# Art overview 2026-27

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Reception | **If you go down to the woods today?** | **Crumbs! What's on Fire?** | **Space Explorers!** | **Our World** | **What grows in my garden?** | **Amazing Creatures** |
| | • Understands that they can use lines to enclose a shape, and then begin to use these shapes to represent objects<br>• | • explores colour and how colours can be changed and what happens when they mix colours<br>• to begin to be interested in and describe the texture of things<br>• Captures experiences and responses with a range of media | • Experiments to create different textures<br>• Understands that different media can be combined to create new effects<br>• Create representations of events, people and objects<br>• Chooses particular colours to use for a purpose | | • Can experiment with colour, design, texture, form and function<br>• Use what they have learnt about media and materials in original ways, thinking about uses and purposes | • Can experiment with colour, design, texture, form and function<br>• Use what they have learnt about media and materials in original ways, thinking about uses and purposes<br>• Can represent their own ideas, thoughts and feelings through DT, art, music, dance, role-play and stories |
| Year 1 National Curriculum | **Animal Picnic & Black History Month** | **Woodland adventure** | **Litter Detectives** | **An African Village** | **Black Rock's Tower** | **Moving Toys** |
| | | **Paint and collage**<br>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination<br>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br>• 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 (matisse snail) | **Drawing, design and using recycled materials**<br>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination<br>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination<br>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br>• 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 – **Edward Tingatinga** | • to use a range of materials creatively to design and make products (sketching existing products and planning) | |
| Year 1 Skills | | **Painting**<br>• name the primary and secondary colours;<br>• experiment with different brushes (including brushstrokes) and other painting tools;<br>• mix primary colours to make secondary colours; | **Exploring and developing ideas**<br>• respond positively to ideas and starting points;<br>• explore ideas and collect information;<br>• describe differences and similarities and make links to their own work; | **Exploring and developing ideas** - explore ideas and collect information;<br>• describe differences and similarities and make links to their own work;<br>• try different materials and methods | **Drawing**<br>• draw lines of varying thickness;<br>• use dots and lines to demonstrate pattern and texture;<br>• use different materials to draw, for example pastels, chalk, felt tips; | |

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| | | • add white and black to alter tints and shades;<br>• use key vocabulary: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.<br>**Collage**<br>• use a combination of materials that have been cut, torn and glued;<br>• sort and arrange materials; add texture by mixing materials;<br>• use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. | • try different materials and methods to improve;<br>• use key vocabulary: work, work of art, idea, starting point, observe, focus, design, improve.<br>**Drawing**<br>• draw lines of varying thickness;<br>• use dots and lines to demonstrate pattern and texture;<br>• use different materials to draw, for example pastels, chalk, felt tips;<br>• use key vocabulary: line drawing, detail, landscape, cityscape, building, drawings, line, bold, size, space. | • use key vocabulary: work of art, idea, starting point, observe, focus, design, improve.<br>**Painting** - experiment with different brushes (inc brushstrokes) and painting tools;<br>• mix primary colours to make secondary colours; add white and black to alter tints and shades;<br>• use key vocabulary: primary/secondary colours, warm colours, cool colours, sweep, dab, bold brushstroke<br>**Printing (Baboucarr Etu Ndow)** - copy an original print;<br>• use a variety of materials, e.g. sponges, fruit, blocks;<br>• demonstrate range of techniques, e.g. rolling, pressing, stamping and rubbing;<br>• use key vocab: colour, shape, printing, printmaking, woodcut, relief printing, objects.<br>**Work of other artists** - describe the work of famous, notable artists and designers;<br>• express an opinion on the work of famous, notable artists;<br>• use inspiration from famous, notable artists to create their own work and compare;<br>• use key vocabulary: **Edward Tingatinga** | | |

