

Blidworth & Rainworth Primary School Partnership
Art & Design Subject Pathway 2025-2026

ART & DESIGN

Subject Rationale – Art & Design

To empower every child to see themselves as an artist by sparking their imagination, encouraging creativity and celebrating individuality.

Our Art curriculum provides high quality and challenging practical experiences through which our children can explore, recognise and appreciate Art & Design in its various forms and media. Our intent includes purposeful exposure to a wide range of artists, craftspeople and designers with the aim of increasing the children’s knowledge of different cultures, both past and present, on a personal, local, national and global level. This enables our children to establish and develop their own sense of identity through their enjoyment, appreciation and critical awareness of the different assortment of Art & Design and its purpose in the world around us.

Long Term Overview - Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Drawing & Painting (Matisse/Kandinsky)		Textiles & Collage (Matisse/ Jackson)		Printing, 3D & IT (Warhol / Jeffers)	
Year 2		Drawing & Painting (Van Gogh/Delaunay)		Textiles & Collage (Silvers / Camil)		Printing, 3D & IT (Morris / Moore)
Year 3	Drawing & Painting (Seurat / Scheldt)		Textiles & Collage (Höch / Schwitters / Aboriginal)		Printing, 3D & IT (Taylor-Burroughs/ Razell/Goldsworthy)	
Year 4		Drawing & Painting (Hockney /C. Monet)		Textiles & Collage (Aqil / Bridgland / Butler)		Printing, 3D & IT (Picasso / Koichi / Rodin)
Year 5	Drawing & Painting (O’Keefe/Esher)		Textiles & Collage (Robins / Wentzler / Wilson)		Printing, 3D & IT (Binnie / Carlos / Tomita)	
Year 6		Drawing & Painting (Own Style)		Textiles & Collage (Own Style)		Printing, 3D & IT (Own Style)

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Skills Progression Mapping – Art & Design						
FS1			FS2			
Appreciation/ Artist Study	<ul style="list-style-type: none"> Making patterns and pictures using a range of resources 			<ul style="list-style-type: none"> Refine representations on myself and the world around me 		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Appreciation/ Artist Study	<ul style="list-style-type: none"> Communicate things about myself using art. 	<ul style="list-style-type: none"> Create art based on artist's work. 	<ul style="list-style-type: none"> Compare work of artists from different periods. Make notes about artists' techniques. Evaluate own artwork. 	<ul style="list-style-type: none"> Explore how artists use a particular skill (figure and movement). Explain art from other periods of history. 	<ul style="list-style-type: none"> Share feelings about an artist's work. Express emotions through art. Attempt to replicate an artist's style. Explain how to develop work further. 	<ul style="list-style-type: none"> Communicate emotions and a sense of self through art. Demonstrate my own style. Explain how my style has been influenced. Explain how work has been influenced.

Skills Progression Mapping – Art & Design						
FS1			FS2			
Drawing	<ul style="list-style-type: none"> Explore a range of drawing tools freely 			<ul style="list-style-type: none"> Draw meaningful pictures and patterns. Use a pencil competently 		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> Create different thicknesses using 2 grades of pencil (HB & 8B). Create observational drawings. Edit and improve drawings. 	<ul style="list-style-type: none"> Create patterns and textures using grades of pencils (HB, 4B & 8B). Create light and dark tones using charcoal and pastels. Choose appropriate tools and techniques to use. 	<ul style="list-style-type: none"> Sketch facial features showing expression. Show tones and textures using different grades of pencils (all grades). 	<ul style="list-style-type: none"> Sketch a human figure (using tones and colours) to show movement. Suggest adaptations and improvements to sketches. Use colour, shape and lines to show movement. 	<ul style="list-style-type: none"> Create reflections using marks, lines and shading. Use mirror reflection as a technique. 	<ul style="list-style-type: none"> Recall previous learning on drawing techniques. Create drawings with accuracy and imagination. Explain and evaluate drawing techniques and tools.

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Skills Progression Mapping - Art & Design						
FS1			FS2			
Painting	<ul style="list-style-type: none"> Explore colour and colour mixing 			<ul style="list-style-type: none"> Explore colour for purposeful representation 		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	<ul style="list-style-type: none"> Identify and name primary and secondary colours. Create moods using colour. 	<ul style="list-style-type: none"> Mix secondary colours. Make tints and tones of different colours. Explain how the colours were made. 	<ul style="list-style-type: none"> Create a colour wheel to show colour mixing. Use brushes to create colour wash. Create pointillism effect using brushes. Create high quality final piece using colour wash and pointillism. 	<ul style="list-style-type: none"> Use marks, lines and colour with paint to create texture. Create water reflections using textures. 	<ul style="list-style-type: none"> Create a montage displaying a range of moods and colours. 	<ul style="list-style-type: none"> Create paintings with accuracy and imagination. Explain and evaluate painting techniques and tools.

Skills Progression Mapping - Art & Design						
FS1			FS2			
IT	<ul style="list-style-type: none"> Know that marks can be made using IT tools. 			<ul style="list-style-type: none"> Know that meaningful marks can be made using IT tools. 		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
IT	<ul style="list-style-type: none"> Use a painting programme to create a picture. Use tools on 2Paint to create art. 	<ul style="list-style-type: none"> Change photo images to display different moods. 	<ul style="list-style-type: none"> Create mixed media piece of art, combining images and other media. 	<ul style="list-style-type: none"> Produce artwork with graphic and text. 	<ul style="list-style-type: none"> Adapt a digital image of a landscape using software. 	<ul style="list-style-type: none"> Create animated art images (Purple Mash).

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Skills Progression Mapping – Art & Design						
			FS1		FS2	
Textiles			<ul style="list-style-type: none"> Explore different textures freely 		<ul style="list-style-type: none"> Use different materials purposefully 	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Textiles	<ul style="list-style-type: none"> Explore and look at textile art. Group fabrics by colour and texture. Use weaving technique (paper). 	<ul style="list-style-type: none"> Select textiles due to qualities (texture, colour, and pattern). Use tools to prepare fabrics (scissors). Choose colours and shapes for a group plan. Join fabrics together. 	<ul style="list-style-type: none"> Explore rope art, considering why colours are used. Experiment using ropes and colours in the style of aboriginal art. Plan and create rope art, considering shape and colour. 	<ul style="list-style-type: none"> Create a detailed quilting plan, considering textures. Sew fabrics to produce quilt art. Use sewing to add detail to quilt. Create texture and shape within quilt work. 	<ul style="list-style-type: none"> Explore cross-stitch canvas art. Create a detailed cross-stitch plan. Create cross-stitch canvas art. Show mood and emotion in canvas art work (colours). 	<ul style="list-style-type: none"> Use previous textile skills to create final piece. Justify materials chosen for textiles.

