

EYFS Framework

Communication and Language

ELG: Listening, Attention and Understanding

- Make comments about what they have seen/done and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

ELG: Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors and paintbrushes.
- Begin to show accuracy and care when drawing.

Expressive Arts and Design

ELG: Being Imaginative and Expressive

- 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.

Understanding the world

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

Year 1						
	Autumn		Spring		Summer	
Topic	Spirals		Print making		Sculpture – making birds	
Prior learning/ Links	Mark making (YR)		Printing with stamps & hands/fingers (YR)		Structures – Junk Modelling (YR)	
Vocabulary	<ul style="list-style-type: none"> ○ Drawing ○ Collage ○ Spiral ○ Sketchbook ○ Pattern ○ Movement ○ Line ○ Pressure 	<ul style="list-style-type: none"> ○ Middle ○ Edge 	<ul style="list-style-type: none"> ○ Print ○ Pattern ○ Stamp ○ Texture ○ Press ○ Roll ○ Ink ○ Paint 	<ul style="list-style-type: none"> ○ Repeat ○ Shape ○ Plasticine 	<ul style="list-style-type: none"> ○ Clay ○ Sculpture ○ Shape ○ Form ○ Mould ○ Roll ○ Pinch ○ Coil 	<ul style="list-style-type: none"> ○ Smooth ○ Rough ○ Soft ○ Hard
End points	<ul style="list-style-type: none"> • That drawing is a physical and emotional activity. That when we draw, we can move our whole body. • That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. • That we can draw from observation or imagination. • That we can use colour to help our drawings engage others. 		<ul style="list-style-type: none"> • Identify prints in everyday life • Use different lines and shapes in prints • Experiment with colour in printmaking • Create varied textures through different printmaking techniques • Design and produce a repeating pattern using prints 		<ul style="list-style-type: none"> • Children will grasp how 2D drawings can be transformed into 3D sculptures. • Children will learn to use both observational drawing and experimental mark-making techniques in their art. • Children will improve their ability to manipulate materials (paper, clay) to create 3D forms. 	
Enrichment ideas, suggestions (EDI) & cross-curricular links	<p>Science: Uses language to support understanding of concepts of growth, human body and natural forms.</p> <p>Maths: Explores pattern, symmetry.</p> <p>PSHE: Peer discussion, collaboration</p>		<p>Geography: Adapt to create imagery which explores symbols on maps.</p> <p>History: Adapt to create portraits of significant individuals from history.</p> <p>Maths: Pattern, repetition, pictorial representation, 2D/3D shapes.</p>		<p>Geography: Use language which supports understanding about continents (migration), maps, habitats.</p> <p>Maths: Explore the relationship between 2D/3D shapes, weight, measuring.</p>	

Art Overview



	<p>Artist to support: Molly Haslund, Vincent Van Gogh, Kandinsky</p>	<p>Science: Adapt and use plants, trees, leaves, food chains, animals as inspiration to draw and make printed patterns. PSHE: Peer discussion.</p>	<p>Science: Explore birds, habitats, seasons, food chain PSHE: Supports Peer Discussion, Collaboration, Responsibility to the planet.</p>
<p>Questions for assessment</p>	<ul style="list-style-type: none"> • Where might you see spirals in nature? • How can you make spirals? • Do you start in the middle or on the edge to make spirals? • Can you make a spiral with your finger in the air? 	<ul style="list-style-type: none"> • While the child is working, ask them to describe what they're doing. Listen for use of terms like "print," "plate," "ink," "roll," etc. • Show a symmetrical print. Ask: If I fold this print in half, would both sides look the same? • How is a print different from a painting? 	<ul style="list-style-type: none"> • Can you point to a part of your bird that came from your drawing? • How did you make your bird stand up? • Can you point to the texture on your bird? How does it feel?