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| | What impact can I have on my world? & Black History Month | Fairy Tale Garden | Rainforest Adventure | Great Fire of London | What is it like at the seaside? | Brunel's Bristol |
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| Year 2 National Curriculum | **sketches and plans of the local area and within posters**<br>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | **Vincent Van Gogh painting Sunflowers and Irises, Monet Waterlillies**<br>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br>• 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 | **collage and textiles to create rainforest animal art)**<br>• to use a range of materials creatively to design and make products<br>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | **Art (painting model houses and sketching of housing before and after fire to demonstrate changes that occurred as a result – shared in presentation)**<br>• to use a range of materials creatively to design and make products<br>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | **sketching of 2 localities for brochure**<br>• to use a range of materials creatively to design and make products | |
| Year 2 Skills | **Drawing**<br>• draw lines of varying thickness;<br>• use dots and lines to demonstrate pattern and texture;<br>• use different materials to draw, for example pastels, chalk, felt tips;<br>• use key vocabulary: line drawing, detail, landscape, cityscape, building, line, bold, size, space. | **Drawing**<br>• draw lines of varying thickness;<br>• use dots and lines to demonstrate pattern and texture;<br>• use different materials to draw, for example pastels, chalk, felt tips;<br>• use key vocabulary: portrait, self-portrait, line drawing, detail, landscape, pastels, drawings, line, bold, size, space.<br>**Work of other artists**<br>• describe the work of famous, notable artists and designers;<br>• express an opinion on the work of famous, notable artists;<br>• use inspiration from famous, notable artists to create their own work and compare;<br>• use key vocabulary | **Collage and textiles**<br>• use a combination of materials that have been cut, torn and glued;<br>• sort and arrange materials; add texture by mixing materials;<br>• show pattern by weaving;<br>• decorate textiles with glue or stitching, to add colour and detail;<br>• use key vocabulary: textiles, weaving, loom, alternate, over, under, collage, gaps, cut, place, arrange. | **Drawing**<br>• draw lines of varying thickness;<br>• use dots and lines to demonstrate pattern and texture;<br>• use key vocabulary: line drawing, detail, building, drawings, line, bold, size, space.<br>**Painting**<br>• experiment with different brushes (including brushstrokes) and other painting tools;<br>• use key vocabulary: watercolour wash, sweep, dab, bold brushstroke | **Drawing**<br>• draw lines of varying thickness; use dots and lines to demonstrate pattern and texture;<br>• use key vocabulary: line drawing, detail, landscape, cityscape, building, line, bold, size, space | |

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| | Incredible Iron Man & Black History Month | Woodland Wonders | How does your Garden Grow? | Exciting Egypt | The Rhythm of the Rain | Revolting Romans |
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| Year 3 National Curriculum | **Drawing**<br>• to create sketch books to record their observations and use them to review and revisit ideas<br>• to improve their mastery of art and design techniques, focusing on drawing(colour, pattern, texture, line, shape form and space)<br>**Work of other artists**<br>• Explore the life, achievements and artwork of Bisa Butler. | | **Collage and Textiles**<br>• to create sketch books to record their observations and use them to review and revisit ideas<br>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.<br>• To improve mastery of art and design techniques, including drawing, painting and sculpture<br>**Work of other artists**<br>• Learn about great artists – Georgia O'Keefe | | | |
| Year 3 Skills | • draw lines of varying thickness;<br>• use dots, lines, hatching and smudging to demonstrate pattern and texture<br>• use key vocabulary: line drawing, detail, landscape, cityscape, building, line, bold, size, space.<br>• Explore texture, shape and form | | • record ideas by copying images of scientific sketches of plants;<br>• explore ideas from first-hand observations, developing accuracy by drawing and labelling a variety of real plants;<br>• use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline<br>• us collage techniques to create ;layered botanical artwork<br>• <am[l;ate amd kpom ,ateroa;s tp create 3d sculptures of plants and flowers | | | |

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| | Wonderful Whales & Black History Month | Good Vibrations (not linked to English) | The Battle for the Kingdom | Into the Woods | Global Food | Aqua Adventures |
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| Year 4 National Curriculum | **Drawing and collage**<br>• Create sketchbooks to review and revisit ideas<br>• develop painting and collage skills<br>• analyse and evaluate artwork<br>• learn how artists communicate ideas and experiences.<br>**Work of other artists**<br>• Explore the life, achievements and artwork of Sonya Boyce. | • Explore the artist Wassily Kandinsky<br>• Explore how people, places and objects can be represented in art<br>• Explore abstract art, and how this is different to more traditional art forms<br>• Create artwork inspired by Kandinsky<br>• Create artwork inspired by a piece of music | | | | |
| Year 4 Skills | • Explore pattern and texture in sketchbooks<br>• Annotate ideas and record observations<br>• Consider how to use collage techniques and mixed media<br>• Record personal responses and evaluations | • Build on Y3 sketching focus, with exploration of different ways to sketch and show texture with a pencil<br>• Explore how colour can represent different emotions<br>• Label and annotate Kandinsky's work<br>• Consider how to use colour to enhance design when painting<br>• Explore changing and improving composition to find a more pleasing arrangement | | | | |