Skills Progression Mapping – Art & Design						
			FS1		FS2	
Collages			<ul style="list-style-type: none"> Explore different materials freely to develop ideas about how to use them and what to make. 		<ul style="list-style-type: none"> Refine ways to express ideas and feelings using collage materials. 	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collages	<ul style="list-style-type: none"> Use cut and tear technique. Collect materials to use. 	<ul style="list-style-type: none"> Create a group photo collage. Work collaboratively as a group. 	<ul style="list-style-type: none"> Explain what montage collages are. Create montage collage by overlapping materials. 	<ul style="list-style-type: none"> Explain what 3D object collages are. Produce a 3D collage using everyday objects. 	<ul style="list-style-type: none"> Explore how shapes and colours are used in ceramic mosaics. Create ceramic mosaics using shape and colour. 	<ul style="list-style-type: none"> Create a collage based on previous experiences (children should use range of prior skills). Justify materials chosen for collage.

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Skills Progression Mapping - Art & Design

Skills Progression Mapping - Art & Design						
FS1			FS2			
Printing	<ul style="list-style-type: none"> Explore different printing materials including some body parts (hands, feet, fingertips) 			<ul style="list-style-type: none"> Refine printing techniques i.e. pressing, lifting, rolling 		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	<ul style="list-style-type: none"> Print using everyday objects. Create a repeated pattern using everyday objects. 	<ul style="list-style-type: none"> Explore using different printing techniques (pressing, rolling, rubbing, stamping). Create a mono-print (in the style of a designer). 	<ul style="list-style-type: none"> Design a printing block. Make a detailed printing block (using card and string). Use own printing block to make detailed print. 	<ul style="list-style-type: none"> Explore printing onto different materials. Create an accurate printing block to print using two colours. 	<ul style="list-style-type: none"> Use overprinting technique. Create effective piece of art using overprinting technique. 	<ul style="list-style-type: none"> Demonstrate experience in a range of printing techniques. Create piece of printed art in own style.

Skills Progression Mapping - Art & Design

Skills Progression Mapping - Art & Design						
FS1			FS2			
3D	<ul style="list-style-type: none"> Explore the possibilities of 3D shapes 			<ul style="list-style-type: none"> Refine techniques to make purposeful structures. 		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3D	<ul style="list-style-type: none"> Design a clay pot. Create a clay pot using different textures. Decorate a clay pot using paints. 	<ul style="list-style-type: none"> Design a double pinch pot product. Join two finger pots together to create art. Add detail to double pinch pot product. 	<ul style="list-style-type: none"> Look at and understand Andy Goldsworthy's art. Work with life sized materials to create 3D art (outdoor materials). 	<ul style="list-style-type: none"> Manipulate clay into different positions. Sculpt clay into the human form. 	<ul style="list-style-type: none"> Design a large-scale 3D form. Combine materials to make a large-scale 3D form. Use appropriate materials to add specific features and detail. 	<ul style="list-style-type: none"> Produce 3D artwork that allows audiences to interpret the meaning. Incorporate visual and tactile elements into 3D artwork.

Vocabulary Progression Mapping - Art & Design

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Art - Foundation

line, draw, picture, dark, light, paint, colour, mix, careful, cut, tear, hard, stick, glue, press, spread, fold, bright, pattern, make, plan, decorate, shiny, stretchy

Art - Year 1 - Unit 1 Drawing & Painting (Matisse/Kandinsky)

drawing thickness	observation shapes	programme create	paintbrush appropriate	primary colours secondary colours	mood feelings
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Art - Year 1 - Unit 2 Textiles & Collage (Matisse/ Jackson)

materials collage	cut tear technique	like dislike	group fabric	weave weaving
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Art - Year 1 - Unit 3 Printing, 3D & IT (Warhol / Jeffers)

repeated pattern print	printing block sketch	practice textiles	clay pot forming	pinch pot texture	design decorate
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Art - Year 2 - Unit 1 Drawing & Painting (Van Gogh/Delaunay)

artist piece of art	grades of pencils patterns	light dark	pastels lines	colour mixing shade	tints colour tones
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Art - Year 2 - Unit 2 Textiles & Collage (Silvers / Camil)

photo collage explore	group art collaboration	patchwork qualities	plan prepare	join class art
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Art - Year 2 - Unit 3 Printing, 3D & IT (Morris / Moore)

pressing stamping	designer style	photographic images display	TRIP YORKSHIRE SCULPTURE PARK	finger pot detail
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Art - Year 3 - Unit 1 Drawing & Painting (Seurat / Scheldt)

periods of time techniques	colour wheel relationship	colour wash pointillism	contrasting prior knowledge	explore facial features	final piece facial expressions
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Art - Year 3 - Unit 2 Textiles & Collage (Höch / Schwitters / Aboriginal)

montage art origins	overlap montage collage	rope art aboriginal art	resources artistic ideas	effectively produce
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Art - Year 3 - Unit 3 Printing, 3D & IT (Taylor-Burroughs/ Razell/Goldsworthy)

cultures block prints	clear sharp	mixed media digital image	examples express	life-sized natural materials	criteria evaluate
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Vocabulary Progression Mapping - Art & Design

Art - Year 4 - Unit 1 Drawing & Painting (Hockney /C. Monet)

figures replicate	recognisable represent	adaptations movement	actions	reflection illusion	water reflection blending
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Art - Year 4 - Unit 2 Textiles & Collage (Aqil / Bridgland / Butler)

