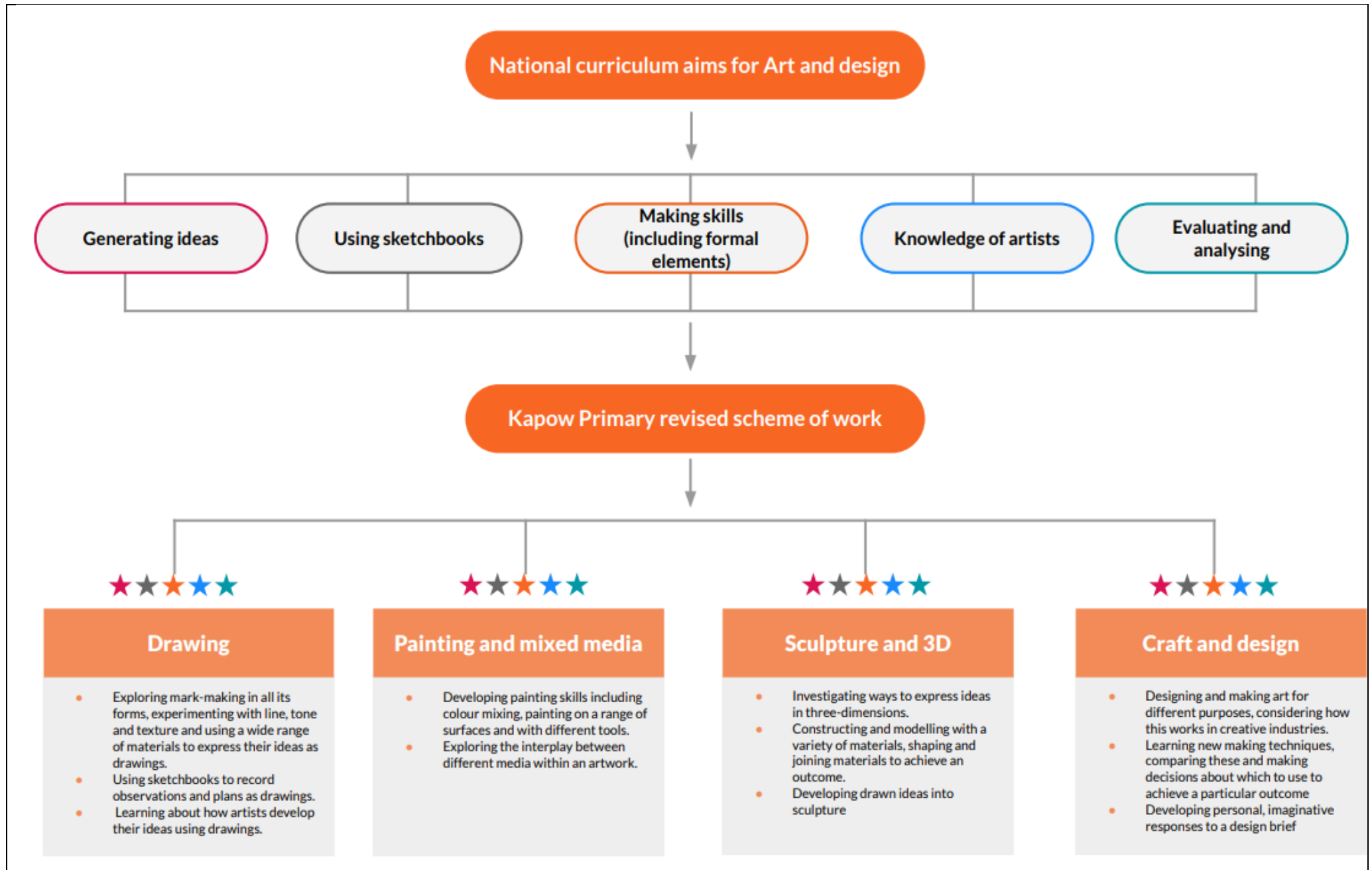






Overview Of Year A and B

	Year A Units of Study	Year B Units of Study
EYFS	Collage, Seasonal Crafts, Painting Around The World, Patterns And Printing, Mark Making, Sculpture	Self Portraits, Seasonal Crafts, Paint My World, Let's Get Crafty, Creation Station
Key Stage 1	Exploring Line and Shape (Drawing), Colour Splash (Painting) 3d Structures (Sculpture), Woven Wonders (Craft)	Understanding Tone and Texture (Drawing), Life In Colour (Painting), Clay Houses (Sculpture), Map It Out (Craft)
Lower Key Stage 2 (Year 3 And 4)	Power Prints (Drawing), Light and Dark (Painting), Mayan Shelters (Sculpture) Fabric Of Nature (Craft)	Prehistoric Paintings (Painting), Growing Artists (Drawing) Scrolls (Craft) Temples (Sculpture)
Year 5	Portraits (Painting), I Need Space (Drawing), Installation Art (Sculpture), Architecture and Bridges (Craft)	
Year 6	An Artists Study (Painting), Make My Voice Hear (Drawing) Memory Box (Sculpture) Photo Opportunity (Craft)	

