



Art Overview 2025-26

	Exploring and developing ideas	Work of Artists
Early Years Nursery and Reception	<ul style="list-style-type: none"> • Children give and receive feedback. • Notice differences and similarities to their own work. • Respond positively to a starting point. 	<ul style="list-style-type: none"> • Say what they like or dislike about the work of famous artists. • Use a notable artist's work as inspiration for their own artwork.
KS1 Year 1 and 2	<ul style="list-style-type: none"> • Children begin to understand how ideas are developed through processes. • Children learn to practise techniques, make mistakes and try again. • Children share their ideas with others, including giving and receiving feedback. • Respond positively to ideas and starting points. • Explore ideas and collect visual information. • Describe differences and similarities and make links to their own work. • Explore different methods and materials as their ideas develop. • Use key vocabulary to demonstrate knowledge and understanding: work, work of art, idea, starting point, observe, focus, design, improve. • Use sketchbooks to record development of techniques and ideas. 	<ul style="list-style-type: none"> • Study the techniques and processes of a range of famous artists. • Describe and compare the work of famous artists. • Express their opinion on the work of famous artists. • Use inspiration from notable artists to create and compare their own work.
Lower KS2 Year 3 and 4	<ul style="list-style-type: none"> • Children begin to collect and develop ideas in their sketchbooks. • Children continue to practise techniques, building a resilience to making mistakes, and making improvements to their work. • Children continue to share their work with others, giving and receiving feedback. • Explore ideas from first hand observations. • Question and make observations about starting points, and respond positively to suggestions. • Adapt and refine ideas. • Use key vocabulary to demonstrate knowledge and understanding: line, pattern, texture, form, record, detail, question, observe, refine. • Use sketchbooks to record ideas. 	<ul style="list-style-type: none"> • Continue to compare and contrast artists. • Continue to study the techniques and processes of a range of famous artists. • Use inspiration from famous artists to replicate a piece of work. • Reflect upon their work and the development of their skills. • Refer to techniques and processes when expressing an opinion on the work of an artist.
Upper KS2 Year 5 and 6	<ul style="list-style-type: none"> • Children collect more information and resources for their sketchbooks. • Children continue to develop their knowledge of techniques by experimenting and predicting. • Children continue to share their work with others, giving and receiving feedback. • Use key vocabulary to demonstrate knowledge and understanding: develop, refine, texture, shape, form, pattern, structure. 	<ul style="list-style-type: none"> • Continue to compare and contrast artists. • Continue to study the techniques and processes of a range of famous artists. • Expand their knowledge of famous artists and their work. • Give detailed observations of notable artists, artisans and designers work.

Year group	Autumn	Spring	Summer
Nursery	<p>Drawing/ Painting/ Printing</p> <p>Focus:</p> <p>Artist:</p> <p>Key skills:</p> <ul style="list-style-type: none"> Explore drawing, painting and printing with different materials and tools. <p>Media: chalk, felt tips, crayons, ready mixed paint, paper, card, stamps, rollers etc.</p> <p>Formal Elements: Line, shape, colour</p>	<p>Drawing/ Painting/ Collage</p> <p>Focus: Colour</p> <p>Artist:</p> <p>Key skills:</p> <ul style="list-style-type: none"> Name colours Experiment with different painting tools Cut, tear, and glue different materials. Sort and arrange materials. <p>Media: tissue paper, cut out shapes, pva glue,</p> <p>Formal Elements: Line, shape, colour, space</p>	<p>Drawing / Painting/ Photography</p> <p>Focus:</p> <p>Artist:</p> <p>Key skills:</p> <ul style="list-style-type: none"> Look at different photos Take a photographs <p>Media: photographs, camera/lpad</p> <p>Formal Elements: Line, shape, colour, space</p>
	Continuous Provision: Sculpture collage painting drawing		
Reception	<p>Drawing/ Photography</p> <p>Focus: Habitats</p> <p>Artist: Andy Goldsworthy, Clare Borsch</p> <p>Key skills:</p> <ul style="list-style-type: none"> Explore drawing with different materials, e.g. pastels, chalk, felt tips. Explore drawing different types of paper. Draw lines of different thickness and tone. Explore pattern and textures. Focus on choosing an interesting subject for their photographs. 	<p>Collage</p> <p>Focus:</p> <p>Artist: Paul Cummins and Kara Walker</p> <p>Key skills:</p> <ul style="list-style-type: none"> Use a combination of materials that have been cut, torn and glued. Sort and arrange materials. Show pattern by weaving. <p>Media: Tissue Paper, recycled materials, natural materials</p> <p>Formal Elements:</p>	<p>Painting/ printing</p> <p>Focus: Recycling</p> <p>Artist: Pop Art – Andy Warhol/ Roy Lichtenstein</p> <p>Key skills:</p> <ul style="list-style-type: none"> Use a variety of materials, e.g. sponges, fruit, blocks, recycled materials. Create images/patterns. <p>Media: Pencils, coloured pencils, block and poster paints, recycled materials</p> <p>Formal Elements: Line, shape, colour, texture, pattern</p>