Year 2				
	Autumn		Spring	Summer
Topic	Draw and explore		Monoprint	Sculpture – Stick transformation
Prior learning/ Links	Drawing – Spirals (Y1)		Printing (Y1)	Bird sculpture (Y1)
Vocabulary	<ul style="list-style-type: none"> ○ Graphite ○ Wax resistant ○ Watercolour ○ Symmetry ○ Observational drawing ○ Composition ○ Line 	<ul style="list-style-type: none"> ○ Shape ○ Colour ○ Photograph 	<ul style="list-style-type: none"> ○ Monoprint ○ Printing ○ Transfer ○ Ink ○ Roller ○ Texture ○ Impression ○ Pattern 	<ul style="list-style-type: none"> ○ Bind ○ Mould ○ Wind ○ Attach ○ Connect ○ Transform ○ Construct
End points	<ul style="list-style-type: none"> • That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. • That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. • That we can use the things we find to draw from, using close observational looking. • That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. • We can use the shape of the page, and the way we arrange elements on 		<ul style="list-style-type: none"> • Children understand the concept of mono printing as a process for creating one-off prints. • They can use simple mono printing techniques to create impressions of their drawings. • Children can create unique and imaginative artwork that reflects their own ideas and interests. • They are willing to experiment and take creative risks in their drawing and mono printing. 	<ul style="list-style-type: none"> • They should be able to use sketchbooks for brainstorming, recording ideas, and reflecting on their work. • Children should be able to creatively transform a familiar object (like a stick) into new forms. • They should have basic skills in creating small sculptures using various materials. • Children should understand that artists use their imagination to see the world differently and transform materials into new creations.

Art Overview



	the page, to create compositions which we like.		
Enrichment ideas, suggestions (EDI) & cross-curricular links	<p>Geography: Adapt to explore habitats. Maths: Use language to develop understanding of patterns, sequence, symmetry, pictorial representation, repetition. Science: Identifying common and wild plants, trees, structures of plants, exploring local environments and habitats, seasons, planting and growing. PSHE: Peer discussion, Collaboration.</p> <p>Artist to support: Rosie James & Alice Fox</p>	<p>English: Link to English by asking children to draw upon their own experience for narratives. Geography: Adapt to explore habitats, continents. Maths: Use language to develop understanding of symmetry (peeling back monoprints). Science: Animals, trees, materials. PSHE: Peer discussion. Collaboration.</p>	<p>English: Link to Julia Donaldson’s Stick Man. PSHE: Collaboration, Peer Discussion, Ethnic Identity.</p>
Questions for assessment	<ul style="list-style-type: none"> • How can you use your eyes to help you draw more accurately? • How can you use art materials in a creative way? • How can you arrange elements on the page to create a composition? 	<ul style="list-style-type: none"> • Can you show me an example of a drawing where you used different kinds of lines and marks? • What process did you use to make your monoprint? 	<ul style="list-style-type: none"> • Can you explain what it means to transform materials? • Can you explain how you transformed your stick into a new form? • How did you use your sketchbook to brainstorm, record ideas, and reflect?

Year 3			
	Autumn	Spring	Summer
Topic	Gestural drawing with charcoal	Working with shape and colour	Telling stories through drawing and making
Prior learning/ Links	Draw and explore (Y2) Spirals (Y1)	Draw and explore (Y2)	Stick transformation (Y2) Bird sculpture (Y1)
Vocabulary	<ul style="list-style-type: none"> ○ Charcoal ○ Light ○ Movement ○ Shade ○ Fixative ○ Tone ○ Gestural 	<ul style="list-style-type: none"> ○ Stencil ○ Collage ○ Composition ○ Cut-outs ○ Positive space ○ Negative space ○ Layer 	<ul style="list-style-type: none"> ○ Sculpture ○ Narrative ○ Form ○ Texture ○ Material ○ Construction
End points	<ul style="list-style-type: none"> • That when we draw, we can use gestural marks to make work. • That when we draw, we can use the expressive marks we make to create a sense of drama. • That when we draw, we can move around. • That when we draw, we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. 	<ul style="list-style-type: none"> • They understand how to simplify elements of the world using shape and colour. • They can arrange shapes to create visually interesting compositions. • Children understand how to build up imagery by layering shapes. 	<ul style="list-style-type: none"> • Each student creates a unique sculptural character inspired by a book or film they've studied. • The sculpture should reflect the character's personality, traits, and the story's context. • Children can use a variety of materials and techniques to bring their characters to life.
Enrichment ideas, suggestions	Music & Drama: Listen to music to influence marks and movement while children do the "Dancing with Charcoal".	History: Choose a painting as inspiration which typifies a particular historical period, for example, a painting from Ancient Egyptian . Maths: 2D/3D shapes, pattern.	English: Link to "character" books such as Roald Dahl's Esio Trot, Dirty Beasts, The Minpins or James and the Giant Peach to inspire making.