TRIP ART GALLERY	three- dimensional visual tactile	quilting texture	sew applique
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Art - Year 4 - Unit 3 Printing, 3D & IT (Picasso / Koichi / Rodin)

communicate quality	accurate cubism	graphic technology	sculpture sculptor	positions manipulate	human form sculpt
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Art - Year 5 - Unit 1 Drawing & Painting (O'Keefe/Esher)

replicate emotions	range modernism	warm colours cool colours	mirror reflection shading	artist's style sphere	mirror image shadows
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Art - Year 5 - Unit 2 Textiles & Collage (Robins / Wentzler / Wilson)

ceramic mosaic	inspired symmetry	detailed cross stitch	thread canvas art
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Art - Year 5 - Unit 3 Printing, 3D & IT (Binnie / Carlos / Tomita)

given criteria process	distinct colours theme	landscape software	large scale realistic	specific detail combine
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Art - Year 6 - Unit 1 Drawing & Painting (Own Style)

strokes sense of self	own style composition	evaluate drawing techniques	showcase painting techniques	consider influence	audience mastery
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Art - Year 6 - Unit 2 Textiles & Collage (Own Style)



previous experiences chosen materials	combine skills justify
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Art - Year 6 - Unit 3 Printing, 3D & IT (Own Style)

overprinting compliment contrast	effectiveness printed art	animated art enhance	elements interpretation	intentions presentation
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Learning Overview - Art Year 1



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 Unit 1 - Theme(s) Drawing & Painting (With IT)

Henri Matisse			Wassily Kandinsky		
LO: To explore different drawing techniques.	LO: To create observational drawings.	LO: To use a simple painting programme to create a picture. (2Paint programme)	LO: To choose and use appropriate brushes when painting.	LO: To identify and name primary and secondary colours.	LO: To create simple moods in artwork.
<p><input type="checkbox"/> Explore using 2 grades of pencil (HB & 8B).</p> <p><input type="checkbox"/> Use suggested pencils to create a picture.</p> <p><input type="checkbox"/> Choose appropriate thicknesses for parts of your picture.</p> <p><input type="checkbox"/> Use appropriate pencils and crayons to produce high quality drawings.</p>	<p><input type="checkbox"/> Talk about what shapes and colours you can see.</p> <p><input type="checkbox"/> Create a picture including the shapes you can see.</p> <p><input type="checkbox"/> Think carefully about the sizes of shapes in your drawing.</p> <p><input type="checkbox"/> Choose appropriate equipment to improve your drawing.</p>	<p><input type="checkbox"/> Explore painting programme tools.</p> <p><input type="checkbox"/> Use technology to create an observational picture.</p> <p><input type="checkbox"/> Use specific tools appropriately in your artwork.</p> <p><input type="checkbox"/> Evaluate your use of the tools and edit your work as necessary.</p>	<p><input type="checkbox"/> Use paintbrushes to paint recognisable pictures.</p> <p><input type="checkbox"/> Use the paintbrushes selected.</p> <p><input type="checkbox"/> Choose and use paintbrushes appropriately.</p> <p><input type="checkbox"/> Explain when it is necessary to use different brushes.</p>	<p><input type="checkbox"/> Talk about and ask questions about the colours you can see in art.</p> <p><input type="checkbox"/> Label primary and secondary colours.</p> <p><input type="checkbox"/> Sort colours into primary and secondary.</p> <p><input type="checkbox"/> Understand that primary colours are mixed to make secondary colours.</p>	<p><input type="checkbox"/> Talk about what you can see and what you like in other artists work.</p> <p><input type="checkbox"/> Consider how colours create moods and feelings.</p> <p><input type="checkbox"/> Create artwork expressing your moods.</p> <p><input type="checkbox"/> Communicate something about yourself through your picture.</p>
drawing thickness	observation shapes	programme create	paintbrush appropriate	primary colours secondary colours	mood feelings
<p>Keep the observational drawings simple and then this can be used for the painting programme lesson too.</p>			<p>Final piece of work using Kandinsky as inspiration.</p>		

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Learning Overview - Art Year 1



Unit 2 - Theme(s) Textiles & Collage

Henri Matisse		Ellen Jackson		
LO: To explore collages and gather materials needed for own art.	LO: To produce a collage using cut and tear technique.	LO: To explore textile art.	LO: To gather fabrics for own art.	LO: To produce art using weaving technique.
<input type="checkbox"/> Experiment with collages. <input type="checkbox"/> Choose techniques to produce your own art. <input type="checkbox"/> Use cut and tear technique using consistent shapes and sizes. <input type="checkbox"/> Use appropriate collage techniques to produce high quality art.	<input type="checkbox"/> Talk about what you can see and like in another artist's work. <input type="checkbox"/> Ask sensible questions about a piece of art. <input type="checkbox"/> Collect materials you want to use. <input type="checkbox"/> Explain choices clearly.	<input type="checkbox"/> Talk about what you can see and like in another artist's work. <input type="checkbox"/> Ask sensible questions about a piece of art. <input type="checkbox"/> Use sketches to show what you like and dislike about artist's work. <input type="checkbox"/> Create a repeating, printed pattern to a high standard.	<input type="checkbox"/> Talk about how a range of fabrics differ. <input type="checkbox"/> Group fabrics by colour. <input type="checkbox"/> Group fabrics by texture. <input type="checkbox"/> Describe shades of colour and ranges of texture.	<input type="checkbox"/> Follow the weaving pattern. <input type="checkbox"/> Produce own art using weaving. <input type="checkbox"/> Produce weaving with accurate technique. <input type="checkbox"/> Use fabrics that consider colour and texture choices.
materials collage	cut tear technique	like dislike	group fabric	weave weaving
		Try to keep the weaving as simple as you can. 		

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Learning Overview - Art Year 1

