

Medium Term Planning 2025/26

Year	Nursery	Subject Art	Academic Year 2025/26
Prior Knowledge		End Point	Key Vocabulary
Experiments with a range of media – tools, materials, sound, and		· Observation - Notices detailed features of objects in their environment.	Pencil, Pen, Felt Tip, Brush,
whole-body move	ment through multi-sensory exploration	· Communication - Uses language to share feelings, experiences, and	Colour Names, Positional
		thoughts. • Aesthetic Awareness - Experiments with ways to enclose a	Language
		space, create shapes and represent actions, sounds and objects. • Physical	
		skill - Shows increasing control in holding, using, and manipulating a range	
		of tools and objects such as mark making tools. • Art processes and	
		techniques - Enjoys and responds to playing with colour in a variety of	
		ways, for example combining colours.	

Art in EYFS (Early Years Foundation Stage) is a multi-sensory experience. Creativity involves the whole curriculum, not just the arts, and the EYFS establishes that children must be provided with opportunities to explore and share their thoughts, ideas, and feelings through a variety of art, music, movement, dance, imaginative and role play activities, mathematics, and design technology.

	I wonder what is special about me?	I wonder why we celebrate?	I wonder what changes in winter?	I wonder how plants grow?	I wonder who lives there?	I wonder why trees are green?
	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning
1	Draw and paint self portraits	Transient Art - link to Autumn	Exploring colour changes in melting ice	Drawing daffodils	Observe animals and recreate in a variety of media	Draw and paint self portraits
2	Draw and paint pictures of their family	Observational drawings of autumnal objects	Cold colours	Explore the colours of Mardi Gras	Explore colour mixing	Paint and draw our experiences of Summer
3		Firework paintings	Drawing/painting penguins	Explore and make patterns		
4		Nativity scenes	Observational drawings of Winter	Mother's Day Cards		
5		Christmas cards				

General learning throughout the year

Child-led activities e.g., making kites

Exploring a range of media throughout the year - pens, pencils, crayons, pastels, poster paint, watercolours, marbling, clay, wool, material, and food materials etc Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale.

Craft Area enables children to self -select resources that they need / want to test out including masking tape and glue to join



Year	Reception	Sub	oject Art		A	Academic Year 2025/26
Prior Knowledge	2	End	d Point	K	Key Vocabulary	
• Observation – environment. • O experiences, and with ways to end sounds and obje holding, using, a mark making too	Notices detailed features of object Communication – Uses language to seed thoughts. • Aesthetic Awareness close a space, create shapes and reacts. • Physical skill – Shows increase and manipulating a range of tools and sols. • Art processes and techniques ying with colour in a variety of ways	cts in their hare feelings, - Experiments expresent actions, sing control in d objects such as - Enjoys and s, for example pair	bservation - look closely at the distribution of the second and they see, touch, and feel. If aesthetic experiences, show the second and control a range of the second and	ade environments. • Common about colours, patterns, so • Aesthetic Awareness - wing pleasure and enjoyme ences/different stimuli. • lof tools and equipment for echniques - use different culpture using a variety of out their work/work of ot uggestions about changes	periences, objects, unication - talk shapes, textures, in respond to creative sent, awareness, and Physical skill - r different techniques within p media and chers, say what they discontine to the control of the cont	Pencil Line Colour in Straight Circle/other shape names Rubber Portrait Cut tick tape pull push on below next to above Brush paint nix palette dip colour names fabric collage stick layer nositional language Artist nainter sculptor same lifferent
	n multi-sensory experience. Creativeshare their thoughts, ideas, and fewer what is so special about me?	•	•		•	• •
	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	
1	Draw and paint self- portraits	Transient Art - link to Autumn	Exploring colour changes in melting ice	Observational drawings of daffodils	Observe animals and recreate in a variety of media	Draw and paint self
2	Draw and paint their family	Observational drawings of autumnal objects	Cold colours	Explore the colours of Mardi Gras	Explore colour mixing to make our own colou	
3	Playdough models of people	Firework paintings	Drawing/painting penguins	Recreate patterns and explore making their own		
4		Nativity scenes	Observational drawings of Winter	Mother's Day Cards		
5		Christmas cards				

General learning throughout the year

Child-led activities e.g., making kites

Exploring a range of media throughout the year - pens, pencils, crayons, pastels, poster paint, watercolours, marbling, clay, wool, material, and food materials etc Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale.

