

Subject	Autumn 1 (7 weeks & 3 days)	Autumn 2 (6 weeks & 3 days)	Spring 1 (5 weeks & 4 days)	Spring 2 (5 weeks & 4 days)	Summer 1 (5 weeks)	Summer 2 (7 weeks & 2 days)
---------	-----------------------------	-----------------------------	-----------------------------	-----------------------------	--------------------	-----------------------------

**Butterflies (EYFS)**

**Physical Development (Moving and Handling)**  
**40-60 m**

- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with - increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- -Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. (letters read line control)

**ELG:**

- Children show good control and co-ordination in large and small movements.
- They handle equipment and tools effectively, including pencils for writing.

**Expressive Arts and Design (Exploring and Using Media and Materials)**  
**40-60m**

- Realises tools can be used for a purpose.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

**ELG:**

- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Expressive Arts and Design (Being Imaginative)**  
**40-60m**

- Create simple representations of events, people and objects.
- Chooses particular colours to use for a purpose.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

**ELG**

- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

**In Continuous Provision:**

- Provide opportunities for children to select and use tools including pencils, chinks, pens, crayons, pipettes, paint brushes of varying sizes, sponges, rollers, scrapers, imprinting equipment to press into malleables (such as knobs, beads, shapes etc.), cutters, tools for carving and etching, rolling pins.
- Provide resources for children to join, construct, build, embellish such as scissors, glue, sellotape, masking tape, pipe cleaners, junk modelling resources, Lego, large building blocks, planks, crates, art straws, lolly pop sticks, matchsticks, pom poms, sequins, beads, glitter, stickers, textiles etc.
- Provide opportunities to print using a variety of textures and equipment.
- Provide malleable materials in different consistencies such as play dough, plastercine, foam, jelly barf, cornflour, clay, orzo beads
- Provide opportunities to experiment with colour mixing. For example, mixing ready-mixed paint, mixing watercolours, mixing powder-paints, mixing coloured water, using coloured overlays.
- Provide opportunities to photograph, reflect and comment on own and others work.

<p>Marvellous Me - Self portraits Collage</p> <p>Autumn - <b>Andy Goldsworthy</b> <b>James Blunt</b> Transient Art Art using natural objects</p> <p>Junk modelling - making emergency vehicles.</p>	<p>Bonfire Night - <b>Jackson Pollack</b> Diwali - Rangoli art and clay diva lamps Remembrance Day - Printing poppies</p> <p>Christmas crafts</p>	<p>Chinese New Year - look at <b>Zhang Zeduan</b>, <i>Spring Festival on the River</i> Look at <b>Lowry</b> - 'school yard' - 'going to work.' Create scene of our school</p> <p>Ice paintings</p>	<p>Spring Flowers - <b>Georgia O' Keeffe</b> <b>Raoul Dufy</b></p>	<p>Minibeasts - Look at <b>Eric Carle</b> Collages based on <b>Matisse</b> - 'snail trail', link to <b>Gaudi's</b> mosaicked architecture</p>	<p>Painting on different surfaces (cling film, foil etc.) Look at <b>Van Gogh</b> 'Starry Night.'</p> <p>Fruit faces inspired by <b>Giuseppe Archimboldo</b></p> <p>Exploration of shadows - shadow drawings</p>
---	---	--	--	---	--

Owls  
(Year 1)

**Formal Elements of Art** Shape, line and colour

Using shape, line and colour to create abstract forms, developing mark-making techniques and mixing primary and secondary paint colours

**1. SHAPE: Abstract Compositions**

Creating abstract art inspired by artist Beatriz Milhazes

**Generating Ideas**

**Formal Elements**

**Making Skills**

**Evaluating**

**2. LINE: Exploring Line**

Creating shapes using string before drawing from observation

**Generating Ideas**

**Formal Elements**

**Generating Ideas**

**3. LINE: Making Waves**

Creating a class piece of art inspired by music.