Unit 3 - Theme(s) Printing & 3D

Andy Warhol			Kathy Jeffers		
LO: To print using everyday objects.	LO: To use a variety of everyday objects to create a repeated pattern on paper.	LO: To use a variety of everyday objects to create a repeated pattern on textiles.	LO: To explore how clay pot art is created.	LO: To create a clay pot using tools to add texture.	LO: To decorate clay according to own design.
<input type="checkbox"/> Look at examples of printed objects. <input type="checkbox"/> Explore using sponges, vegetables and fruit to create prints. <input type="checkbox"/> Print using everyday objects. <input type="checkbox"/> Talk about how their work has been influenced by what they've seen.	<input type="checkbox"/> Look at examples of printing using repeated patterns. <input type="checkbox"/> Sketch a plan of repeated pattern. <input type="checkbox"/> Print a repeated pattern using everyday objects. <input type="checkbox"/> Ensure printing is completed accurately.	<input type="checkbox"/> Look at examples of printing on textiles. <input type="checkbox"/> Practice printing onto textiles. <input type="checkbox"/> Print a repeated pattern onto textiles. <input type="checkbox"/> Ensure distinct final image.	<input type="checkbox"/> Look at examples of clay pot art. <input type="checkbox"/> Practice forming shapes with clay and adding texture using tools. <input type="checkbox"/> Design own clay pot from experience. <input type="checkbox"/> Talk about how their work has been influenced by what they've seen.	<input type="checkbox"/> Create a clay pot. <input type="checkbox"/> Using the correct technique create a pinch pot. <input type="checkbox"/> Use tools correctly to add texture to clay pot. <input type="checkbox"/> Tools and techniques are used considerately.	<input type="checkbox"/> Look back at design plan. <input type="checkbox"/> Use paints to decorate clay pot. <input type="checkbox"/> Follow design plan carefully. <input type="checkbox"/> Explain any changes or improvements from the design plan.
objects print	repeated pattern sketch	practice textiles	clay pot forming	pinch pot texture	design decorate
					

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Learning Overview - Art Year 2

Unit 1 - Theme(s) Drawing & Painting

Van Gogh



Sonia Delaunay

LO: To be inspired by other artists work.	LO: To use pencils to explore patterns and textures.	LO: To explore using charcoal to create different tones.	LO: To explore using pastels to create different tones.	LO: To mix secondary colours.	LO: To mix colours with tints and tones.
<p><input type="checkbox"/> Talk about how other artists use colour, pattern and shape.</p> <p><input type="checkbox"/> Begin to demonstrate their ideas in their sketch books.</p> <p><input type="checkbox"/> Create a piece of art based on artist's work.</p> <p><input type="checkbox"/> Explain how they have used colour, pattern and shape like the artist.</p>	<p><input type="checkbox"/> Explore using three different grades of pencil in their drawings (4B, 8B & HB).</p> <p><input type="checkbox"/> Explore how grades create patterns and textures in their drawings.</p> <p><input type="checkbox"/> Use different grades of pencils to create drawings with patterns and textures.</p> <p><input type="checkbox"/> Choose appropriate pencils and techniques.</p>	<p><input type="checkbox"/> Explore using charcoal to create lines and shapes.</p> <p><input type="checkbox"/> Explore using charcoal to create light and dark.</p> <p><input type="checkbox"/> Use charcoal to create drawings using light and dark.</p> <p><input type="checkbox"/> Choose appropriate techniques.</p>	<p><input type="checkbox"/> Explore using pastels to create lines and shapes.</p> <p><input type="checkbox"/> Explore using pastels to create light and dark.</p> <p><input type="checkbox"/> Use pastels to create drawings using light and dark.</p> <p><input type="checkbox"/> Choose appropriate tools and techniques.</p>	<p><input type="checkbox"/> Mix their own shade of brown.</p> <p><input type="checkbox"/> Use examples to mix secondary colours correctly.</p> <p><input type="checkbox"/> Mix secondary colours correctly to make a picture.</p> <p><input type="checkbox"/> Use annotation to explain knowledge of colour mixing.</p>	<p><input type="checkbox"/> Explore how to make colours light and dark.</p> <p><input type="checkbox"/> Identify tints and tones in other work.</p> <p><input type="checkbox"/> Make tints and tones of different colours.</p> <p><input type="checkbox"/> Annotate colours created using knowledge of tints and tones.</p>
artist piece of art	grades of pencils patterns	light dark	pastels lines	colour mixing shade	tints colour tones

Use Van Gogh as inspiration with different media.





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Learning Overview - Art Year 2				
Unit 2 - Theme(s) Collage & Textiles				
Robert Silvers		Pia Camil		
LO: To explore photo collage and explain choices for group collage.	LO: To create a group photo collage.	LO: To explore patchwork art.	LO: To plan and prepare class patchwork art.	LO: To create part of class patchwork art.
<input type="checkbox"/> Talk about examples of photo collages. <input type="checkbox"/> Look at how artists use colour, pattern and shape. <input type="checkbox"/> Decide as a group on an approach. <input type="checkbox"/> Explain why colour, shape and pattern are important to photo collage.	<input type="checkbox"/> Take part in group art. <input type="checkbox"/> Offer ideas to the group. <input type="checkbox"/> As a group, use colour, shape and pattern successfully. . <input type="checkbox"/> Compare art produced by different groups.	<input type="checkbox"/> Talk about examples of patchwork art. <input type="checkbox"/> Look at how artists use colour, pattern and shape. <input type="checkbox"/> Select textiles for certain qualities. <input type="checkbox"/> Explain what makes an effective patchwork.	<input type="checkbox"/> Contribute to class patchwork plan. <input type="checkbox"/> Use tools to prepare fabric. <input type="checkbox"/> Choose colours and shapes that fit the plan. <input type="checkbox"/> Support others to make choices to support the plan.	<input type="checkbox"/> Take part in class art. <input type="checkbox"/> Join fabrics securely with glue. <input type="checkbox"/> Follow the group plan. <input type="checkbox"/> Support others to make successful class art.
photo collage explore	group art collaboration	patchwork qualities	plan prepare	join class art
Creating one piece as a group. 	Keep the designs simple- the idea is to have a whole class patchwork. 			

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Learning Overview - Art Year 2

Unit 3 - Theme(s) Printing & IT

William Morris			Henry Moore		
LO: To explore printing using pressing, rolling, rubbing and stamping.	LO: To create a mono-print.	LO: To change photographic images of themselves to display different moods.	LO: To say how other artists have used colour, pattern and shape.	LO: To join two finger pots together to create a piece of art.	LO: To join two finger pots together to create a piece of art.
<input type="checkbox"/> Observe different printing techniques. <input type="checkbox"/> Use different printing techniques to create images. <input type="checkbox"/> Highlight differences between the different approaches. <input type="checkbox"/> Use equipment with purpose and control.	<input type="checkbox"/> Look at work of artist. <input type="checkbox"/> Talk about how the designer has used colour, pattern and shape. <input type="checkbox"/> Create a mono-print in the style of the designer. <input type="checkbox"/> Produce a clean printed image.	<input type="checkbox"/> Use paint package to add a photograph. <input type="checkbox"/> Use a range of tools to change their photographic image. <input type="checkbox"/> Use tools to change the mood of the photograph. <input type="checkbox"/> Create images to represent a range of moods and feelings.	Trip to Yorkshire Sculpture Park	<input type="checkbox"/> Use clay to produce art work. <input type="checkbox"/> Join two pots together successfully. <input type="checkbox"/> Add detail to the piece of art. <input type="checkbox"/> Create high quality final product.	<input type="checkbox"/> Use clay to produce art work. <input type="checkbox"/> Join two pots together successfully. <input type="checkbox"/> Add detail to the piece of art. <input type="checkbox"/> Create high quality final product.
pressing stamping	designer style	photographic images display		finger pot detail	
Using floral designs, like the designer.					
		Use an iPad programme like <u>Pixlr</u> to change colour and draw on picture, etc.			