Craft Area enables children to self -select resources that they need / want to test out including masking tape and glue to join.



Prior Knowledge Observation - look closely at the world through real experiences, objects, and artefacts, in natural and made environments. Communication - talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch, and feel. Aesthetic Awareness - respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness, and appreciation of sensory experiences/different stimuli. Physical skill - manipulate and control a range of tools and equipment for different purposes. Art processes and techniques - use different techniques within painting, drawing, collage, and sculpture using a variety of media and materials.	Explore and record their own painting, drawing, sculpture, hand observations, e.g., real cartefacts, and experiences.	n response to first	Key Vocabulary Activities & Techniques Look, Explore, Play, Enjoy, Discover	
real experiences, objects, and artefacts, in natural and made environments. Communication - talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch, and feel. Aesthetic Awareness - respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness, and appreciation of sensory experiences/different stimuli. Physical skill - manipulate and control a range of tools and equipment for different purposes. Art processes and techniques - use different techniques within painting, drawing, collage, and	painting, drawing, sculpture, in hand observations, e.g., real o	n response to first	Look, Explore, Play, Enjoy, Discover	
• Evaluation - talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.	Talk about their ideas and the made, e.g., chosen tools, med Beginning to work creatively media on different scales. Describe what they think and of a chosen artist, craft make Begin to talk about the style craft maker or designer. Begin to use drawing, painting art, craft, and design technic use of line, texture, colour, s different effects, e.g., to ap thickly to add texture. Begin to demonstrate control materials to create a desired the size of brushes in a simple Describe some of the art and they have used in their work, printing, drawing and sculptur Talk about the features they work and in the work of othe they might change in their or	ia, materials. e.g., with a range of I feel about the work er or designer. of a chosen artist, g, sculpture and other ques to explore the hape to create ply acrylic paint of given tools and l effect, e.g., change le graphics package. I design techniques e.g., painting, collage, re. like in their own rs. Talk about what	Sketchbook, Drawing Exercise, Maryou See, Draw, Make, Paint, Print, Fold, Cut, Materials: Pencil, Pen, Graphite, Charcoal, Wax Watercolour, Card, Paper, Sugar Pa Glue Sticks, Digital Media, Camera, Photograph, Quick Print Foam Concepts: Line, Shape, Dark & Light, Pattern, Secondary, Colours, 2d, 3d, Positive Tools: Scissors, Brushes, Palettes, Rollers Approaches: Scale (What size will work best?), A Small Group (Work together), Class (A sh activity to practice skills), Explore (Try new th outcome might be) Assessment Questions Teachers should consider assessme takes place during every art lesson Tell me about what you are making What might you do next? Tell me about what you have made	Tear, Stick, Collage A, Soft Pastel, Chalk, Poster Paint, per, Fabric, String, Thread, PVA, Video, Modroc, Clay, Plasticine, Texture, Primary Colours, and Negative Hands Alone (Will you work best alone?), ared project), Practice (Repeat an alongs without knowing what the Int as a holistic practice, which through conversation with pupils:
Sequence of Learning: Robots Sequence of Fire!	of Learning: Fire! Sequence		Sequence of Learning: Pigs,	Sequence of Learning: The