**Generating Ideas**

**Formal Elements**

**Making**

**4. COLOUR: Making Colours**

Making secondary colours using play-doh

**Generating Ideas**

**Formal Elements**

**Generating Ideas**

**5. COLOUR: Painting with Colour**

Putting into practise colour mixing skills to create work inspired by artist Jasper Johns

**Generating Ideas**

**Making**

**Art & Design Skills**

**1. Learning about...the artist Louis Wain**

**Generating Ideas** in response to artists' work

**Knowledge of Artists** Learning about the work of Louis Wain and responding visually and verbally

**Evaluating** the work of others through discussions

**2. Painting: Colour Mixing**

**Making Skills** Developing skill and control with painting

**Formal Elements** Mixing and applying colour

**Generating Ideas** Understanding how art relates to the world around us

**Knowledge of Artists** The significance of using of colour by artists

**Evaluating** Using the language of art

**SMSC** Representing emotions through colour

**3. Craft: Printing (Example theme: Great Fire of London)**

**Making Skills** Using materials and printmaking techniques

**Formal Elements** Colour, shape, form, and pattern

**Evaluating** Strengths and weaknesses of their work

**4. Drawing: Experimenting with Media**

*Drawing geometric shapes inspired by the artist Kandinsky*

**Making Skills** Drawing using 2D geometric shapes

**Formal Elements** Shape, form, and pattern

**Generating Ideas** for patterns

**Knowledge of Artists** Kandinsky

**Evaluating** Strengths and areas of development within their work

**5. Design: Lego Printing**

*Creating patterns using Lego bricks*

**Making Skills** 2D artwork using printing methods

**Formal Elements** Line, shape, form, colour and pattern

**Generating Ideas** Creating original patterns and designs

**Evaluating** Creating original patterns and designs

**Landscapes Using Different Media**

*(theme: At the Seaside)*

Exploring great art to inspire a seaside themed collage and a textured piece

**Making Skills**

Creating textures and mixing colours

**Formal Elements**

Making colours lighter or darker. Line.

**Generating Ideas**

Through class discussion

**Knowledge of artists**

Similarities and differences between works of art

**Evaluating**

Making connections from artists' work to their own

**Sculptures and Collages (theme: Living Things)**

Sculpting 3D forms using clay, newspaper and natural materials

**Making Skills**

Etching patterns into clay

**Formal Elements**

Creating original artwork based on given themes

**Generating Ideas**

Through class discussion

**Knowledge of artists**

Creating a large piece of art

**Evaluating**

Looking at the artwork of people from around the world

Dragons  
(Year 2)

Formal Elements of Art

1. PATTERN: Repeating Patterns

Identifying and painting repeating patterns

Making Skills

Formal Elements

2. TEXTURE: Taking Rubbings

Taking rubbings of different textures

Making Skills

Formal Elements

Generating Ideas

3.TEXTURE: Frottage

Creating art from rubbings inspired by artist Max Ernst

Making Skills

Formal Elements

Evaluating

Knowledge of Artists

4. TONE: 3D Pencil Drawings

Learning to use pencils to create different tones (inspired by artist Ed Ruscha)

Making Skills

Formal Elements

Knowledge of Artists

Evaluating

5. TONE: 3D Colour Drawings

Creating tonal drawings of the solar system

Making Skills

Formal Elements

Art & Design Skills

1.Drawing for fun *Creating a piece of art on a theme of their choice*

**Making Skills** Developing an interest in drawing, using art for fun and pleasure

**Generating Ideas** Creating art on personal themes that interest them

**Knowledge of Artists** Exploring diverse forms of culturally significant art

**Evaluating** own progress without being too critical of self

**SMSC** Expressing personal feelings and interests

2.Drawing: Shading *Creating drawings through the application of tone and shading*

