WESTON ST MARY C OF E PRIMARY SCHOOL

ART AND DESIGN CURRICULUM OVERVIEW 2025-26 CYCLE B

	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B	EARLY LEARNING GOAL
Reception	**Expressive Arts and Design - Creating with Materials**						
	To name colours To experiment with mixing colours To create simple representations of people and objects To draw and colour with pencils and crayons To role play using given props and costumes To explore different techniques for joining materials (Glue Stick, PVA glue, tape) To know how to work safely and hygienically To use non statutory measures (spoons, cups) To use different construction materials	To use colours for a particular purpose (self portraits) To share their creations To explore different techniques for joining materials (Glue Stick, PVA glue, tape) To know how to work safely and hygienically Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.	To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To know how to work safely and hygienically To use	To use a range of materials such as natural objects to make pieces of art To share creations and talk about the process To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To make props and costumes for different role play scenarios To know how to work safely and hygienically To know the names of tools (paint brush, pallet etc)	To use some cooking techniques (Fruit Kebab, Fruit smoothies) To explore colour mixing in more detail, showing an understanding of prime and specific colours To plan what they are going to make and verbalise or draw this To draw more detailed pictures of people and objects To manipulate materials To create observational drawings Return to and build on their previous learning, refining ideas and developing their ability to represent them. To use tools and equipment correctly To experiment with making paint using a range of materials To experiment with how to create pieces of art from a range of materials To learn about and compare artists Develop their own ideas through experimentation with diverse materials	To know some similarities and differences between materials To explore, use and refine a variety of artistic effects to express their ideas and feeling To share creations, talk about process and evaluate their work To adapt work where necessary Develops their own ideas through experimentation with diverse materials Return to and build on their previous learning, refining ideas and developing their ability to represent them.	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.

Year 1/2	SKILLS PROGRESSION	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
Summary **Concepts in Art:** Colour, Shape, Texture, Pattern, Symmetry **Types of Art:** Portraits, Landscapes, Anglo-Saxon Art, Murals, Tapestries **Skills:** Painting, Drawing, 3D form, Collage, Textiles, Printing, Mixed media **Process (analysing, exploring, observing, evaluation):** verbal, observational, analytical and imaginative drawing activities, written and verbal evaluation of own artwork, working with others to produce an artwork	**Painting** Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour **Drawing** Using lines, observation, detail, mark making to show texture, pencil, chalk, charcoal, oil pastels **3d form** Modelling with clay – sticking and carving, sculpting with wire and paper, sculpting with natural objects **Collage** Collage with paper - cutting organic shapes, collage with textiles – colour matching **Textiles** Weaving **Printing** Mono-printing with polystyrene	**Colour and Shape**	**Colour, Shape and Texture**	**Portraits and Self-Portraits**	**Landscape and Symmetry**	**History Painting**	**Murals and Tapestries**
		Artists: Kandinsky, Delaunay, Monet, Klee, Picasso, Calder **Concepts:** primary colours, secondary colours, warm and cool colours, tints and shades, geometric shapes, organic shapes **Skills:** colour mixing, drawing geometric shapes, using natural objects to draw organic shapes, creating sculptures with paper and wire, working as a team **3D FORM** **PAINTING** **DRAWING**	**Artists:** Matisse, Durer, Jan van Eyck **Concepts:** cut-outs, complementary colours, organic shapes, composition, visual texture **Skills:** Colour mixing, selecting complementary colours, cutting organic shapes, creating texture with mark-making and colour, drawing with chalk and charcoal, graphite and oil pastels **COLLAGE** **DRAWING**	**Artists:** Leonardo da Vinci, Holbein, Hogarth, Van Gogh, Rembrandt, Kahlo, Picasso, Gentileschi **Concepts:** Portraits v self-portraits, representation in portraits, proportions of a face, cubism **Skills:** Planning and drawing a face, drawing a profile, mixing skin tones, drawing with oil pastels **PAINTING** **DRAWING**	**Artists:** Constable, Turner, Rousseau, Leonardo da Vinci, Hobbema, Goldsworthy **Concepts:** What is a landscape, different methods to paint landscapes, Turner's style, symmetry in nature and art, temporary art **Skills:** Washes with a sponge, using bold brushstrokes, detailed drawing with oil pastels, creating sculptures with found objects **MIXED MEDIA (DRAWING AND PAINTING)** **SCULPTURE**	**Artists:** Picasso, Caravaggio Antonio del Pollaiuolo Kauffmann **Concepts:** History painting includes mythological paintings, biblical art and historical painting, narrative art, settings, showing different characteristics, different ways that stories are told **Skills:** Sketching from imagination, using a ruler, drawing different characteristics, using chalk and charcoal to create tone, collage **DRAWING** **MIXED MEDIA (DRAWING/COLLAGE)**	**Artists/Art:** Michelangelo, Leonardo da Vinci, Rego, The Lady and the Unicorn tapestries, Albers, Banksy **Concepts:** What is a mural, frescoes, what is a tapestry, communicating stories and messages, composition **Skills:** mono-printing, weaving, creating a composition **PRINTING** **TEXTILES**
		Vocabulary					
		Primary colours Secondary colours Warm/cool colours Tint Shade Geometric shape Organic shape	Complementary colours Composition Cut-out Texture Visual texture	Facial features Represent Self-portrait Portrait Skin tone Cubism	Landscape Method Brushstroke Seascape Sketch Symmetry/ Symmetrical Natural Materials Temporary	History painting Mythological Paintings Narrative Myth Classical Character Characteristic Setting Minotaur	Mural Fresco Plaster Pope Sistine Chapel National Gallery Tapestry Weaving Composition
		Why this, why now?					
		Builds on what the children learnt in year 1/2 about colour in cycle A. Children finish by creating cardboard sculptures from organic shapes, using Calder's sculptures as inspiration. In doing so they recall what they learnt about sculpture in year 1/2 cycle A (summer B).	This unit builds on the previous unit, studying colour and shape together for three lessons, looking in detail at the late work of Matisse. More in depth study of the Arnolfini Portrait shows the children how a work of art can tell us things about the past, how a portrait can communicate things about	This unit builds on the drawing skills learnt in year 1/2, cycle A.	This unit gives children the opportunity to continue their exploration of how to apply paint in different ways, using sponges and large, bold brushstrokes to create a stormy sea and sky, building on skills introduced in the units on Colour and Style in year 1/2 cycle A.	This unit builds on the children's knowledge from their study of paintings showing St George and the Dragon in year 1/2 in the unit on Narrative Art in cycle A.	Children study famous examples of frescoes (exploring what this term means), including Michelangelo's paintings in the Sistine Chapel and Leonardo's The Last Supper, previously looked at in relation to symmetry in the unit on Landscapes and Symmetry.

