively to design and make products. Taught 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.</p>	



		making links to their own work.		disciplines, and making links to their own work.		
<u>Year 3</u>		Still Life		Imagined Compositions		3D Sculpture & Modelling
Skills	DT	Drawing- shading using different media. Adding detail using shading. Painting- identify complementary colours, tone and cool and warm colours.	DT	Printing- create printing blocks using relief or impressed techniques. Mixed Media- creating collage, overlapping and layering.	DT	Mixed Media- Compare and recreate form using natural and man made objects.
Artists		VAN GOGH (HISTORICAL) BAMBOU GILI (CONTEMPORARY)		MICHAEL LOEW (HISTORICAL) JULIE CURTISS (CONTEMPORARY)		MARCEL DUCHAMP (HISTORICAL) HEW LOCKE (CONTEMPORARY)
NC	DT	Create sketch books to record their		Create sketch books to record their observations and		Create sketch books to record their observations



		<p>observations and use them to review and revisit ideas. 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.</p>		<p>use them to review and revisit ideas. 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.</p>		<p>and use them to review and revisit ideas. 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.</p>
<u>Year 4</u>	DT	DT	3D Sculpture & Modelling	Imagined Compositions	Still Life	DT



<p>Skills</p>	<p>DT</p>		<p>Drawing- plan sculpture using drawing.</p> <p>Mixed Media- using a range of media to create the correct proportions.</p>	<p>Painting- experimenting with mood and feeling using a range of materials and the techniques I have learnt.</p> <p>Printing- use different techniques such as marbling, silkscreen (a version of) and cold water paste. Print on fabrics using tie-dye or batik.</p>	<p>Drawing- draw familiar objects with the correct proportions.</p> <p>Painting- create different effects using a variety of methods such as bleeds, washes, scratches and splashes.</p>	
<p>Artists</p>			<p>MICHELANGELO (HISTORY)</p> <p>RACHEL WHITEREAD (CONTEMPORARY)</p>	<p>GERHARD RICHTER (HISTORICAL)</p> <p>YOW SHIEN KUO (CONTEMPORARY)</p>	<p>ROY LITCHSTEIN (HISTORY)</p> <p>HOLLY COULIS (CONTEMPORARY)</p>	
<p>NC</p>		<p>DT</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques,</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques,</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and</p>	<p>DT</p>



			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.	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.	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.	
<u>Year 5</u>	Landscape	DT	Drawing	DT	3D Sculpture & Modelling	DT
Skills	<p>Mixed Media- collage to a background that has already been painted, drawn or printed.</p> <p>Painting- experiment using layers and overlays to create new colours and textures. Mix colours to express mood and divide the</p>		<p>Drawing- using line, tone and shading to represent things in 3D.</p> <p>Painting- mixing colours to express mood in the foreground and background.</p> <p>CLARA PETERS (HISTORICAL)</p>		<p>Drawing- using line, tone and shading to represent things in 3D.</p> <p>Mixed Media- using a variety of techniques in clay including slabs, quills and slips. Using a wide range of materials to make adjustments to work over time</p>	



	foreground and background.		YAYOI KUSMA (CONTEMPORARY)			
Artists	Etel Adnan (HISTORICAL) Jane Dickinson (CONTEMPORARY)				Louise Bourgeois (HISTORICAL) HUMA BHABHA (CONTEMPORARY)	
NC	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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</p>		<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Learn about great artists, architects and designers in history.</p>	DT	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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</p>	DT



	designers in history.				designers in history.	
<u>Year 6</u>	Figure Drawing	DT	Landscape	DT	3D Sculpture & Modelling	ART
Skills	<p>Drawing- using perspective in work, focusing on a single focus point and horizon (composition).</p> <p>Drawing- use composition, scale and proportion.</p> <p>Painting- using different techniques, textures and explaining choices.</p>		<p>Drawing- using perspective in work, focusing on a single focus point and horizon (composition).</p> <p>Painting- use tones, brush strokes, watercolour bleeds and stippling.</p> <p>Printing- using printing intricate printing patterns and simplifying designs in sketch books.</p>		<p>Drawing- use composition, scale and proportion.</p> <p>Mixed Media- use intricate patterns in malleable media, e.g. clay.</p>	
Artists	<p>LUCIEN FREUD (HISTORICAL)</p> <p>SONIA BOYCE (CONTEMPORARY)</p>		<p>VANESSA BELL (HISTORICAL)</p> <p>JULIE MEHRETU (CONTEMPORARY)</p>		<p>HENRY MOORE (HISTORICAL)</p> <p>FAITH RINGGOLD / (CONTEMPORARY)</p>	