	<ul style="list-style-type: none"> Take photographs of objects, landscapes and portraits. Use the zoom function and experiment with perspective. <p>Media: Pencils, coloured pencils, scissors, natural forms, string, iPads</p> <p>Formal Elements: Line, shape, form, colour, texture, pattern</p>	shape, form, colour, texture, pattern	
Y1	<p>Painting Focus: Local Area/ Landscapes</p> <p>Artist: Vincent Van Gogh Key skills:</p> <ul style="list-style-type: none"> Mix primary colours to make secondary colours. (Create colour palette). Explore hot and cool colours. Experiment with different brushes and other painting tools. Create patterns. Draw lines of varying thickness and tone. Explore drawing with different grades of pencil. Use dots and lines to demonstrate pattern and texture. <p>Media: Water colour paints, canvas, paper, pencil, Formal Elements: Line, shape, colour, texture</p>	<p>Printing Focus: Pattern</p> <p>Artist: Orla Kiely Key skills:</p> <ul style="list-style-type: none"> Create patterns and textures. Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing. Create repeating patterns. <p>Media: Pencils, Indian ink, crayons, pastels, printing inks, printing boards, lining paper</p> <p>Formal Elements: Line, shape, form, colour, texture, pattern</p>	<p>Textiles Focus:</p> <p>Artist: Clare Burchell. Key skills:</p> <ul style="list-style-type: none"> Decorate textiles with glue or stitching to add texture and detail. Weave paper and wool to create a pattern. Introduce use of a running stitch to sew together. Decorate textiles with glue or Use a dyeing technique to alter a textiles colour and pattern. Cut, tear and sew a variety of materials. <p>Media: Fabric, sewing needles, fabric glue/paints/pens Formal Elements: Line, shape, form, colour, texture, pattern, space</p>

Y2	<p>Collage Focus:</p> <p>Artist: Paul Cummins and Kara Walker</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Sort and arrange materials. • Add texture by mixing materials. • Sort and arrange materials to convey an idea/feeling. • Create contrast by overlapping, overlaying and mixing materials to create texture. • Weave paper and wool to create a pattern. <p>Media: Paper, pens, collage papers, glue, scissors Formal Elements: Line, shape, form, colour, texture, pattern</p>	<p>Sculpture Focus: Plants</p> <p>Artist: Amadeo Modigliani</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Use malleable materials to assemble a variety of shapes, including lines and texture. • Experiment with basic tools. • Create a variety of shapes, including lines and texture. • Experiment creating form, texture and shape using a variety of tools. • Practise smoothing and joining techniques. <p>Media: Recycling materials, lollypop sticks glue, playdough, paper/card Formal Elements: Line, shape, form, colour, texture, pattern, space</p>	<p>Photography Focus:</p> <p>Artist: Girma Barta, Linda Wisdom.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Take photographs of objects, landscapes and portraits. • Use the zoom function and experiment with perspective. • Experiment with filters using iPad app. • Draw using a simple computer program • Consider the balance and composition of their photographs. • Begin to experiment with camera angles. • Use filters to adjust a photograph. <p>Media: Ipads, editing apps, Formal Elements: form, space, texture</p>
Y3	<p>Painting Focus:</p> <p>Artist: LS Lowry, Lisa Levine</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Use varied brush techniques to create shapes, textures, patterns and lines. • Mix colours effectively using correct language, e.g. tint, shade, primary and secondary. (Create colour palette-complimentary colours) and select colour to convey specific ideas and emotions. 	<p>Printing Focus:</p> <p>Artist: Anni Albers.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Use more than one colour to layer in a print. • Replicate patterns from observations. • Make printing blocks/collographs. • Make repeated patterns with precision. • Explore colour mixing through printing. • Cut simple stencils. 	<p>Collage Focus:</p> <p>Artist: Sonia King, Maurice Bennett,</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Select colours and materials to give effect, giving reasons for their choices. • Refine work as they go to ensure precision. • Learn and practise a variety of techniques, e.g. overlapping, overlaying, tessellation, mosaic and montage.