			the people in it, and how a painter can show things about themselves in a work of art. This revisits ideas first raised in the unit on Paintings of Children in year 1/2 cycle A and looks forward to the next unit where portraits are studied in detail				

Year 3/4	SKILLS PROGRESSION	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
<u>Summary</u> **Concepts in Art:** Light, Space, Design – Elements of Art, Pattern **Types of Art:** Ancient Rome, Byzantine Empire, Textiles **Skills:** Painting, Drawing, 3D form, Collage, Mixed media **Process (analysing, exploring, observing, evaluation):** verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, working with others to produce an artwork, written and verbal evaluation of own artwork	**Painting** Brush hold, brush choice, colour mixing, brushstrokes, ground and underpainting using acrylic, using paint to show tone, accuracy, watercolour **Drawing** Using lines, observation, detail, sketching, chalk and charcoal to show tone **3d form** Cardboard reliefs, Model making with mixed media Collage **Collage** with paper **Textiles** Embroidery, weaving	**Light**	**Space**	**Design**	**Monuments of Ancient Rome**	**Monuments of the Byzantine Empire**	**Needlework, Embroidery and Weaving**
		Artists: Caravaggio, Vermeer, Goncharova, Begum **Concepts:** light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways **Skills:** Observational drawing, continuous line drawing, using chalk and charcoal for tone, using acrylic paint for tone, painting a ground, underpainting mixing tints and shades in acrylic **DRAWING** **PAINTING**	**Artists:** Matisse, Millet, Bonheur, Bruegel, Turner **Concepts:** Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background, using colour and detail to create depth **Skills:** Using shade to create tone, using line to draw a landscape, creating a relief in cardboard **3D FORM** **DRAWING**	**Artists:** Matisse, Munch, Kauffman **Concepts:** Meaning of design in art, the elements of art, composition, cutouts, expressionism, colour and line to create emotion, complementary colours **Skills:** Arranging a composition, using lines to show expression, painting with watercolour **DRAWING** **PAINTING**	**Monuments:** The Pantheon, Colosseum, Trajan's Column **Concepts:** What is a monument, monuments shows Emperor's power, construction and use of the Pantheon and Colosseum (domes and arches), relief sculpture on Trajan's column **Skills:** Following instructions, model making, working as a team **3D FORM**	**Monuments:** Hagia Sofia, Basilica of San Vitale – Ravenna, icons **Concepts:** Byzantine empire, Constantine and Constantinople, mosaics, Byzantine patterns, what is an icon **Skills:** copying patterns, painting with watercolour, collage **PAINTING** **COLLAGE**	**Designers/Artists:** MacDonald, Hartnell – Coronation robes, Duchess of Cambridge wedding dress, Raphael, Albers **Concepts:** What is embroidery, what is weaving – looms, warp thread, weft thread, tapestries **Skills:** cross-stitch design, cross-stitch, weaving **TEXTILES**
		Vocabulary					
		Form Shade/shadow Mid-tone Tone Highlights Cast shadow Chiaroscuro Ground Burnt sienna Underpainting Yellow ochre	Space Height Depth Dimension Width 3d 2d Foreground Background Foreshortening Middle Ground Detail	Elements of art Design Collage Expressionism	Monument Amphitheatre Dome Ancient Rome Column Portico Arch In relief In the round Frieze	Empire Byzantine Empire Emperor Constantinople Mosaic Dome Ornate Icon	Needlework Embroidery Cross-stitch Sew Stitch Thread Needle Tapestry Weaving Warp thread Loom Weft thread