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<p>(EDI) & cross-curricular links</p>	<p>Artist to support: Heather Hansen, Laura McKendry, Edgar Degas</p>	<p>PSHE: Peer discussion.</p>	<p>Science: Materials, animals, micro habitats. Maths: 2D/3D shapes, measuring, weight. PSHE: Responsibility to the planet, collaboration, peer discussion.</p>
<p>Questions for assessment</p>	<ul style="list-style-type: none"> • How does charcoal feel when you draw with it? (Answer: Smooth, soft, sometimes crumbly) • What does "gestural" mean? (Answer: Showing movement, energy, a quick sketch) • Can you make light or dark marks with charcoal? (Answer: Yes, you can control the pressure to make different shades) 	<ul style="list-style-type: none"> • What is the difference between positive and negative space in a composition? • What new techniques or materials did you learn about? How did you use them in your work? 	<ul style="list-style-type: none"> • What are the different types of materials used in sculpture? • What techniques did you use to give your sculpture texture and detail? • How did you use your sketchbook to develop ideas for your sculpture?

Year 4			
	Autumn	Spring	Summer
Topic	Story telling through drawing	Tessellated design - Exploring pattern	Festival feasts
Prior learning/ Links	Telling stories through drawing and making (Y3)	Working with shape and colour (Y3)	Tell stories through drawing and making (Y3)
Vocabulary	<ul style="list-style-type: none"> ○ Sketch ○ Shade ○ Line ○ Cross hatch ○ Shape ○ Colour ○ Composition 	<ul style="list-style-type: none"> ○ Tessellation ○ Tile ○ Pattern ○ Shape ○ Design ○ Product 	<ul style="list-style-type: none"> ○ Life drawing ○ Sculpture ○ Media ○ Line ○ Collage ○ Modroc ○ Sketch
End points	<ul style="list-style-type: none"> • That we can tell stories through drawing. • That we can use text within our drawings to add meaning. • That we can sequence drawings to help viewers respond to our story. • That we can use line, shape, colour and composition to develop evocative and charactersketful imagery. 	<ul style="list-style-type: none"> • Children create their final tessellated designs on larger sheets of cartridge or sugar paper. They can experiment with different colour combinations and patterns. • Children use their tessellated designs to create crafts, such as bookmarks, gift tags, or coasters. 	<ul style="list-style-type: none"> • Children should have a basic understanding of artists who create sculptures of food at unexpected scales. • Children should be able to use their sketchbooks to visually record their experiences and observations. • Children should be able to confidently use a variety of materials (paper, pen, paint, modelling materials, fabric) to create drawings, paintings, collages, and sculptures.