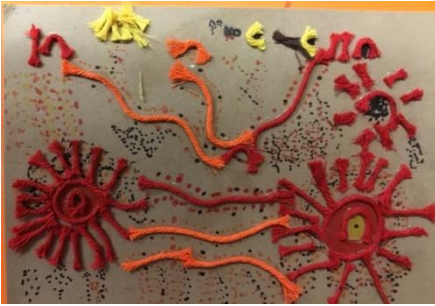
Learning Overview - Art Year 3

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 Unit 1 - Theme(s) Drawing & Painting

Georges Seurat - Pointillism			Mikaela Scheldt- Facial Expressions		
LO: To compare the work of artists and techniques over time.	LO: To colour mix.	LO: To use a range of brushes to create different techniques.	LO: To use contrasting techniques to create final piece.	LO: To explore drawing facial expressions.	LO: To use sketches to create a final piece of work.
<p>[] Talk about work from different artists and from different times.</p> <p>[] Compare work of different artists from different periods of time.</p> <p>[] Use sketchbooks to make notes about artists' techniques.</p> <p>[] Give reasons for own likes and dislikes.</p>	<p>[] Identify primary and secondary colours.</p> <p>[] Know which primary colours to mix to create secondary colours.</p> <p>[] Create a colour wheel to show relationship.</p> <p>[] Explain the relationship between colours on a colour wheel.</p>	<p>[] Explore colour wash and pointillism.</p> <p>[] Choose appropriate brushes to explore different techniques.</p> <p>[] Create plan for own picture based on techniques explored.</p> <p>[] Suggest improvements to their technique.</p>	<p>[] Consider plan made for artwork.</p> <p>[] Use colour mixing knowledge in own work.</p> <p>[] Use knowledge of brushes and techniques in final piece.</p> <p>[] Explain techniques used in final piece.</p>	<p>[] Discuss a range of facial expressions in art.</p> <p>[] Explore sketching individual facial features to show expression.</p> <p>[] Change facial expressions in a drawing.</p> <p>[] Shares sketches to discuss improvements.</p>	<p>[] Consider previous sketches to decide final piece.</p> <p>[] Bring together different sketches to create final piece.</p> <p>[] Use different grades of pencil to show tones and textures to create a final piece.</p> <p>[] Sketches have been used effectively for final piece.</p>
periods of time techniques	colour wheel relationship	colour wash pointillism	contrasting prior knowledge	explore facial features	final piece facial expressions
					

Blidworth & Rainworth Primary School Partnership
 Art & Design Subject Pathway 2025-2026





Unit 2 - Theme(s) Collage & Textiles

Hannah Höch and Kurt Schwitters		Examples of Aboriginal Art		
LO: To explore montages.	LO: To create own montage.	LO: To explore string- art and experiment with colours.	LO: To plan and prepare for own string-art.	LO: To produce string- art.
<input type="checkbox"/> Talk about art from the origins of montage art. <input type="checkbox"/> Compare montages of different artists. <input type="checkbox"/> Suggest what the artist is trying to express. <input type="checkbox"/> Understand viewpoints of others.	<input type="checkbox"/> Use materials to create montage. <input type="checkbox"/> Cut shapes carefully to produce montage. <input type="checkbox"/> Overlap materials effectively. <input type="checkbox"/> Create high quality montage.	<input type="checkbox"/> Talk about examples of aboriginal art. <input type="checkbox"/> Consider how aboriginal artists use colour. <input type="checkbox"/> Experiment with colours in the style of aboriginal art. <input type="checkbox"/> Explain the key features of aboriginal art.	<input type="checkbox"/> Communicate artistic ideas through a plan. <input type="checkbox"/> Make decisions that match resources available. <input type="checkbox"/> Use colours and shapes reflecting aboriginal art. <input type="checkbox"/> Add artist annotations to justify choices.	<input type="checkbox"/> Create string- art. <input type="checkbox"/> Use plan to guide final piece. <input type="checkbox"/> Use materials and colours effectively to create aboriginal art. <input type="checkbox"/> Create high quality piece of string- art.
montage art origins	overlap montage	string- art aboriginal art	resources artistic ideas	effectively produce
				

Blidworth & Rainworth Primary School Partnership
 Art & Design Subject Pathway 2025-2026