1	To experiment with a variety of media: Pencils, rubbers, crayons pastels, charcoals, ballpoints, and chalks.	N/A	To experiment with mark making using a variety of pencil grades, chalk, pastels and pens.	To experiment with mark making using pastels, charcoal, and chalk.	To explore the work of different landscape artists.
2	To use construction kits to make a model robot.	N/A	To experiment with making shades and tones using chalk and pastels. Developing this technique further by smudging to suggest the bone structure of the cheekbones and nose.	To experiment with shades and tones in greys, encouraging smudging.	To experiment with mark making using a range of pencil grades and pastels.
3	To record from first hand observation.	N/A	To explore the work of different Portrait artists who use traditional materials for drawing and painting such as Kollwitz or Modigliani.	To experiment with mixing primary and secondary colours using paint.	To make drawings and experiment making tones in shades of greys using chalk and charcoal.
4	To create a robot from different media - playdough.	N/A	To draw a self-portrait selecting techniques and media.	To investigate and play with clay to make different shapes.	To experiment with colour mixing. To use varied materials such as water colours and readymix paint using different sized brushes.
5	To design and sketch their own robot. To choose from a range of media to colour their robot.	N/A	To extend the drawings into a painting. To be able to choose and mix watercolours for the skin, eyes, and hair.	To make a clay penguin forming shapes from the main lump of clay. To paint the clay penguin using ready mix paint mixed with PVA glue.	To sketch then paint a landscape of the school grounds.
6	To evaluate their work.	N/A	To evaluate their work describing what they like and what they might change next time.	To evaluate their work describing what they like and what they might change next time.	



Year 2	Subject	Art	Academic Year 2025/26
Prior Knowledge	End Point		Key Vocabulary
Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g., real objects, pictures, artefacts, and experiences. Talk about their ideas and the choices they have made, e.g., chosen tools, media, materials. Beginning to work creatively e.g., with a range of media on different scales. Describe what they think and feel about the work of a chosen artist, craft maker or designer. Begin to talk about the style of a chosen artist, craft maker or designer. Begin to use drawing, painting, sculpture and other art, craft, and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g., to apply acrylic paint thickly to add texture. Begin to demonstrate control of given tools and materials to create a desired effect, e.g., change the size of brushes in a simple graphics package. Describe some of the art and design techniques they have used in their work, e.g., painting, collage, printing, drawing and sculpture. Talk about the features they like in their own work and in the work of others. Talk about what they might change in their own work.	sculpture in response to fobjects, photographs, art Talk about and answer quand choices they have ma materials. Show confidence in worki media on different scales. Recognise the styles of a and use this to inform the Talk about the similaritie different artists, craft in Confidently use drawing, craft, and design technique texture, colour, shape to cross hatching with felt the Begin to demonstrate con choice to create a desired shape faux fur fabric for Talk about the techniques their work and the work of bud to add dots. Describe what they like a of others using appropriatine tip brush is used to a Adapt and make changes use as it develops. Describe how they have a	estions about the starting point, de, e.g., chosen tools, media, ag creatively e.g., with a range of crists, craft makers or designers cir own work. It and differences between akers or designers. It is and other art, ages to explore the use of line, create different effects, e.g., it pens. It of tools and materials of their affect, e.g., select, cut, and a tiger hand puppet. I materials and equipment used in a tothers, e.g. 'I have used a cotton cout their own work and the work are language e.g. 'I like the way a	Activities & Techniques Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Quick Print Foam Materials: Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine Concepts: Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, still life, Architecture, Sculpture, Maquette, Model, Space, Tools: Scissors, Brushes, Palettes, Rollers, Hands Approaches: Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be) Assessment Questions



Teachers should consider assessment as a holistic practice
which takes place

during every art lesson through conversation with pupils:

- Tell me about that you are making
- · What might you do next?
- · Which materials might you use?
- · What have you discovered?
- Tell me about what you have made
- · What would you like to explore more of?

	Sequence of Learning: The Place Where I Live	Sequence of Learning: Fighting Fit	Sequence of Learning: Explorers	Sequence of Learning: Farm Shop	Sequence of Learning: The Wind in the Willows
1	To make observational drawings of the locality and school grounds.	To observe and draw shapes from observations.	N/A	To explore the work of artists.	N/A
2	To collect rubbings from surfaces then continue and extend into a drawing.	To investigate tone by drawing light/dark lines, light/dark shapes.	N/A	To record and explore ideas from first hand observations.	N/A
3	To make drawings of local landmarks.	To experiment with different scales.	N/A	To investigate using varied materials to draw.	N/A
4	To make observational drawings using watercolour.	To explore the work of the artist Keith Haring.	N/A	To develop drawings into paintings.	N/A
5	To explore different materials to create a collage.	To manipulate malleable materials in a variety of ways including rolling and kneading.	N/A	To develop a simplified printing motif of fruit and vegetables.	N/A
6	To create a collage of the school using a variety of techniques including rubbings.	To paint sculpture.	N/A	To evaluate artwork.	N/A
7	To evaluate our collage.	To evaluate clay sculpture.	N/A		N/A