**Making Skills** Exploring drawing techniques, developing ability to apply tone to create form

**Formal Elements** Understanding line and tone through drawing and shading

**Knowledge of Artists** Critically exploring the work of a famous artist and relating it to own

**Evaluating** Orally describing art forms using language

3.Craft: Clay *Creating repeating patterns using clay.*

**Making Skills** Using 3D clay to create 2D printed patterns and sculptural forms

**Generating Ideas** Working instinctively with materials to create unique designs

**Formal Elements** Advancing understanding of colour and pattern and form

**Evaluating** Development of patterns and making adjustments to improve

4.Design: Clarice Cliff Plates

*Designing a ceramic plate in the style of Clarice Cliff*

**Making Skills** Developing techniques in creating 2D art using painting and designing

**Formal Elements** Shape, form, and pattern

**Generating Ideas** Creating own designs to original intentions.

**Knowledge of Artists** Applying famous artist techniques to own designs

**Evaluating** Making adjustments where needed to correct and improve outcomes

5.Craft: Weaving a Picture *Creating a weave to an animal shape design*

Human Form

Collage, portraits and sculpture  
Use the human form as a basis for making art

Making Skills

Creating 2D art to explore their feelings about the world around them

Formal Elements

Creating textures  
Learning about tone and colour

Generating Ideas

Studying natural forms in the world around them and relating it to their own artwork

Knowledge of artists

Understanding the development of art forms

Evaluating

Describing the strengths and weaknesses of works of art

Sculpture and Mixed Media

*(theme: Superheroes)*

Creating a large-scale work of art on a comic theme

Making Skills

Creating 2D art to explore their feelings about the world around them

Formal Elements

Creating textures  
Learning about tone and colour

Generating Ideas

Studying natural forms in the world around them and relating it to their own artwork

Knowledge of artists

Understanding the development of art forms

Evaluating

Describing the strengths and weaknesses of works of art

**Making Skills** Learning the craft skill of weaving through active learning methods  
**Formal Elements** Learning about pattern  
**Evaluating** Successes and failures of own work to specified intentions  
**SMSC** Care in art room with dangerous equipment  
**6.Painting: Rollercoaster Ride**  
*Developing painting skills*  
**Making Skills** Developing skill and control using a paintbrush  
**Formal Elements** Exploring colour through sweeping brush strokes  
**Generating Ideas** Developing ideas by evaluating work and adding details

Rabbits  
(Year 3)

Formal Elements of Art

- 1. SHAPE: Seeing Simple Shapes**  
Identifying, drawing & labelling shapes around the school  
**Making Skills**  
**Formal Elements**
- 2. SHAPE: Geometry**  
Identifying geometric shapes within an object and sketching  
**Making Skills**  
**Formal Elements**  
**Generating Ideas**
- 3. SHAPE: Working with Wire**  
Creating a wire sculpture  
**Making Skills**  
**Formal Elements**
- 4. TONE: The Four Rules of Shading**  
**Formal Elements**  
**Evaluating**
- 5. TONE: Shading From Light to Dark**  
**Formal Elements**  
**Evaluating**

Art & Design Skills

- 1.Craft and Design: Craft Puppets (3 Lessons)** *Designing and making 3D puppets*  
**Making Skills** Designing and making 3D forms using art materials and techniques  
**Generating Ideas** Using sketchbooks to record ideas and observations about monsters  
**Knowledge of Artists:** Learning how artists make puppets and relating this to their work  
**Evaluating:** Describing the strengths and weaknesses of their work in light of critical evaluation and making corrections where possible  
**Formal Elements** Developing ability to model form in 3D, developing understanding of application of colour to decorate models  
**SMSC** Developing the ability to represent ideas and feelings
- 4. Painting: Tints and Shades**  
*Painting templates in light and dark tones*  
**Making Skills** Developing ability to control the tonal quality of paint. Improving skill and technique when painting  
**Formal Elements** Developing ability to use qualities of tone when painting  
**Knowledge of Artists** Learning how famous artists used tone in their work
- 5.Drawing: My Toy Story** *Drawing toys from observation*  
**Making Skills** Using a range of drawing and sculptural materials to draw from observation  
**Generating Ideas** Expressing thoughts, feelings and observations about objects they  
**Formal Elements** Developing use of line, tone and colour through drawing  
**Knowledge of Artists** Learning about the work of a cartoon illustrator  
**Evaluating** Discussing outcomes of their work, offering opinions and advice to others  
**SMSC** Representing feelings and emotions about favourite objects

