

Art 2025-2026			
	Autumn	Spring	Summer
Reception	<p>All About Me Celebrate with Me</p> <p>Uses a range of different techniques and variety of materials, e.g. paint, collage. Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles. Uses drawing materials to create pictures with a range of lines and shapes.</p>	<p>Once Upon a Time Animals</p> <p>Makes some independent choices about the resources needed and talks about their creations. Uses different textures in their creations and will combine media. Cuts along curved lines with scissors and uses moulding tools with malleable materials. Uses a range of shapes and colours to represent observational drawings.</p>	<p>Ticket to Ride Under the Sea</p> <p>Uses different techniques and materials to achieve the desired effect and can talk about what has been created. Mixes colours to produce different shades and combines materials to create different textures. Is beginning to plan a design before starting. Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.</p>
Year 1	<p>Colour creations</p> <p>Children to learn about Wassily Kandinsky and explore his different works of art. They will then create their own interpretations influence by Kandinsky's style.</p>	<p>Paper Art</p> <p>Children will be looking at famous sculptors and discussing their works of art. They will learn about different ways to manipulate paper and then use these skills to make their own paper sculpture.</p>	<p>Andy Goldsworthy</p> <p>Children to learn about Andy Goldsworthy's reflective works of art. They will think about and describe the colours, shapes, patterns and materials he uses to create his art. The children will explore creating their own works of art using mirrors and natural construction materials or by using water.</p>
Year 2	<p>Giuseppe Arcimboldi</p> <p>Children to explore Arcimboldo's The Jurist and The Librarian paintings and the symbolic items used in them. They will evaluate everything they have learnt about Arcimboldo before recreating their own self portrait using items that are important to them or may represent them.</p>	<p>Self portrait</p> <p>Children to explore and discuss different mediums used to create portraits. They will be exploring Frida Kahlo's work, and creating their own self-portrait sculpture using clay.</p>	<p>Super sculptures</p> <p>Children to explore Barbara Hepworth's sculptures and recreate their own sculpture using materials.</p>
Year 3	<p>Famous Buildings</p> <p>Children will draw on everything they have found out about architecture and a variety of building designs to design their own building for a particular purpose. Focusing on the exterior aesthetics, your class could design a building using their own</p>	<p>Journeys</p> <p>Children will think back to everything they have learnt and discovered about journey art. They are challenged to use what they have found out to create their own unique piece of artwork representing a particular journey.</p>	<p>Seurat and pointillism</p> <p>Children will discuss what they have learnt about Pointillism and the Pointillist style of art. They will generate ideas for themes they could use before creating their own piece of Pointillism artwork. They will evaluate their finished pieces and say what they think and feel about them.</p>

	criteria or those given to them by a 'client', thinking about colour, line, shape and features.		
Year 4	<p>At the pantomime</p> <p>Children will consider what a pantomime poster needs in order to make it successful. They will look at some examples, identifying various design features. They will then create their own poster to advertise a pretend pantomime using their previous work throughout the scheme to inform their designs.</p>	<p>Can we change places?</p> <p>Children will consider how they can add texture to their maquettes, which will be sculpted from clay. They will add finishing touches to their sculptures, considering how they can be improved.</p>	<p>Warhol and the pop art movement</p> <p>Children will learn about the pop art movement, then create their own pop art portraits of celebrities and themselves using a range of techniques.</p>
Year 5	<p>Cityscapes</p> <p>Children will recap everything they have learnt about cityscape artwork, including the various techniques they have used. They will then plan and create their own cityscape artwork, making decision about which city they will portray, what styles and techniques they will use and what materials and tools they will need to use.</p>	<p>People In Action</p> <p>Children will gather all the ideas they have collected throughout the scheme of work to create their own independent piece of movement art, drawing on the work of artists studied (Jenny Saville) and the work they have previously created. They will evaluate their finished pieces and discuss what they feel about them.</p>	<p>Leonardo Da Vinci</p> <p>Children will consider the influence Leonardo da Vinci had on others during the Renaissance. They will learn about how his techniques were used by other artists, inventors, engineers and scientists. They will also find out where some of his artwork is kept and why people like to visit it.</p>
Year 6	<p>Monet and the impressionists</p> <p>Children will explore some other Monet paintings and discuss what they think of them. They will then consolidate what they have learnt about Monet and Impressionism, creating a biography of his life and works. They can also create a class exhibition of Monet's life.</p>	<p>Famous fashions</p> <p>Children will look at examples of costumes from some familiar film characters, and find out about the people behind the designs. They will then design a costume for a character of their choice, thinking about how they can portray their character through their designs.</p>	<p>Art illusions</p> <p>Children will learn what optical art is and how artists use line and colour to create illusions. They will look at a variety of ways in which optical art can be created – such as within installations by looking at Yayoi Kusama. Then, they will be able to plan and create their own optical illusion.</p>