Year	Year 3	Subject	Art	Academic Year 2025/26	
Prior Knowledge		End Point	·	Key Vocabulary	
Develop and record the drawing, sculpture in a observations, e.g., recartefacts, and experi Talk about and answer point, and choices the media, materials. Show confidence in wrange of media on diffecognise the styles a designers and use this Talk about the similar different artists, crace Confidently use draw other art, craft, and the use of line, textual different effects, e.g. pens. Begin to demonstrate of their choice to creselect, cut, and shape hand puppet. Talk about the technical used in their work and have used a cotton but Describe what they lithe work of others us like the way a fine tip Adapt and make chang they use as it develop Describe how they have a cotton but Describe how they have Describe have Describe have Describe have Describe have Describ	r questions about the starting by have made, e.g., chosen tools, orking creatively e.g., with a ferent scales. Of artists, craft makers or so to inform their own work. Writies and differences between ft makers or designers. Wing, painting, sculpture and design techniques to explore the, colour, shape to create ga, cross hatching with felt tip control of tools and materials ate a desired effect, e.g., faux fur fabric for a tiger ques, materials and equipment of the work of others, e.g. 'I all to add dots. We about their own work and sing appropriate language e.g. 'I brush is used to add detail.' ges to their work and the tools is. We changed and adapted their impose, e.g., use of specific	Choose their own starting ideas e.g., a visit to an art digital images, experience Begin to record their tho in a sketch book / 'ideas j Explain the reasons for the and answer questions about developed. Show confidence and indeworking creatively e.g., with different scales. Discuss the styles of articles designers and use this to Begin to understand the houltural significance of a form. Beginning to use learnt the painting, sculpture and othesign in different context different scales both indicollaboratively. Demonstrate control of comaterials to create a design into a printing bloom and others' work, e.g. features they like in a pietuse sketch book / 'ideas work as their ideas development.	t gallery, an artefact, es. ughts and experiences ournal.' heir ideas and discuss ut how their ideas have expendence when ith a range of media on sts, craft makers or inform their own work. historical and/or chosen artist /art echniques in drawing, her art, craft, and exts, e.g., work on ependently and hosen tools and ired effect, e.g., carve ock. and approaches in their , talk about the ecce of artwork. journal' to adapt their	Activities & Techniques Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate Materials: Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Quick Print Foam Concepts: Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography, Tools: Scissors, Pliers, Brushes, Palettes, Rollers, Hands Approaches: Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things	



overdrawing on a painting.

			exper Purpo comm Asses Teach place • Tell • Who • Tell • Who • How • Who • Who • Tell	without knowing what the outcome might be), Revisit (Revisit previous experiences in new contexts), Purpose (What is it for? E.g., personal wellbeing, social benefit, community cohesion, design), Assessment Questions Teachers should consider assessment as a holistic practice, which take place during every art lesson through conversation with pupils: Tell me about that you are making and what inspired you What might you do next? Tell me about the materials and techniques you are using What have you discovered? How do you feel about the result? What kinds of problems did you encounter and how did you get round them? Tell me about things you really liked or enjoyed What would you like to explore more of?	
	Sequence of Learning: There's No place Like Home	Sequence of Learning: Healthy Humans 3D clay or textile sculpture	Sequence of Learning: Rock and Roll	Sequence of Learning: The Iron Man	Sequence of Learning: What the Romans did for Us
1	N/A	LO: To explore the depth of texture and darkness of graded sketching pencils.	LO: To investigate the drawings of fossils made by palaeontologists such as Robert Hooke in the 1700s.	N/A	LO: Make a series of observational drawings in sketchbooks of examples of the frescoed wall and mosaic floor designs in the House of Livia.
2	N/A	LO: To explore mixing colours and matching them to the colours of fruits and vegetables.	LO: To use photographs or real fossils to observe and make detailed drawings. This will help us to manipulate improved images for printmaking. Our drawings will be developed into prints using a variety of techniques.	N/A	LO: Use sketchbooks to make a series of observational drawings of flowers or landscapes.
3	N/A	LO: To know that Claes	LO: to explore the work of	N/A	LO: Experiment with

printmakers like Eric Gill, and

Japanese printmakers using

Oldenburg creates textile food

sculptures.