Prehistoric Art

Drawing, painting and working with charcoal  
Painting animal designs inspired by cave artists including a class creation and creating paints

**Making Skills**

Exploring unusual mediums  
Simplifying to abstract form  
Developing drawing and painting skills

**Formal Elements**

Developing understanding of colour, line and form

**Generating Ideas**

Expressing their thoughts and ideas about prehistoric art

**Knowledge of artists**

Learning how prehistoric artists created painting materials

**Evaluating**

Understanding and reflecting on why early humans created art

Craft

*(theme: Materials)*  
A variety of craft, design and collage activities

**Making Skills**

Creating a mood board  
Using 2D materials and craft processes to create art, develop sewing skills

**Generating Ideas**

Representing themselves and their family through their art.

**Knowledge of artists**

Applying the creative processes of artists and craftspeople to own work.

**Evaluating**

Developing a more comprehensive use of the language of art

**6.Learning About...Carl Giles**

*Drawing cartoon characters on the theme of 'family'*

**Making Skills** Developing drawing skills by identifying and representing key features

**Generating Ideas** Using their sketchbooks to develop ideas

**Knowledge of Artists** Learning about the work of a cartoon artist

**Evaluating** Comparing their work to that of famous artists

Hedgehogs  
(Year 4)

Formal Elements of Art

**1. TEXTURE: Charcoal Mark Making**  
*Creating drawing to represent words and phrases*

**Generating Ideas**  
**Formal Elements**  
**Evaluating**

**2. TEXTURE & PATTERN: Playdough**  
*Printing Working with clay tools and creating prints*

**Generating Ideas**  
**Formal Elements**  
**Making**

**3. PATTERN: Stamp Printing**  
*Making stamps from geometric shapes to create prints*

**Formal Elements**  
**Making**  
**Evaluating**

**4. PATTERN: Reflection & Symmetry**  
*creating patterns using symmetry and reflection*

**Generating Ideas**  
**Formal Elements**  
**Evaluating**

**5. PATTERN: Flower of Life**  
*Printing Creating a geometric pattern with a compass*

**Generating Ideas**  
**Formal Elements**

Art & Design Skills

**1. Learning about... The role of a curator in an art gallery**

**Making Skills** Learning how to present and display works of art  
**Knowledge of Artists** Developing an understanding of the role of a curator

**Evaluating** Learning how to present, speak and listen like an artist  
**SMSC** Engaging with works of art on a personal level

**2. Design: Optical Illusions**  
*Creating an image using a form of printing*

**Making Skills** Developing pupil's techniques in using and applying printing methods  
**Formal Elements** Developing a greater understanding of pattern to create art

**Generating Ideas** Representing ideas from multiple viewpoints and perspectives

**Evaluating** Using the language of art  
**SMSC** Care in art room with dangerous equipment

**3. Design: Willow Pattern**  
*Creating a chinoiserie plate design*

**Making Skills** Diluting ink to create different shades and working with this new medium

**Generating Ideas** Discussing key elements of a story to convey  
**SMSC** Learning about a Chinese inspired art

**4. Craft: Soap Sculptures**  
*Creating 3D sculptures inspired by Barbara Hepworth*

**Making Skills** Learning how to create 3D forms from everyday materials

**Formal Elements** Developing greater understanding of 3D form, design and texture

**Generating Ideas** Expressing ideas and feelings on their own themes and designs

**Knowledge of Artists** Learning how great artists made art and relating this to own work

**Evaluating** Making adjustments where needed to correct and improve outcomes

**5. Drawing: Still Life**  
Still Life drawing

**Making Skills** Developing techniques using drawing materials, using a pencil in different ways

Every Picture Tells a Story

Analysing famous artists' works

great works of art tell stories via role play, games and analysis

**Formal Elements**

Describing the formal elements in artists work  
Engaging in critical question and answer sessions through works of art

**Generating Ideas**

Expressing thoughts and feelings through art

**Knowledge of artists**

Learning how artists tell stories in their work, recreating famous works of art, studying it in depth

**Evaluating**

Describing paintings using the correct language of art, critically analysing them