		Why this, why now?					
		This unit introduces the children to how artists use light. It starts by connecting the concept of light to the concept of form, previously studied in Autumn B of year 3/4 cycle A, exploring how form is shown by how light falls on an object. Children practise the skills learnt in year 3 to create still life drawings using graphite, chalk and charcoal to show tone. They continue to develop their colour-mixing techniques introduced in much of the work already carried out in year 1, 2 and 3.	The concept of how space is used in art is directly related to how artists use light and as such, the first lesson in this series refers back to, and deepens the knowledge gathered from the previous unit. By practising shading using graphite, first explored in the year 3/4 unit on Still Life and Form in cycle A, the children draw 3D objects, using varying tones to create the illusion of three dimensions.	Children learn that we now analyse art by identifying that design (or composition) in art means how the different elements of art (line, colour, shape, form, tone, space and texture) work together to make a piece of art. They are made aware that they have studied all of these elements separately over the course of years 1-4.	This unit in Spring B, dovetails with the history curriculum, where the Romans are studied for the whole of the term.	This unit, looking at monuments of the Byzantine empire, also known as the Eastern Roman Empire, is a continuation of the work carried out in Spring B.	This unit builds on the year 1/2 tapestry unit.

Year 5/6	SKILLS PROGRESSION	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
<u>Summary</u> **Concepts in Art:** Realism - Observational Drawing, Linear Perspective, Science in Art, Painting en plein air, Pattern **Types of Art:** Renaissance Art and Architecture, Victorian Art and Architecture, The Pre-Raphaelites, Victorian Design – The Arts and Crafts Movement, Impressionism and Post-Impressionism, Modernism **Skills:** Painting, Drawing, 3D form, Collage, Printing **Process (analysing, exploring, observing, evaluation):** verbal,	**Painting** Observation, Using watercolours – light to dark, broken brushstrokes, painting plaster **Drawing** Using lines, observation, using pencil, sketching, simplifying forms, using chalk and charcoal to show tone **3d form** Modelling with clay – sticking and carving (reliefs), casting in plaster **Collage** Collage with paper **Printing** Reduction printing with polystyrene	**Art in the Italian Renaissance** **Artists:** Michelangelo, Leonardo da Vinci, Raphael **Concepts:** Italy and 'rebirth' (rejection of middle ages), influence of Greek and Roman art, showing humanity and the natural world, anatomical drawings, painting styles – sfumato, comparison of Leonardo and Michelangelo, realism – linear perspective. **Skills:** Observational drawing, using plaster, designing and painting on plaster, using perspective to draw. **PAINTING** **DRAWING** **3D FORM**	**Renaissance, Architecture and Sculpture** **Artists/Architects and architecture:** Brunelleschi, Donatello, Ghiberti, Michelangelo, Il Duomo, Basilica of St Peter's **Concepts:** Dome design – Il Duomo, relief sculpture, using of linear perspective in sculpture, influence of classical sculpture, idealisation of human form, contrapposto **Skills:** Sketching architecture – simplifying forms, designing and creating a relief sculpture in clay - extended project. **DRAWING** **3D FORM**	**Victorian Art and Architecture** **Architects/Architecture:** Pugin, Barry – The Houses of Parliament **Concepts:** Classical v Gothic architecture **Skills:** Drawing buildings. Developing drawing skills – quality of line, level of detail, observing shapes. Artists (PreRaphaelites) Rossetti, Millais Concepts: Reaction against 'ideal' forms of the renaissance. Aims as artists. Pursuance of photographic reality. **Skills:** Working in watercolour from light to dark. Observing nature closely. **PAINTING**	**William Morris** **Artist/Designer:** William Morris – a detailed study **Concepts:** Morris as an architect, designer, writer, businessman, British Arts and Crafts movement, rejection of industrialisation, influence of Medieval