Drawing

	Nursery	Reception	Key Stage 1 Year 1 & 2	Lower Key Stage 2 Year 3 & 4	Upper Key Stage 2 Year 5 & 6
Generating ideas	Talk about their ideas and explore different ways to record them.	Talk about their ideas and explore different ways to record them.	Explore their own ideas using a range of media. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. To develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketchbooks		Experiment with mark making in an exploratory way.	Use sketchbooks to explore ideas in an open-ended way. Experiment in sketchbooks, using drawing to record ideas.	Use sketchbooks for a wider range of purposes, for example recording ideas using drawing and annotations, planning and taking next steps in a making process.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.



			Use sketchbooks to help make decisions about what to try out next		Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making skills (including ormal elements)	Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.	Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.	Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.	Confidently use of a range of materials, selecting and using these appropriately with more independence. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and	To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.



				continuing to develop use of tone and more intricate mark making.	
Knowledge of artists	Enjoy looking at and talking about art.	Enjoy looking at and talking about art.	Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use own experiences to explain how art works may have been made. Use own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Evaluating and analysing	Talk about their artwork, stating what they feel they did well.	Talk about their artwork, stating what they feel they did well.	Describe and compare features of their own and other's art work. Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Give reasoned evaluations of their own and others work which takes account of context and intention.



				during the planning and making process.	Demonstrate more independence to try alternative solutions and make improvements to their work.
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Painting and Mixed Media					
	Nursery	Reception	Key Stage 1 Year 1 & Year 2	Lower Key Stage 2 Year 3 & Year 4	Upper Key Stage 2 Year 5 & Year 6
Generating ideas	Experiment with mark making in an exploratory way.	Explore different ways to use paint and a range of media according to their interests and ideas.	Explore their own ideas using a range of media. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Use research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketchbooks		N/A	Use sketchbooks to explore ideas in an open-ended way. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
making skills (including Formal elements)		Explore paint including different application methods (fingers,	Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces.	Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg	Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about



		splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome	Begin to explore colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.	choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Modify chosen collage materials in a range of ways e.g. by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas. Explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.	painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Explore how collage can extend original ideas. Combine a wider range of media, e.g. photography and digital art effects. Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus. Work collaboratively on a larger scale.
Knowledge of artists		Enjoy looking at and talking about art.	Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.	Use subject vocabulary with increasing confidence to describe and compare creative works. Use their own experiences to explain how artworks may have been made.	Research and discuss the ideas and approaches of artists. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural



					and historical context may have influenced their creative work.
Evaluating and analysing		Talk about their artwork, stating what they feel they did well.	Describe and compare features of their own and other's art work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Give reasoned evaluations of their own and others work which takes account of context and intention. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Sculpture and 3D

	Nursery	Reception	Key Stage 1 Year 1 & Year 2	Lower Key Stage 2 Year 3 & Year 4	Upper Key Stage 2 Year 5 & Year 6
Generating ideas	N/A	N/A	Explore their own ideas using a range of media. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.



				Evaluation of techniques to develop ideas and plan more purposefully for an outcome	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketchbooks	N/A	N/A	Use sketchbooks to explore ideas in an open-ended way. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
making skills (including Formal elements)	N/A	N/A	Use their hands to manipulate a range of modelling materials, including paper and card. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen. Develop understanding of sculpture to construct and model simple forms. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture.	Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). Experiment with combining found objects and recyclable material to create sculpture. Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.	Investigate how scale, display location and interactive elements impact 3D art. Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. Persevere when constructions are challenging and work to problem solve more independently. Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results.
Knowledge of artists	N/A	N/A	Describe similarities and differences between practices in Art and design,	Use subject vocabulary to describe and compare creative works.	Research and discuss the ideas and approaches of artists across a variety



			e.g between painting and sculpture, and link these to their own work. Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use their own experiences to explain how art works may have been made. Use their own experiences of techniques and making processes to explain how art works may have been made.	of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Evaluating and analysing	N/A	N/A	Describe and compare features of their own and other's art work. Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Craft and Design