			different printmaking methods such as woodcut.		
4	N/A	LO: To design and plan own food item/s.	LO: to make several print runs and hand tint once dry with other media such as pastels or pencils.	N/A	LO: Design a simplified motif that can be transferred into paper or tile mosaic.
5	N/A	LO: To make own 3D art food sculpture.		N/A	LO: evaluate their work and that of others, describing what they like or might change next time, what materials they preferred using, and what advice they may give another artist.
6	N/A	LO: To create different effects and textures with paint. To evaluate their art and work of others.		N/A	



Year	Year 4	Subject	Art	Academic Year 2025/26
Prior Knowle	edge	End Point		Key Vocabulary
Year 3 Prior	3	Year 3 End Point / Year 4	<u> </u>	Activities & Techniques
Develop and painting, dra first hand ob photographs Talk about at the starting made, e.g., cl Show confide e.g., with a rescales. Recognise the makers or de inform their Talk about the differences craft makers Confidently sculpture and techniques to	record their ideas through wing, sculpture in response to bservations, e.g., real objects, a artefacts, and experiences. In danswer questions about point, and choices they have hosen tools, media, materials. Hence in working creatively lange of media on different the styles of artists, craft esigners and use this to	Choose their own starting to an art gallery, an arter Begin to record their the / 'ideas journal.' Explain the reasons for t questions about how their Show confidence and indewith a range of media on Discuss the styles of art this to inform their own a Begin to understand the a chosen artist /art form Beginning to use learnt to and other art, craft, and on different scales both Demonstrate control of a desired effect, e.g., carv Compare ideas, methods, work, e.g., talk about the	g point from a range of ideas e.g., a visit fact, digital images, experiences. rughts and experiences in a sketch book heir ideas and discuss and answer ideas have developed. rependence when working creatively e.g., different scales. rists, craft makers or designers and use work. historical and/or cultural significance of	Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media, Materials: Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Found Objects, Quick Print Foam Concepts: Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Stimuli, Primary Source, Secondary Source, Imagination,
pens. Begin to dem materials of desired effe faux fur fab Talk about the equipment us of others, e. to add dots. Describe who work and the appropriate of the second desired desired desired appropriate of the second desired d	nonstrate control of tools and their choice to create a ect, e.g., select, cut, and shape wric for a tiger hand puppet. he techniques, materials and sed in their work and the work g. 'I have used a cotton bud at they like about their own e work of others using language e.g. 'I like the way a sh is used to add detail.'	which idea to develop fur Record their thoughts an journal' and begin to anno Explain how they are dev beginning to use language Use creative thinking to experiment with alternat	arting points for their work and choose other. d experiences in a sketch book / 'ideas otate these. eloping their ideas as they work, and are appropriate to the chosen style of art. begin to adapt an initial idea, e.g., ive colour palette. etyles of artists, craft makers or	Memory, Figurative, Landscape, Portrait, still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography, Open-ended, Creative Response, Visual Literacy, Design through Making, Fashion, Tools: Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands Approaches: Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be), Revisit (Revisit previous experiences in new contexts), Purpose (What is it for? E.g., personal wellbeing,



Adapt and make changes to their work and the tools they use as it develops. Describe how they have changed and adapted their work for a specific purpose, e.g., use of specific tools to create more texture.

Understand the historical and \prime or cultural significance of the work of a chosen artist \prime art form.

Use learnt techniques in drawing, painting, sculpture and other art, craft, and design in different contexts and with a variety of materials, e.g., use knowledge of weaving to create a willow sculpture.

Demonstrate control of a range of tools and materials to create desired effects, e.g., when drawing use different grades of pencil to create variations in tone.