art and design, influence of Islamic design, textile and wallpaper design, block printing and reduction printing. **Skills:** Creating a design based on nature, relief reduction printing. **DRAWING** **PRINTING**	**Impressionism and Post-Impressionism** **Artists:** Monet, Degas, Renoir, Cassatt, Cezanne, Van Gogh, Gauguin **Concepts:** painting out of doors, landscapes, scenes from everyday life, influence of Japanese prints, expressing light and colour with rapid brushwork, the influence of science about the way we see, changes of emphasis by the post-impressionists (Cezanne, Van Gogh, Gauguin). **Skills:** painting en plein air and with broken brushstrokes, use of chalk and charcoal for tone, collage **PAINTING** **DRAWING** **COLLAGE**	**Art in the 20th Century – Modernism and Beyond** **Artists:** Picasso, Hepworth, Auerbach, Freud, Bowling, Himid **Concepts:** Modernism, cubism, abstract v figurative painting and sculpture, influence of the second world war, art produced about identity: race and gender. **Skills:** A child-led investigative approach where the children plan, design and create an artwork from materials of their choice, in response to looking at varied art from the 20th century

observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, independently choosing materials and creating a design for a finished artwork – this may be working with others to produce an artwork		**Vocabulary**					
		Medieval Classical Proportion Renaissance Humanism Anatomy Optics Sfumato Linear Perspective Vantage point Horizon line Vanishing point	Guild Basilica Duomo Pope Vatican City Linear Perspective Carve Cast In the round In relief Flat relief Contrapposto Florence	Victorian Neoclassical Gothic revival Classical architecture Gothic architecture Medieval Pre-Raphaelites Realism Watercolour Wet-on-wet Wet-on-dry	Designer Arts and crafts Movement Medieval Decorative arts Stylized Textiles Woodblock Printing Block printing Reduction Printing press	Impressionism Exhibit Studio Post-impressionism En plein air Transient effects Brushwork Landscape Constructive	Modernism Figurative Statue Abstract Impasto
		Why this, why now?					
		This unit looks at work created by Leonardo - at his anatomical drawings and his painting technique used in the Mona Lisa and The Last Supper (already studied in 'Landscapes and Symmetry' and 'Murals and Tapestries' in year 2). They contrast the work of Leonardo with the paintings on the ceiling of the Sistine Chapel by Michelangelo. This is a more in-depth study of these works which they first encountered in the year 1/2 unit on 'Murals and Tapestries' in cycle B.	This unit builds on the children's knowledge of the renaissance from work in the last unit. They study works of renaissance sculpture by Ghiberti and Donatello. Through these works they explore the concept of relief sculpture, already studied by looking at the Parthenon Marbles in the unit on Architecture in year 3/4, cycle A.	This unit builds on the children's knowledge of the Victorians studied in history in year 5/6 cycle A and their study if architecture in year1/2. It can prove a useful comparison to see the progress they have made in their drawing skills throughout their years in key stage 1 and 2.	This unit is a continuation of the previous unit, looking in detail at the work of the Victorian designer William Morris. They learn how the wallpaper was produced by block printing and create their own Morris inspired designs printed using the reduction method (essentially the opposite of block printing) on polystyrene tiles. This is an extension of the relief printing skills they learnt in years 1/2 and 3/4.	The impressionists were a group of painters in France who exhibited pictures together in the 1870s and 1880s. Their work is crucial in understanding modernism in painting, explored in the next unit.	This final unit should be seen as a continuation of the children's work on the impressionists and post-impressionists. The late work of Monet and brushwork of Cezanne are considered to be forerunners of abstraction and modernism. The children start by reviewing their understanding of modernism, introduced in the unit on Style at the beginning of year 5/6 cycle A.