NC	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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.</p>	DT	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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.</p>	DT	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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.</p>	ART
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Curriculum Intent						
Intent	EYFS End Points	KS1 End Points			KS2 End Points	
	<p>By the end of the EYFS, pupil's artistic and cultural awareness has been used to support their imagination and creativity. Pupils should have had regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials, linked to the Early Learning Goals, topics/themes/story books. Pupils should be able to safely use and explore a variety of materials, tools, techniques and skills. They should be experimenting with colour, design, texture, form and function. Pupils should be able to share their creations</p>	<p>By the end of Key Stage 1, pupils should know about, and be able to, use a range of materials creatively to design and make end products related to their topic/an artist/a theme. Pupils should be able to use drawing, painting and sculpting skills to develop and share their ideas, experiences and imagination to develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space related to their topic/an artist/a theme. Pupils should know about the work of a range of artists, pinpointing and describing the similarities and differences between different practices, skills and disciplines. Pupils should be able</p>			<p>By the end of Key Stage 2, pupils should know about, and be able to, develop their techniques and skills, controlling their use of materials. They should be creative and be able to experiment with their artwork, showing an increasing awareness of different kinds of art, craft and design. Pupils should be able to use their sketchbooks to record their observations of art works and artists and use them to review and revisit ideas (this will also be shown/discussed through previous learning slides showing links to past year groups and topics in lessons). pupils should be able to improve their mastery</p>	



	and explain the skills and the process they have used.	to make links between their own work and the work of others. Skills should have been built upon from EYFS.	of art skills and techniques. Pupils should know about and investigate/evaluate the work of great artists, architects and designers in history. Skills should have been built upon from EYFS and KS1.
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Early Years Framework Goals

4 Topics

Art Topics:**Figure Drawing** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Skill: **drawing**

Art Topics:**Imagined Compositions**

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.

Skill: **printing**

Art Topics:**Portraits**

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Skill: **drawing**

Art Topics:**Still Life**

Skill: **painting**



Art Topics: **3D Sculpture & Modelling**

Skill: **drawing**

Make use of props and materials when role playing characters in narratives and stories.

KS1 NC Aims:

4 topics

Art Topics: **Still Life**

To use a range of materials creatively to **design** and **make** products. To **paint** 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**,

Skills: **painting, drawing**

Art topic: **Figure Drawing**

To work from both experiences and imagination to use **drawing**.

Skill: **drawing**





Art topic: **Imagined Compositions**

To use **drawing**, to work from 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.

Skills: **drawing/ painting/ mixed-media**

Art topic: **3D Sculpture and Modelling**

To work from 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. To describe the differences and similarities between different practices and disciplines, and making links to their own work.

Sculpture

Skill: **mixed+media**

KS2 NC Aims:

4 topics

Art Topics: **Still Life**



To use a range of materials creatively to **design** and **make** products. To **paint** 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,**

with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history

Skills: **painting, drawing/ mixed media**

Art topic: **Figure Drawing**

To use a range of materials creatively to **design** and **make** products. To **paint** 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,**

To work from both experiences and imagination to use **drawing.**

Skill: **drawing/ painting**

Art topic: **Imagined Compositions**

To use **drawing,** to work from 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.

with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history

Skills: **drawing/ painting/ mixed-media**



Art topic: **3D Sculpture and Modelling**

To work from both experiences and imagination to use **drawing**.

To work from 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. To describe the differences and similarities between different practices and disciplines, and making links to their own work.

Sculpture

With a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history/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

Skill: **mixed+media/ drawing/ painting**