Compare ideas, methods, and approaches in their own and others' work, e.g., talk about the features they like and the changes they would make to a piece of artwork.

Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.

social benefit, community cohesion, design),

Assessment Questions

Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:

- Tell me about that you are making and what inspired you
- · What might you do next?
- Tell me about the materials and techniques you are using
- · What have you discovered?
- · How do you feel about the result?
- What kinds of problems did you encounter and how did you get round them?
- · Tell me about things you really liked or enjoyed
- · What would you like to explore more of?

	Sequence of Learning: Sparks Might Fly	Sequence of Learning: The Great Plague	Sequence of Learning: Passport to Europe	Sequence of Learning: Water, Water Everywhere	Sequence of Learning: How does Your Garden Grow?
1	N/A	To use a stimulus to make sketches using varied materials.	To explore and recreate flags of different European nations	To look at and evaluate works by different artists with the theme of 'water.'	To make observational drawings of flowers, plants, and gardens.
2	N/A	To explore a theme through an artist - Jean Basquiat	To explore and sketch key European landmarks/monuments naming countries and cities/places.	To create observational drawings using chosen stimuli and a range of drawing materials.	To create 3-D effects by using strategies such as 'smudging'.
3	N/A	To explore a theme through an artist and develop this using 'self' life art	To explore combining sketches with relevant colour.	To develop a sense that objects have a third dimension and try to incorporate this into artwork.	To work collaboratively on a larger scale piece of work.
4	N/A	To develop drawings using watercolour.	To further develop existing work.	To use the work of an artist (Monet) as a stimulus to draw on a larger scale.	To begin to develop a 3-D structure.
5	N/A	To develop a simple motif based on a theme	To create a collage using familiar pictures and colours. (1)	To develop drawings by using watercolour and pastels.	To build a 3-D wire structure.



6	N/A	To create artwork using	To create a collage using	To develop an abstract	To select materials to finish a
		printing techniques.	familiar pictures and colours.	painting using materials to	3-D structure.
			(2)	create texture.	



Year 5	Subject Art	Academic Year 2025/26
Prior Knowledge	End Point	Key Vocabulary
	End Point Year 5 End Point Investigate a range of starting points for their work and choose which idea to develop further. Record their thoughts and experiences in a sketch book / 'ideas journal' and annotate these to aid the development of their ideas. Explain how they are developing their ideas as they work and use language appropriate to the chosen art form. Use creative thinking to adapt an initial idea, e.g., experiment with alternative colour palette. Critically analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation. Use their knowledge of drawing, painting, sculpture and other art, craft, and design techniques to work creatively e.g., adapting the style of an artist to create their own effect. Are confident when working with a wide range of tools and materials to create different effects, e.g., use a graphics package to manipulate an image by applying a filter. Use appropriate language when comparing ideas, methods, and approaches in their own and others' work. Describe what they think and feel about their own and others' work and how this might influence their designs. Use sketch book / 'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.	



Tools:
Scissors, Pliers, Needles, Brushes, Palettes, Rollers,
Hands
Approaches:
Scale (What size will work best?), Alone (Will you work
best alone?), Small Group (Work together), Class (A
shared
project), Practice (Repeat an activity to practice skills),
Explore (Try new things without knowing what the
outcome
might be), Revisit (Revisit previous experiences in new
contexts), Purpose (What is it for? E.g., personal
wellbeing,
social benefit, community cohesion, design), Creative
Risk-Taking v Playing Safe (Which feels right for me?),
Assessment Questions
Assessment Questions
Teachers should consider assessment as a holistic
practice,
which takes place during every art lesson through
conversation
with pupils:
• Tell me about that you are making and what inspired
you
· What might you do next?
• Tell me about the materials and techniques you are
using
· What have you discovered?
· How do you feel about the result?
· What kinds of problems did you encounter and how
did
you get round them?
· Tell me about things you really liked or enjoyed
· What would you like to explore more of?