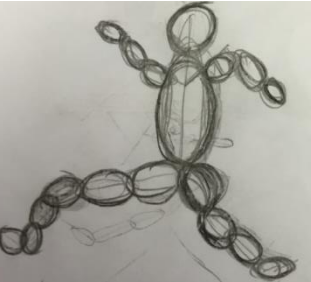

Learning Overview - Art Year 3

Unit 3 - Theme(s) Printing, 3D & IT

Margaret Taylor Burroughs		Aliza Razell	Andy Goldsworthy		
LO: To explore block-printing art.	LO: To make a detailed printing block to use in own art (using string).	LO: To combine digital image with other media to produce artwork.	LO: To explore artists work and what he is trying to express.	LO: To work with life sized materials to create art.	LO: To evaluate own and others art work.
<p><input type="checkbox"/> Look at artwork from different cultures.</p> <p><input type="checkbox"/> Understand how block prints are created (string).</p> <p><input type="checkbox"/> Design own block print.</p> <p><input type="checkbox"/> Consider limitations in design detail.</p>	<p><input type="checkbox"/> Follow design plan to create own printing block.</p> <p><input type="checkbox"/> Ensure printing image is clear.</p> <p><input type="checkbox"/> Use own printing block to create art.</p> <p><input type="checkbox"/> Printed images are sharp and appropriately detailed.</p>	<p><input type="checkbox"/> Look at work of other artists.</p> <p><input type="checkbox"/> Explore ways to combine images.</p> <p><input type="checkbox"/> Create a mixed media piece of art.</p> <p><input type="checkbox"/> Suggest other ways of using mixed media.</p>	<p><input type="checkbox"/> Look at examples of artists work.</p> <p><input type="checkbox"/> Discuss different examples of Andy Goldsworthy's work.</p> <p><input type="checkbox"/> Communicate what the artist is trying to express.</p> <p><input type="checkbox"/> Compare work to that of other artists.</p>	<p><input type="checkbox"/> Explore the range of life sized materials.</p> <p><input type="checkbox"/> Use materials to create own piece of 3D art.</p> <p><input type="checkbox"/> Use materials carefully to create texture and shape.</p> <p><input type="checkbox"/> Create art that communicates expressions or feelings.</p>	<p><input type="checkbox"/> Contribute to creating criteria for successful piece.</p> <p><input type="checkbox"/> Evaluate own work.</p> <p><input type="checkbox"/> Evaluate work of others.</p> <p><input type="checkbox"/> Consider how personal preferences could influence evaluations.</p>
<p>cultures block prints</p>	<p>clear sharp</p>	<p>mixed media digital image</p>	<p>examples express</p>	<p>life-sized natural materials</p>	<p>criteria evaluate</p>
<p>Just stick to black and white printing of repeated patterns and don't over complicate patterns.</p> 		 <p>Give children an image and get them to add paint to the image in an interesting way.</p>	 		



Learning Overview - Art Year 4

Unit 1 - Theme(s) Drawing & Painting




David Hockney - Human Figures			Claude Monet - Water Reflection		
To explore how artists show figures and movement in their work.	To explore drawing to represent figures.	To explore drawing to represent moving figures.	To use colour, shape and lines to show movement.	To explore how reflection is used to create art.	To use water reflection as a technique.
<p><input type="checkbox"/> Discuss artists who use figure and movement.</p> <p><input type="checkbox"/> Attempt to replicate an artist's style.</p> <p><input type="checkbox"/> Share feelings about artist's work.</p> <p><input type="checkbox"/> Explain how the artist has communicated body language.</p>	<p><input type="checkbox"/> Sketch recognisable human figure.</p> <p><input type="checkbox"/> Use clear lines and shape carefully to represent body parts.</p> <p><input type="checkbox"/> Add tone and colour to your sketch.</p> <p><input type="checkbox"/> Suggest adaptations and improvement to original ideas.</p>	<p><input type="checkbox"/> Sketch recognisable human figure in movement.</p> <p><input type="checkbox"/> Use clear lines and shape carefully to show movement.</p> <p><input type="checkbox"/> Add tone and colour to your sketch.</p> <p><input type="checkbox"/> Suggest adaptations and improvement to original ideas.</p>	<p><input type="checkbox"/> Consider previous sketches of figures using tones.</p> <p><input type="checkbox"/> Bring together different sketches to create final piece.</p> <p><input type="checkbox"/> Use colour, shape and line effectively.</p> <p><input type="checkbox"/> Movement is clearly shown using appropriate techniques.</p>	<p><input type="checkbox"/> Talk about art which has used reflection.</p> <p><input type="checkbox"/> Identify how colour, marks and lines produce texture in reflections.</p> <p><input type="checkbox"/> Create reflections using texture.</p> <p><input type="checkbox"/> Explain how they have experimented with styles based on other artists.</p>	<p><input type="checkbox"/> Consider previous sketches.</p> <p><input type="checkbox"/> Combine sketches to create a final piece.</p> <p><input type="checkbox"/> Use colour, marks and lines effectively to show texture.</p> <p><input type="checkbox"/> Use techniques effectively to create high quality.</p>
figures replicate	recognisable represent	adaptations movement	actions	reflection illusion	water reflection blending
					

Learning Overview - Art Year 4

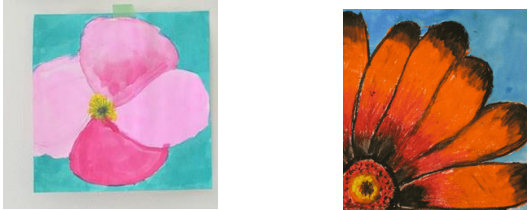

Unit 2 - Theme(s) Collage & Textiles

Omar Agil and Sarah Bridgland		Bisa Butler	
LO: To explore 3D object collage and consider visual and tactile qualities. (Trip to Art Gallery)	LO: To create own 3D collage using everyday objects. (Trip to Art Gallery)	LO: To explore and plan to show texture in own art.	LO: To sew fabric to produce quilting art.
<ul style="list-style-type: none"> [] Look at examples of 3D object collage. [] Discuss how artists use visual and tactile qualities. [] Communicate chosen theme. [] Consider how mood and emotion can be created in 3D collage. 	<ul style="list-style-type: none"> [] Produce a 3D collage. [] Give reasons for objects. [] Use objects that combine. [] Produce high quality final piece. 	<ul style="list-style-type: none"> [] Look at examples of quilting. [] Create a detailed quilting plan. [] Consider using texture in plan. [] Relate plan to work of artists seen. 	<ul style="list-style-type: none"> [] Join fabric to form quilt art. [] Use sewing to add detail. [] Add on to work to create texture and shape. [] Create high quality quilt art.
three- dimensional visual tactile		quilting texture	sew applique
Trip to the art gallery.	Children to make a small quilting design with a simple pattern. They can then cut out different parts and then sew on their detail.		 