	<ul style="list-style-type: none"> Explore the effect on paint of adding water, glue, sand, sawdust etc. for texture. <p>Media: acrylic paints Formal Elements: Line, shape, form, tone, texture, colour pattern, scale, space, abstract, design.</p>	<p>Media: block printing ink, polystyrene tiles, ink rollers Formal Elements: Line, pattern, texture, colour, shape</p>	<ul style="list-style-type: none"> Select appropriate materials, giving reasons. Create a mixed media artwork. <p>Media: paper, glue, magazines Formal Elements: Shape, form, line, texture, colour pattern.</p>
Y4	<p>Textiles Focus:</p> <p>Artist: Kazuhito Takadoi, Scott Walker Key skills:</p> <ul style="list-style-type: none"> Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Develop skills in stitching, cutting and joining. Attach materials- beads, sequins, buttons etc. <p>Media: Needle, thread, stuffing, material, glue, decorative materials. Formal Elements: Pattern, line, colour, shape, texture</p>	<p>Sculpture Focus:</p> <p>Artist: <i>Edgar Degas, Auguste Rodin.</i> Key skills:</p> <ul style="list-style-type: none"> Cut, make and combine shapes to create recognisable forms. Use clay and other malleable forms and practise joining and smoothing techniques. Add materials to their sculpture to add detail. Use tools to create textured surfaces. Experiment with Modroc/Papier Mache. <p>Media: clay, sculpting tools Formal Elements:</p>	<p>Photography Focus:</p> <p>Artist: Phillippe Halsman Key skills:</p> <ul style="list-style-type: none"> <i>Take photographs experimenting with perspective and distance.</i> <i>Begin to experiment with methods of creating a focal point.</i> Edit photographs. Take photographs that convey a mood or idea. Create a digital artwork using an image they have taken. <p>Media: Ipads, editing apps. Formal Elements: focal point, balance, composition, space, shape, colour, tone</p>
Y5	<p>Printing Focus:</p> <p>Artist: Andy Warhol, Peter Blake. Key skills:</p> <ul style="list-style-type: none"> Design and create printing blocks/tiles. 	<p>Painting Focus:</p> <p>Artist: Andy Warhol, Peter Blake. Key skills:</p> <ul style="list-style-type: none"> Create different textures and effects with paint using various techniques e.g. dots, scratches and splashes. 	<p>Textiles Focus: Costume design</p> <p>Artist: Vince Low & Vivienne Westwood Key skills:</p> <ul style="list-style-type: none"> Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.

	<ul style="list-style-type: none"> • Develop techniques in mono, block and relief printing. • Create and arrange accurate patterns. • Screen printing. • Explore paint/ink roller uses and effects. <p>Media: Recyclable materials, printing paint, polystyrene tiles, acrylic paint, rollers,</p> <p>Formal Elements: shape, colour, pattern, line, form, space</p>	<ul style="list-style-type: none"> • Use a range of paint (acrylic, watercolour, oil) to create visually interesting pieces. • Use symbols, shapes, form and composition in order to express mood and emotion. <p>Media: watercolour paints, acrylic paints, oil paints, paper.</p> <p>Formal Elements: Blend, mix, line, tone, shape, abstract, absorb, colour impressionism,</p>	<ul style="list-style-type: none"> • Develop skills in stitching, cutting and joining. • Attach materials- beads, sequins, buttons etc. • Use contrasting colours and textures in stitching and weaving. • Use plaiting, pinning, stapling, stitching and sewing techniques. <p>Media: Recycled fabrics, glue gun, paper, decorative materials, needles, thread, buttons etc.</p> <p>Formal Elements: Line, shape, form, tone, texture, colour, paper scale, 3D</p>
Y6	<p>Collage Focus:</p> <p>Artist: Howie Green, Debbie Smyth, Inge Jacobsen.</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Add collage to a painted or printed background. • Create and arrange accurate patterns. • Use a range of mixed media. • Plan and design a collage using a range of cutting tools and adhesives and uses a variety of techniques, to achieve a specific outcome. <p>Media: Magazines, newspapers, glue, scissors</p> <p>Formal Elements: texture, shape, form, line, space, colour, tone</p>	<p>Photography Focus:</p> <p>Artist: Garrigosa studios, Erik Alms,</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Experiment with methods of creating a focal point. • Review and edit their images. • Uses a paint program to design an artwork. • Create a photo story that conveys a mood or idea. • Review and edit their images. • Create a virtual artwork using a computer program. <p>Media: Ipads, editing apps</p> <p>Formal Elements: focal point, balance, composition, space, shape, colour, tone</p>	<p>Sculpture Focus: Ceramics</p> <p>Artist: Clarice Cliff</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Use material other than clay to make a 3D sculpture. • Continue to develop cutting and joining skills, e.g. using wire, coils, slabs and slips. • Use knowledge of tools, techniques and materials to plan, design and create a 3D form to express their ideas/convey an emotion. <p>Media: Pens, pencils, coloured pencils, fineliner pen, clay, sculpting tools.</p> <p>Formal Elements: Line, shape, form, tone, texture, colour pattern, scale, space</p>