					• What is the pote could you do next?	ntial of what you have done? What
	Sequence of Learning: Fitter,	Sequence of Learning: Food	Sequence of Learning:		of Learning:	Sequence of Learning: A
	Higher, Stronger	Glorious Food	Earthlings	Inventors	and Inventions	Kingdom United
1	Drawing Outlines In Felt Tip To improve mastery of art and design techniques, including drawing in the context of felt tip drawings. I can show shapes and colours. To learn about great artists, architects and designers in history in the context of Julian Opie. I can tell you about the artist Julian Opie	LO: To look at the work of still life painters such as Dutch masters, the Impressionists, Georgia O'Keefe.	LO: To use dry media to make different marks, lines, patterns, and shapes within a drawing.	N/A		N/A
2	Drawing Body Shapes In Charcoal To improve mastery of art and design techniques, including drawing in the context of charcoal drawings. • I can draw a body in charcoal. To learn about great artists, architects and designers in history in the context of Henry Moore. • I can tell you about the artist Henry Moore	LO: To make a series of observational drawings of various still life arrangements of food, food bottles etc.	LO: To use a variety of media to make studies of different planet surfaces.	N/A		N/A
3	Drawing Bodies in Pen To improve mastery of art and design techniques, including drawing in the context of pen drawings. • I can draw a person in pen.	LO: To make drawings and paintings of objects from close to explore composition inspired by Georgia O'Keefe.	LO: To develop colour mixing in response to a planet's colours.	N/A		N/A



4	To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity. • I can use my sketchbook. Making Body Maquettes To improve their mastery of art and design techniques in the context of making maquettes. • I can make a maquette. To create sketch books to record observations and use	LO: To discuss composition and scales used by other artists and position their own still life arrangements to draw and paint - 2 sessions	LO: To develop a larger scale painting in colour, in response to a planet surface	N/A	N/A
	them to review and revisit ideas in the context of inspiring the drawing activity. I can use my sketchbook.				
5	Making Figures in Clay To improve their mastery of art and design techniques in the context of making 3D models. I can make a 3D model. To learn about great artists, architects and designers in history in the context of Giacometti. I can tell you about the artist Giacometti	LO: To make drawing and paintings of still life in different light conditions e.g., discuss the work of George de la Tour and set up still life arrangement with candles to draw different light effects on food.	LO: To build textures, layers, and shapes, to create craters and mountains.	N/A	N/A
6	Making Paper Clothes To improve mastery of art and design techniques, in the context of making paper		LO: To develop images on graphics package which represent the planet's atmosphere.	N/A	N/A



clothes. • I can make clothes		
out of paper.		
To learn about great artists,		
architects and designers in		
history in the context of		
Vivienne Westwood. • I can tell		
you about the designer		
Vivienne Westwood		