<p>Enrichment ideas, suggestions (EDI) & cross-curricular links</p>	<p>English: Use The Jabberwocky by Lewis Carol as inspiration for this pathway, or choose another story or graphic novel of your choice.</p> <p>History: Create your own sequenced story inspired by an event in history ie from The Anglo Saxon, The Viking, Ancient Greeks, Ancient Egyptian or The Roman eras.</p> <p>Science: Use language to support concepts around light and shadow, and how this can be explored on paper through drawing.</p> <p>PSHE: Supports Collaboration, Peer Discussion.</p> <p>Artist to support: Laura Carlin & Shaun Tan</p>	<p>History: Focus on patterns from your chosen ancient civilisation.</p> <p>Maths: Measuring, symmetry, tessellation/repeated patterns, orientation.</p> <p>Science: Look at patterns in the structure of fruits or plants, reflections and shadows.</p> <p>Music: Use music and sound when doing mindful drawing as part of this pathway.</p>	<p>History: Look at the food grown during the time of your chosen civilisation topic e.g. Iron Age farming.</p> <p>Science: Soil, room to grow, nutrition, food groups, environmental changes.</p> <p>PSHE: Supports Responsibility to the planet, Collaboration, Peer Discussion. Look at foods from different religious ceremonies.</p>
<p>Questions for assessment</p>	<ul style="list-style-type: none"> • How did you arrange the elements in your drawing (e.g., foreground, background, left, right)? • What colours did you choose and why? • How do the colours help you tell the story? 	<ul style="list-style-type: none"> • What is a tessellation? • How can you determine if a shape can tessellate? • What are some examples of tessellated patterns in nature or architecture? 	<ul style="list-style-type: none"> • What are the different materials we used to create our artworks? • Can you name some artistic techniques we learned about? • Who are some artists who create sculptures of food?

Year 5			
	Autumn	Spring	Summer
Topic	Typography and maps	Making monotypes	Set design
Prior learning/ Links	Map book story (YR) & Geography (Y1-4)	Exploring pattern (Y4)	Festival Feasts (Y4)
Vocabulary	<ul style="list-style-type: none"> ○ Typography ○ Layer ○ Collage ○ Sketch ○ Composition ○ Fonts ○ Design ○ Dimensional 	<ul style="list-style-type: none"> ○ Monotype ○ Transfer ○ Zine ○ Space ○ Texture ○ Effect ○ Integrate ○ Collage 	<ul style="list-style-type: none"> ○ Props ○ Set design ○ Backdrop ○ Scale ○ Perspective ○ Composition ○ Model ○ Construct
End points	<ul style="list-style-type: none"> • That when designers work with fonts and layout it is called Typography. • That we can use the way words look to help us communicate ideas and emotions. • That we can create our own typography and combine it with other visual elements to make artwork about chosen themes. 	<ul style="list-style-type: none"> • They will know how to create a unique print by transferring ink from one surface to another. • They will recognize how the space between their actions and the final print can create interesting textures and effects. • They will be able to effectively integrate monotype with painting and collage to create more complex artworks. • They will understand the value of sketchbooks for collecting ideas, experimenting with techniques, and developing their artistic skills. • They will be able to apply their knowledge of monotype to create 	<ul style="list-style-type: none"> • Children should understand that set design is a process of creating backdrops and props to give context to dramatic performances. • Children should recognize that various disciplines like painting, making, and drawing can be used to create sets. • Children should be able to use sketchbooks to brainstorm, plan, and iterate on their set designs. • Children should be able to create a physical model of a set based on their designs.



		a zine inspired by a piece of poetry.	
<p>Enrichment ideas, suggestions (EDI) & cross-curricular links</p>	<p>Geography: Trade links, digital mapping, ordnance survey maps, detailed sketching of maps. History: Create maps inspired by your chosen ancient civilisation topic e.g. an Anglo Saxon settlement or village. Maths: Pictorial representations, 2D / 3D shapes. PSHE: Collaboration, Peer Discussion.</p> <p>Artist to support: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p>	<p>English: Use a poem or story to inspire making your own monotype books. History: Make a zine about your theme or focus. PSHE: Supports Responsibility to the planet, Collaboration, Peer Discussion.</p>	<p>English: Create set designs inspired by your chosen play or book (for example Esio Trot). History: Create a 'scene' inspired by your chosen civilisation topic e.g. a Roman amphitheatre. Science: Light, shadow. Music & Drama: Link to projects in Music and Drama. PSHE: Collaboration, Peer Discussion.</p>
<p>Questions for assessment</p>	<ul style="list-style-type: none"> • Where am I in my map? Why have I chosen to place myself here and what is around me? • What words do I associate with home and where I live? • What things or places am I surrounded by and why is this important to me? 	<ul style="list-style-type: none"> • What is monotype? How is it different from other printmaking techniques? • What is the purpose of a sketchbook? How have you used your sketchbook during this unit? • What challenges did you face during the project? How did you overcome them? 	<ul style="list-style-type: none"> • How can you use a sketchbook to brainstorm and develop ideas for set design? • What are some important technical elements to consider when designing a set (e.g., lighting, scale, perspective)?