Blidworth & Rainworth Primary School Partnership
 Art & Design Subject Pathway 2025-2026
 Unit 3 - Theme(s) Printing, IT and 3D



Pablo Picasso- Tete de Femme		Auguste Rodin			
LO: To explore printing on different materials.	LO: To create an accurate printing block and print using two colours.	LO: To produce a piece of artwork that combines graphic and text using technology.	LO: To explain art from other periods of history.	LO: To explore manipulating clay into the human form.	LO: To sculpt clay effectively into the human form.
<p>[] Explore printing onto different materials.</p> <p>[] Observe the differences between the different materials and quality of print.</p> <p>[] Communicate experiences of printing onto different materials.</p> <p>[] Explain when different materials may be used for different print processes.</p>	<p>[] Design an accurate print.</p> <p>[] Print using one colour.</p> <p>[] Add more detail to the print and print again with a second colour.</p> <p>[] Colours are used clearly and accurately.</p>	<p>[] Look at examples.</p> <p>[] Choose an appropriate graphic.</p> <p>[] Combine text with graphic to create art work.</p> <p>[] Describe how you were influenced by the work of other artists.</p>	<p>[] Make observations of historical sculpture.</p> <p>[] Understand what life was like for the artist.</p> <p>[] Understand how the sculpture was created.</p> <p>[] Research other sculptors to compare.</p>	<p>[] Explore clay to create a human form.</p> <p>[] Manipulate clay into different positions.</p> <p>[] Experiment with sculpting techniques.</p> <p>[] Make decisions based on known limitations of the clay.</p>	<p>[] Produce human form from clay.</p> <p>[] Use sculpting techniques.</p> <p>[] Produce a sculpture communicating emotions.</p> <p>[] Relate work back to the style of the artist.</p>
communicate quality	accurate cubism	graphic technology	sculpture sculptor	positions manipulate	human form sculpt
 <p>Using a print design inspired by Picasso- use 2 colours.</p>		<p>Give children words to cut out and stick to make an image.</p> 	<p>Children to make a simple human figure out of clay.</p> 		

Blidworth & Rainworth Primary School Partnership
 Art & Design Subject Pathway 2025-2026
 Unit 1 - Theme (s) Drawing & Painting




Georgia O'Keefe - Moods			M.C. Escher - Mirror Ball		
To consider how artists create moods in their paintings.	To explore how artists create a range of moods.	To create a montage representing a range of moods.	To explore mirror reflection as a technique.	To use mirror reflection as a technique.	To create mirror reflection.
<p>[] Discuss artists who show moods in their paintings.</p> <p>[] Attempt to replicate an artist's style.</p> <p>[] Express emotions accurately through sketches and paintings.</p> <p>[] Make notes as to how you might develop your work further.</p>	<p>[] Talk about art which has used moods.</p> <p>[] Identify how moods have been shown.</p> <p>[] Share feelings about artists work.</p> <p>[] Explain how artists has communicated moods.</p>	<p>[] Consider previous sketches representing moods.</p> <p>[] Combine sketch ideas to create final piece.</p> <p>[] Show a range of moods accurately.</p> <p>[] Express moods clearly.</p>	<p>[] Talk about art which has used mirror reflection.</p> <p>[] Identify how marks, lines and shading produce reflections.</p> <p>[] Create reflections using marks, lines and shading.</p> <p>[] Explain how they have experimented with style based on artist.</p>	<p>[] Consider previous sketches and artist's work.</p> <p>[] Attempt to replicate artist's style.</p> <p>[] Use mirror reflection accurately through sketches.</p> <p>[] Make notes as to how you might develop your work further.</p>	<p>[] Consider previous sketches.</p> <p>[] Combine sketches to create final piece.</p> <p>[] Use marks, lines and shading effectively to show reflection.</p> <p>[] Use techniques effectively to create high quality piece.</p>
replicate emotions	range modernism	warm colours cool colours	mirror reflection shading	artist's style sphere	mirror image shadows
 <p>Using Georgia's work to show how the different colours used can create completely different moods and feelings.</p>			<p>Children to create a sphere with a reflection of them in the sphere- have mirrors out for the lesson if it helps. Children do not need to draw the hand.</p> 		

Learning Overview - Art Year 5

Blidworth & Rainworth Primary School Partnership
 Art & Design Subject Pathway 2025-2026
 Unit 2 - Theme (s) Collage & Textiles

Sophie Robins		Teresa Wentzler and Erica Wilson	
LO: To explore how shapes and colours are used in ceramic mosaics.	LO: To create ceramic mosaics using shape and colour.	LO: To explore and plan cross stitch canvas art.	LO: To cross stitch to produce art.
<input type="checkbox"/> Look at examples of ceramic mosaics. <input type="checkbox"/> Consider how the artists have used shape and colours. <input type="checkbox"/> Present own ideas from art explored. <input type="checkbox"/> Explain how the artists have inspired your art.	<input type="checkbox"/> Use materials to create ceramic mosaics. <input type="checkbox"/> Add shape and colour to your mosaic. <input type="checkbox"/> Show shape and colour in your work. <input type="checkbox"/> Produce high quality final piece.	<input type="checkbox"/> Look at examples of cross stitch canvas art. <input type="checkbox"/> Create a detailed cross stitch canvas art plan. <input type="checkbox"/> Consider how to use mood and emotion in your work. <input type="checkbox"/> Relate plan to work of artists.	<input type="checkbox"/> Create cross stitch canvas art. <input type="checkbox"/> Use a cross stitch accurately. <input type="checkbox"/> Show mood and emotion in your work. <input type="checkbox"/> Produce high quality final piece.
ceramic mosaic	inspired symmetry	detailed cross stitch	thread canvas art
		<p>Use the colours to depict the mood and emotion. Keep the cross stitch plan and pattern small.</p> 	

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Paul Binnie		Tom Carlos	Natsumi Tomita	
LO: To explore overprinting using different colours.	LO: To create final piece using overprinting technique.	LO: To adapt a digital image of a landscape using software to create work with meaning.	LO: To experiment with styles artists have used to create a design.	LO: To combine materials and processes to make a 3D form.
<p><input type="checkbox"/> Look at examples of overprinting.</p> <p><input type="checkbox"/> Practise technique of overprinting.</p> <p><input type="checkbox"/> Ensure each colour is clear when overprinting.</p> <p><input type="checkbox"/> Explain effective technique for overprinting.</p>	<p><input type="checkbox"/> Design plan for overprinting piece.</p> <p><input type="checkbox"/> Decide how colour will be used effectively.</p> <p><input type="checkbox"/> Create effective piece of printed art using overprinting.</p> <p><input type="checkbox"/> Explain how other artists have influenced you.</p>	<p><input type="checkbox"/> Look at examples of Carlos' work.</p> <p><input type="checkbox"/> Choose an appropriate landscape image.</p> <p><input type="checkbox"/> Use software to alter the feeling of the original picture.</p> <p><input type="checkbox"/> Use a range of software tools to enhance their art.</p>	<p><input type="checkbox"/> Look at the work of 3D artist.</p> <p><input type="checkbox"/> Explore the materials available.</p> <p><input type="checkbox"/> Design large scale 3D form in the style of the artist.</p> <p><input type="checkbox"/> Make realistic design choices based on experiences.</p>	<p><input type="checkbox"/> Create large scale 3D form.</p> <p><input type="checkbox"/> Use appropriate materials to add specific features.</p> <p><input type="checkbox"/> Use appropriate materials to add specific detail.</p> <p><input type="checkbox"/> Create high quality final product.</p>
overprinting process	distinct colours theme	landscape software	large scale realistic	specific detail combine
		<p>Microsoft Word.</p> 	<p>Work in group- children will need to bring in recycled materials.</p> 	