Year Year 6	Subject Art	Academic Year 2025/26
Prior Knowledge	End Point	Key Vocabulary
Investigate a range of starting points for	Independently investigate a range of starting	Activities & Techniques
their work and choose which idea to develop	points for their work, and confidently develop	Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch,
further.	their ideas further.	Make Notes, Sketchbook, Drawing Exercise,
Record their thoughts and experiences in a	Record their thoughts and experiences in a	Mark Making, Collect, drawing what you See, Draw, Make, Paint, Print, Monoprinting,
sketch book / 'ideas journal' and annotate	sketch book / 'ideas journal,' and review and	Fold, Cut, Tear, Stick, Collage, Combine,
these to aid the development of their ideas.	revisit these ideas as their work develops.	Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media,
Explain how they are developing their ideas as	Are confident to work creatively, adapting	Materials:
they work and use language appropriate to the	ideas, and taking risks when choosing tools,	Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint,
chosen art form.	materials, and media.	Acrylic Paint, Watercolour, Card, Foamboard,
Use creative thinking to adapt an initial idea,	Confidently use language appropriate to the	Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital
e.g., experiment with alternative colour	chosen art form, to help them to explain their	Media, Camera, Photograph, Video, Modroc,
palette. Critically analyse the styles of artists, craft	ideas.	Clay, Plasticine, Wire, Found Objects, Quick Print Foam
makers or designers and use this to inform	Critically analyse the styles of a range of	Concepts:
their own work.	artists, craft makers or designers and use this	Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour
Understand how a chosen artist or art form	to inform their own work.	Mixing, Colour Wheel, Primary Colours,
has contributed to the culture and / or	Explain how a chosen artist or art form has	Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing,
history of a specific nation.	contributed to the culture and for history of a	Experimental Drawing, Intention, Gesture, Stimuli,
Use their knowledge of drawing, painting,	specific nation.	Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape,
sculpture and other art, craft, and design	Use their knowledge of drawing, painting,	Portrait, still life, Architecture, Sculpture,
techniques to work creatively e.g., adapting	sculpture and other art, craft, and design	
the style of an artist to create their own		Maquette, Armature, Model, Space, Design, Typography, Open-ended, Creative
effect.	techniques, imaginatively to create their own	Response, Visual Literacy, Design through
Are confident when working with a wide range	style, e.g., use spray paint on canvas.	Making, Fashion, Relationships to other Artforms, Aesthetic, Set Design, Puppetry,
of tools and materials to create different	Develop their own style when working with a	Tools:
effects, e.g., use a graphics package to	wide range of tools and materials, e.g., working	Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands
manipulate an image by applying a filter.	into prints using their own choice of media such	Approaches:
Use appropriate language when comparing	as pens, ballpoint pens, paints.	Scale (What size will work best?), Alone (Will you work best alone?), Small Group
ideas, methods, and approaches in their own	Use language specific to a range of techniques	(Work together), Class (A shared project),
and others' work.	to identify effective and ineffective features	Practice (Repeat an activity to practice skills), Explore (Try new things without
Describe what they think and feel about their	and use this to inform and evaluate their own	knowing what the outcome might be), Revisit
own and others' work and how this might	work.	(Revisit previous experiences in new contexts), Purpose (What is it for? E.g., personal
influence their designs.		wellbeing, social benefit, community
Use sketch book / 'ideas journal' to evaluate		cohesion, design), Creative Risk-Taking v Playing Safe (Which feels right for me?),
and adapt their work as their ideas develop;		



make annotations in their books to show their ongoing evaluations and how they might develop their work further

Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop.

Annotations reflect their critical evaluations and development of ideas.

Reflect on the ways in which their imaginative work has developed from a range of starting points.

Assessment Questions

Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:

- Tell me about that you are making and what inspired you
- · What might you do next?
- Tell me about the materials and techniques you are using
- · What have you discovered?
- · How do you feel about the result?
- What kinds of problems did you encounter and how did you get round them?
- · Tell me about things you really liked or enjoyed
- · What would you like to explore more of?
- What is the potential of what you have done?What could you do next?

	Sequence of Learning: Survival	Sequence of Learning: Britten's	Sequence of Learning: Heroes and	Sequence of Learning: Super	Sequence of Learning: Oh, I do
		got talent	Villains	Sleuth	like to be beside the seaside
1	Investigate images of animals in	To research the life and work of	To research the life of Pablo	N/A	To improve mastery of art and
	camouflage.	Kandinsky.	Picasso.		design techniques, including
					drawing in the context of pen
					drawings.
2	Collect images in sketchbooks.	To develop ideas for an abstract	To research the paintings and	N/A	To improve mastery of art and
		work of art inspired by Kandinsky.	style of Picasso.		design techniques, including
					drawing in the context of oil
					pastel/coloured pencil drawings.
3	Experiment with	To create an abstract work of art	To paint using tones in the style	N/A	To improve mastery of art and
	pain/watercolours/pastels	inspired by Kandinsky.	of Picasso.		design techniques, in the context
					of printing.
4	Develop drawing into a painting.	To use colour to express	To understand the term cubism	N/A	To improve their mastery of art
		emotions.	and draw in a similar style.		and design techniques in the
					context of weaving with plastic.
5	Import image into a graphics	To use colour to express smells	To compose and draw a still life.	N/A	To improve mastery of art and
	package.	and tastes.			design techniques, including



					collage in the context of making lanterns.
6	Rotate and experiment with repeating patterns to create final piece.	To explore concentric circles.	To create collages in the style of Picasso.	N/A	To improve mastery of art and design techniques, including collage in the context of finishing
					lanterns.