Year 6					
	Autumn		Spring		Summer
Topic	2D drawing to making 3D		Exploring identity		Shadow puppets
Prior learning/ Links	3D Maps (Y5)		Shape and colour (Y3)		Set design (Y5)
Vocabulary	<ul style="list-style-type: none"> ○ Sculpture ○ Design ○ 2D ○ 3D ○ Grid drawing ○ Negative space ○ Tonal value 	<ul style="list-style-type: none"> ○ Structure ○ Silhouette 	<ul style="list-style-type: none"> ○ Medium ○ Composition ○ Line ○ Shape ○ Juxtaposition ○ Identity ○ Culture ○ Portrait 	<ul style="list-style-type: none"> ○ Colour 	<ul style="list-style-type: none"> ○ Light ○ Contrast ○ Narrative ○ Puppet ○ Joins ○ Cut out ○ Movement ○ Silhouette
End points	<ul style="list-style-type: none"> • That drawing and making have a close relationship. • That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. • That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. • That we can use methods such as the grid method and looking at negative space to help us draw. • That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic. 		<ul style="list-style-type: none"> • Children create a layered self-portrait using drawing, collage, or digital tools, incorporating elements of their identity, experiences, and passions. • Children create a collage that visually represents their identity, using a variety of materials and techniques. • Children create a sketchbook inspired by the artists they studied, showcasing their own experimentation with materials, techniques, and ideas related to identity. 		<ul style="list-style-type: none"> • Children will understand the historical and cultural significance of shadow puppetry, including different traditions and storytelling techniques. • Children will recognize how artists and craftspeople adapt traditional techniques to create contemporary works that reflect their own experiences and cultural perspectives. • Children will be able to design and create intricate cutouts for shadow puppets, considering factors such as shape, size, and movement. • Children will develop the technical skills necessary to cut, manipulate, and assemble materials for shadow puppetry.

Art Overview

<p>Enrichment ideas, suggestions (EDI) & cross-curricular links</p>	<p>English: Create characters inspired by literature. History: Create characters inspired by theme. Maths: 2D and 3D shapes, measuring, symmetry, angles, plot points. PSHE: Collaboration, Peer Discussion.</p> <p>Artist to support: Lubaina Himid, Claire Harrup</p>	<p>History: Explore the identity of a figure from your chosen history topic.</p> <p>PSHE: Collaboration, Peer Discussion, Different Religions, Ethnic Identity.</p>	<p>English: Use literature to inspire narrative. History: Create a narrative around area of focus. Science: Human body, animals, light and shadow. Music & Drama: Be Inspired, or make a creative response to, existing productions/themes. PSHE: Responsibility to the planet, Collaboration, Peer Discussion, Different Religions, Ethnic Identity.</p>
<p>Questions for assessment</p>	<ul style="list-style-type: none"> • What techniques or methods did you use to create a 3D shape from your drawing? • Can you explain how you used different materials to create texture or depth in your 3D piece? 	<ul style="list-style-type: none"> • How can artists use their culture, background, and experiences in their artwork? • How have you used layers and juxtaposition in your own artwork? • How does your artwork reflect your own identity and experiences? 	<ul style="list-style-type: none"> • How can artists and craftspeople adapt traditional techniques to reflect their own culture? • Describe the process of designing and creating an intricate cutout for a shadow puppet.