**SMSC**

Using art to tell stories

Sculpture

Making 3D forms from found and recycled materials

**Making Skills**

Learning how to make art from recycled materials, improving their control and mastery of art and design techniques

**Generating Ideas**

Creating aesthetic and visual effects to decorate and finish work. Using sketchbooks to record ideas

**Knowledge of artists**

Learning how great artists incorporated political meaning in their work

**SMSC**

Learning art from other cultures

**Formal Elements** Developing a greater understanding of tone and line through drawing  
**Generating Ideas** Recording observations  
**Knowledge of Artists** Learning how artist Giorgio Morandi composed his paintings  
**6.Painting: Paul Cezanne** Painting in the style of the artist Paul Cezanne  
**Making Skills** Developing technical mastery of painting skills  
**Formal Elements** Developing use of colour to create mood and emotion  
**Knowledge of Artists** Analyzing the paintings of artist Paul Cezanne  
**Evaluating:** Making adjustments where needed to correct and improve outcomes.

**Formal Elements of Art:  
Architecture**

**1. House Drawing** *Drawing from observation*

**Formal Elements**  
**Evaluating**

**2. House Monoprints** *Creating a monoprint from observation*

**Formal Elements**  
**Generating Ideas**  
**Evaluating**

**3. Hundertwasser House**  
*Transforming buildings in a style inspired by the artist Hundertwasser*

**Formal Elements**  
**Knowledge of Artists**  
**Generating Ideas**  
**Evaluating**

**4. Be an Architect** *Designing a building in an architectural style*

**Formal Elements**  
**Generating Ideas**  
**Evaluating**

**5. Monument** *Designing a monument to symbolize a building in an architectural style*

**Formal Elements**  
**Making Skills**  
**Generating Ideas**

**Art & Design Skills**

**1&2. Packaging Collage** Studying familiar packaging to inspire art

**Making Skills** Improving the mastery of drawing and painting skills, learning how to scale art using mathematical processes

**Generating Ideas** Expressing thoughts and feelings about familiar products

**Evaluating** Discussing learning objectives in groups

**3. Drawing: Picture the Poet**  
Creating visual representations of poetry

**Making Skills**  
Creating drawings using the continuous line method, using writing to draw forms

**Generating Ideas**  
Linking artwork to work produced in English poetry lessons

**Evaluating** Discussing and reviewing strengths and weaknesses of outcomes to specified learning criteria

**SMSC** Expressing thoughts and ideas about the world around them

**4. Drawing: A Walking Line** Drawing using observation, imagination and creativity

**Making Skills** Controlling line with a pencil to make detailed drawings  
**Formal Elements** Describing lines, textures, shapes using the language of art

**Generating Ideas** Developing personal, imaginative responses to a theme

**Knowledge of Artists** Responding to a famous quote by the artist Paul Klee

**5. Design: Little Inventors** Designing a new invention

**Making Skills** Using sketchbooks to record observations. Improving mastery of using art materials

**Generating Ideas** Creating ideas for inventions for a purpose in their lives

**Knowledge of Artists** Learning how animators and artists invent and create ideas for products

**Evaluating** Using self and peer evaluation to develop ideas and improve outcomes

**SMSC** Expressing thoughts and ideas about the world around them

**Every Picture Tells a Story**  
Analysing famous artists' works  
Creating art with messages using cultural art forms

**Making Skills**

Improving their control of 2D and 3D materials to suit a purpose

**Formal Elements**

Developing understanding of colour, line and form

**Generating Ideas**

Using thoughts and feelings to review ideas about their culture

**Knowledge of artists**

Learning how artists make political statements through their art, e.g. Banksy

**Evaluating**

Forming opinions about great artworks and key political events through debate and discussion

**SMSC**  
Learning about principles such as democracy and the rule of law

**Design for Purpose**  
Designing a coat of arms, a hospital room and creating new products

**Making Skills**

Design, control and manipulate art materials to suit a purpose

**Formal Elements**

Build confidence in using colour, shape and pattern

**Generating Ideas**

Expressing ideas and feelings about familiar products, designing and inventing new products