Blidworth & Rainworth Primary School Partnership
 Art & Design Subject Pathway 2025-2026

Own Style

To showcase a range of drawing techniques and a range of tools.	To choose appropriate drawing techniques and tools to create art in own style.	To explain and evaluate chosen drawing techniques and tools.	To showcase a range of painting techniques and a range of tools.	To choose appropriate painting techniques and tools to create art in own style.	To explain and evaluate chosen drawing techniques and tools.
<p><input type="checkbox"/> Recall previous learning on drawing techniques.</p> <p><input type="checkbox"/> Communicate emotions and a sense of self.</p> <p><input type="checkbox"/> Create high quality drawing with accuracy and imagination.</p> <p><input type="checkbox"/> Explain how effective the tools were for drawing.</p>	<p><input type="checkbox"/> Consider previous sketches with drawing techniques.</p> <p><input type="checkbox"/> Combine drawing techniques to create final piece.</p> <p><input type="checkbox"/> Demonstrate own style.</p> <p><input type="checkbox"/> Explain how own style has been influenced.</p>	<p><input type="checkbox"/> Talk about different drawing techniques and tools.</p> <p><input type="checkbox"/> Explain which techniques and tools have been used.</p> <p><input type="checkbox"/> Evaluate drawing techniques and tools used.</p> <p><input type="checkbox"/> Explain how you would develop your work further.</p>	<p><input type="checkbox"/> Experiment with strokes and mark making.</p> <p><input type="checkbox"/> Communicate emotions and a sense of self.</p> <p><input type="checkbox"/> Create high quality drawing with accuracy and imagination.</p> <p><input type="checkbox"/> Explain how effective the tools were for painting.</p>	<p><input type="checkbox"/> Consider previous work with painting techniques.</p> <p><input type="checkbox"/> Combine painting techniques to create final piece.</p> <p><input type="checkbox"/> Demonstrate own style.</p> <p><input type="checkbox"/> Explain how own style has been influenced.</p>	<p><input type="checkbox"/> Talk about different painting techniques and tools.</p> <p><input type="checkbox"/> Explain which techniques and tools have been used.</p> <p><input type="checkbox"/> Evaluate drawing techniques and tools used.</p> <p><input type="checkbox"/> Explain how you would develop your work further.</p>
strokes sense of self	own style composition	evaluate drawing techniques	showcase painting techniques	consider influence	audience mastery



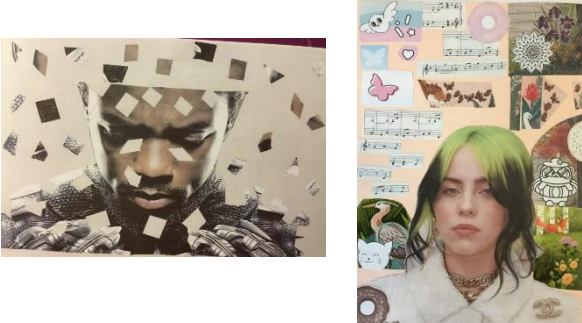

These can be varied to allow more creativity.





These can be varied to allow more creativity.

Learning Overview - Art Year 6
Unit 2 - Theme (s) Collage & Textiles

Blidworth & Rainworth Primary School Partnership
 Art & Design Subject Pathway 2025-2026
Own Style

<p>LO: To create own collage based on previous experiences.</p>	<p>LO: To create art using textiles.</p>
<p><input type="checkbox"/> Explore how tone, pattern and shape can be used. <input type="checkbox"/> Combine skills to create final piece. <input type="checkbox"/> Justify materials chosen. <input type="checkbox"/> Explain how your work was influenced.</p>	<p><input type="checkbox"/> Explore how tone, pattern and shape can be used. <input type="checkbox"/> Combine skills to create final piece. <input type="checkbox"/> Justify materials chosen. <input type="checkbox"/> Explain how your work was influenced.</p>
<p>previous experiences chosen materials</p>	<p>combine skills justify</p>
	

Blidworth & Rainworth Primary School Partnership
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Own Style			Own Style	
LO: To demonstrate experience in a range of printing techniques.	LO: To use methods carefully and make decisions about effectiveness of printing.	LO: To create digital images with animation and sounds to communicate ideas.	LO: To create work that includes visual and tactile elements and is open to interpretation by an audience.	LO: To create a piece of art which can be used as part of a presentation.
<input type="checkbox"/> Look at examples of printing techniques. <input type="checkbox"/> Practice different printing techniques. <input type="checkbox"/> Choose preferred printing techniques. <input type="checkbox"/> Explain effective techniques for printing.	<input type="checkbox"/> Decide on printing technique for own art work. <input type="checkbox"/> Decide how colour will be used in own art work. <input type="checkbox"/> Create effective piece of printed art in own style. <input type="checkbox"/> Explain key influences for finished piece.	<input type="checkbox"/> Explore animated artwork. <input type="checkbox"/> Create animated art images. <input type="checkbox"/> Enhance animated images with appropriate sound. <input type="checkbox"/> Consider target audience when creating animated artwork.	<input type="checkbox"/> Produce piece of 3D art in own style. <input type="checkbox"/> Show consideration for visual and tactile elements. <input type="checkbox"/> Produce artwork that allows the audience to make own interpretations. <input type="checkbox"/> Predict different interpretations.	<input type="checkbox"/> Consider how artwork is displayed. <input type="checkbox"/> Explain intentions of artwork. <input type="checkbox"/> Explain what their work was influenced by. <input type="checkbox"/> Respond to constructive feedback from audience.
complement contrast	effectiveness printed art	animated art enhance	elements interpretation	intentions presentation
 		Using a basic image to upload online to a GIF maker and add some audio to it.	