	Nursery	Reception	Key Stage 1 Year 1 & Year 2	Lower Key Stage 2 Year 3 & Year 4	Upper Key Stage 2 Year 5 & Year 6
Generating ideas	N/A	Explore and play with a range of media to make	Explore their own ideas using a range of media.	Generate ideas from a range of stimuli and carry out simple research and	Develop ideas more independently from their own research.



		child-led creations.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	evaluation as part of the making process. Develop ideas and plan more purposefully for an outcome.	Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketchbooks	N/A	N/A	Use sketchbooks to explore ideas in an open-ended way. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
making skills (including Formal elements)		Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.	Able to select colours, shapes and materials to suit ideas and purposes. Design and make something that is imagined or invented. Begin to develop skills such as measuring materials, cutting, and adding decoration. Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	Learn a new making technique and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used. Learn new making techniques, comparing new making techniques and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries.	Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. Extend ideas for designs through sketchbook use and research, justifying choices made during the design process. Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome



Knowledge of artists	N/A	Enjoy looking at and talking about art.	Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use subject specific vocabulary with increasing confidence. Use their own experiences to explain how art works may have been made. Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Evaluating and analysing	N/A	Talk about their artwork, stating what they feel they did well.	Describe and compare features of their own and other's art work. Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Formal Elements

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour	N/A	N/A	Know that the primary colours are red, yellow	Know that different amounts of	Know that using light and dark colours next to	To know that adding black to a colour creates	To know that artists use colour to create	To know that a 'monochromatic' artwork uses



			and blue. Know that primary colours can be mixed to make secondary colours: • Red + yellow = orange • Yellow + blue = green • Blue + red = purple	paint and water can be used to mix hues of secondary colours. Know that colours can be mixed to 'match' real life objects or to create things from your imagination. Know that colour can be used to show how it feels to be in a particular place, eg the seaside	each other creates contrast. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.	a shade. To know that adding white to a colour creates a tint.	an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	tints and shades of just one colour. To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Form	N/A	N/A	Know that we can change paper from 2D to 3D by folding, rolling and scrunching it. To know that three dimensional art	Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined	To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a	To know that using lighter and darker tints and shades of a colour can create a 3D effect. Know that simple 3D	To know that an art installation is often a room or environment in which the viewer 'experiences' the art all	To know that the surface textures created by different materials can help suggest form in two-



			is called sculpture	using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.	cube). To know that organic forms can be abstract.	forms can be made by creating layers, by folding and rolling materials.	around them. To know that the size and scale of three-dimensional art work changes the effect of the piece.	dimensional art work.
Shape	N/A	N/A	Know a range of 2D shapes and confidently draw these. Know that paper can be shaped by cutting and folding it	Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular. Know that shapes can be geometric if they have mostly straight lines and angles. Know that patterns can be made using shapes.	To know that negative shapes show the space around and between objects.	To know how to use basic shapes to form more complex shapes and patterns.	To know that a silhouette is a shape filled with a solid flat colour that represents an object.	To know how an understanding of shape and space can support creating effective composition.
Line	N/A	N/A	Know that drawing tools can be used in a	Know that lines can be used to fill shapes, to	To know that different drawing tools	To know that lines can be lighter or	To know that lines can be used by artists	To know how line is used beyond drawing



			variety of ways to create different lines. Know that lines can represent movement in drawings.	make outlines and to add detail or pattern	can create different types of lines.	darker, or thicker or thinner and that this can add expression or movement to a drawing.	to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.	and can be applied to other art forms.
Pattern	N/A	N/A	Know that a pattern is a design in which shapes, colours or lines are repeated.	Know that surface rubbings can be used to add or make patterns. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular, and change in ways you wouldn't expect.	To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition
Texture	N/A	N/A	Know that texture means 'what	Know that collage materials can be	To know that texture in an artwork can be	To know how to use texture more purposely	To know how to create texture	To know that applying thick layers of paint to



			something feels like' Know that different marks can be used to represent the textures of objects Know that different drawing tools make different marks.	chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.	real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	to achieve a specific effect or to replicate a natural surface.	on different materials.	a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
Tone	N/A	N/A	Know that 'tone' in art means 'light and dark'. Know that we can add tone to a drawing by shading and filling a shape.	Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones.	To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching,	To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork.	To know that tone can help show the foreground and background in an artwork.	To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.



					scribbling and stippling			
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Updated December 2025

Updated March 2026