**Knowledge of artists**

Learning how artists use colour, pattern and shape to create positive visual effects

**Evaluating**

Presenting, discussing and critically appraising each other's work using the language of art

**SMSC**  
Inventing new products that will transform the world around them

Play - set and prop design

**6. Learning About...How Artists Work** Creating original art  
**Making Skills** Developing skills in chosen medium  
**Generating Ideas** Developing and discuss their ideas through sketches  
**Knowledge of Artists** Learning about the processes of creating original art

Eagles  
(Year 6)

Art & Design Skills

**1.Painting: Impressionism**

Investigating great impressionist paintings

**Making Skills** Developing mastery of painting techniques

**Formal Elements** Developing understanding of colour through practical painting exercises

**Generating Ideas** Learning how artists represent ideas through painting

**Knowledge of Artists** Understanding techniques of impressionist painters

**2.Drawing: Zentangle Patterns**

Using drawing for relaxation

**Making Skills** Improving drawing skills through intuitive pattern making

**Formal Elements** Developing skills in using line, pattern and colour

**Generating Ideas** Helping pupils to achieve mindfulness through art

**Knowledge of Artists** Applying intuitive pattern making to own work

**Evaluating:** Peer and small group evaluations to improve outcomes

**3.Craft: Zentangle Printing** Creating repeating patterns using their zentangle designs

**Making Skills** Using polyprint tiles to create elaborate zentangle patterns

**Formal Elements** Developing skill, knowledge and understanding of patterns

**Generating Ideas** Expressing own ideas and feelings through pattern

**Knowledge of Artists** Investigating the structure of William Morris patterns

**Evaluating:** Using self and peer review to critically analyse their outcomes

**4.Design: Making a Hat**

**Making Skills** Creating 3D sculptural forms using basic art materials

**Formal Elements** Creating 3D forms from 2D materials

**Generating Ideas** Creating imaginative forms

**Evaluating:** Correcting and improving outcomes

**5.Learning About...the work of Edward Hopper**

**Make My Voice Heard**

Exploring the themes of graffiti art, sculpture, drawing and painting and the messages they carry

**Making Skills**

Creating 3D forms in clay  
Developing drawing and painting skills

**Formal Elements**

Developing understanding of line, tone and 3D form

**Generating Ideas**

Designing ideas for the fourth plinth in Trafalgar Square

**Knowledge of artists**

Learning about Kathe Kolwitz's portraits, Picasso's compositions, Wallinger's sculptures and Graffiti

**Evaluating**

Correcting and improving outcomes  
**SMSC**

Understanding the role of art in wider society.

**Photography**

Creating fun and inspirational art using photography, photomontage and drawing methods

**Making Skills**

Developing skills in making art through digital processes  
Creating works of art through cutting, tearing and ripping images

**Generating Ideas**

Expressing ideas about art through messages, graphics, text and images

**Knowledge of artists**

Learning about the work of Hannah Hoch, Jenny Holzer and Edvard Munch

**Evaluating**

Critically discussing their own and other's work, adapting and improving work as it progresses  
**SMSC**

Making art with a wider message for society

**Still Life**

(*theme: Memory Box*)

Using a range of drawing techniques to create personal interpretations of familiar objects and memories

**Making Skills**

Developing techniques, including control and use of materials, including negative drawings

**Formal Elements**

Learning about line and tone through drawing

**Generating Ideas**

Producing personal interpretations of cherished objects

**Knowledge of artists**

Investigating the work of Cezanne, Fumke and Nicholson

**Evaluating**

Critically reviewing results and outcomes in light of evaluation  
**SMSC**

Representing memories and experiences of their time at school

	<p><b>Formal Elements</b> Discussing line, form, colour and patterns in Hopper's work</p> <p><b>Evaluating:</b> Discussing great artists in history</p> <p><b>Knowledge of Artists</b> Critically deconstructing and analysing a piece of art</p> <p><b>SMSC</b> Articulating thoughts and feelings orally</p>					
--	--	--	--	--	--	--

Please note that due to the current pandemic, there is flexibility in the above overview.