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| | Space: The Final Frontier & Black History Month | Running Like Clockwork | Visionary Victorians in Brilliant Bristol | Outrageous Olympians | Survival Adventures | It's a Small World |
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| Year 5 National Curriculum | Drawing and oil pastels<br>• Develop control of materials with creativity and experimentation<br>• Create sketch books to record observations and to review and revisit ideas<br>• Improve mastery of art and design techniques<br>**Work of other artists**<br>• Learn about great artists (Peter Thorpe and Retro Futurism)<br>• Learn about Lynette Yiadom-Baokye | | Exploring and Sketching:<br>• Create sketch books to record observations<br>• Improve mastery of art and design techniques, including drawing<br>• Develop perspective, shade and pattern<br>**Work of other artists**<br>• Learn about great architects and designers in history and understand how art and design reflect and shape history and contribute to culture and creativity. | | | |
| Year 5 Skills | • Use different media, i.e. pastels, to create texture and form<br>• Explore colour mixing and blending<br>• Apply the effect of light and shadow<br>• Use perspective within a drawing<br>• Study facial features and portrait skills<br>• Annotate artistic choices and personal responses | | • Draw from direct observation<br>• Sketch architectural details with increasing accuracy<br>• Use proportion and scale appropriately<br>• Develop control of line quality<br>• Create depth and distance in drawings<br>• Draw buildings showing foreground, middle ground and background<br>• Identify common Victorian architectural features<br>• Create labelled studies of buildings<br>• Reflect on the effectiveness of their drawings | | | |

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| | Ancient Civilisation: Stone Age to Iron Age & Black History Month | Mind, Body & Soul | Blitz, Blackout and Beyond | Out in the cold | Benin: Beauty and Bravery | Darwin's Discoveries |
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| Year 6 National Curriculum | Drawing and painting<br>• Develop a mastery of art techniques; use sketchbooks to refine ideas independently<br>• analyse and evaluate creative works<br>• understand how art reflects cultural and historical influences<br>• make informed connections between artists, movements and their own practice<br>**Work of other artists**<br>• Learn about Windrush Artists and how their experiences impact on their art work | **Drawing and sculpture**<br>• 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.<br>• create sketch books to record their observations and use them to review and revisit ideas<br>• improve their mastery of art and design techniques: sculpture<br>**Work of other artists**<br>• learn about great artists such as Käthe Kollwitz | | | | Drawing and painting<br>• Develop and imaginatively extend ideas from starting points throughout the curriculum.<br>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.<br>• Use the qualities of materials to enhance ideas.<br>• Spot the potential in unexpected results as work progresses.<br>• Comment on artworks with a fluent grasp of visual language.<br>• Sketch (lightly) before painting to combine line and colour.<br>• Create a colour palette based upon colours observed in natural or built world.<br>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.<br>• Combine colours, tones and tints to enhance the mood of a piece.<br>• Use brush techniques and the qualities of paint to create texture.<br>• Develop a personal style of painting, drawing upon ideas from other artists. |
| Year 6 Skills | • Observational drawing; composition planning<br>• experimentation with symbolism; mixed-media techniques<br>• critical reflection and annotation. | • Describe the different qualities involved in modelling, sculpture and construction.<br>• Use natural and manmade materials to create sculpture.<br>• Plan a sculpture through drawing and other preparatory work<br>• Explain how sculpture was created, critically analyze what went well and what was more challenging | | | | • develop their knowledge of the design process and revisit ideas<br>• develop their knowledge of designing, through observational drawings<br>• research skills through secondary design work<br>• blending and mixing colours with use from the colour wheel<br>• develop their knowledge of proportions and making drawings look correct in size<br>• understand planning and how to create an effective composition. |

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| | | | | | | • check their work and ensure that scales are appropriate to the final product |