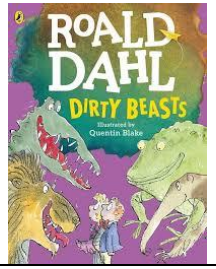
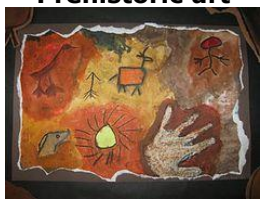
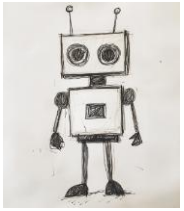
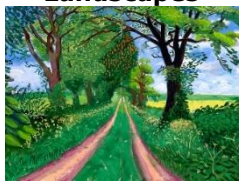
Northgate Primary School
Art & Design Curriculum



Art & Design Overview 2026 - 2027

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	**Autumn 2**	**Spring1**	**Spring 2**	**Summer 1**	**Summer 2**
Nursery	**Independent Exploration** 	**Independent Exploration** 	**Independent Exploration** 	**Independent Exploration** 	**Independent Exploration** 	**Independent Exploration** 
Year R	**Continuous Targeted Provision** Self portraits Bear masks/pictures 	**Continuous Targeted Provision** Autumn pictures Firework pictures Diwali art 	**Continuous Targeted Provision** Alien art gallery Exploring pattern 	**Continuous Targeted Provision** Nature printing 	**Continuous Targeted Provision** Sand art Clay fish 	**Painting: Colour Chaos** 
Year 1		**Introducing Printmaking: Relief Painting** 		**Illustration Study: Roald Dahls Dirty Beast Sculpture** 		**Painting and colour mixing: The seasons** 
Year 2	**Paul Klee Multimedia Castles**				**Portraits Drawing and mixed media**	

	Drawing and  **painting**					
Year 3	**Drawing and painting: Prehistoric art** 		**Drawing and sculpture: Recycled robots** 		**Sarah Gillespie: Drawing and painting** 	
Year 4		**Sculpture: Ancient Greek tiles** 		**Storytelling through Drawing** 		**Henri Rousseau: Rainforest Painting** 
Year 5	**Kerr Eby: Illustration Study Drawing** 		**Giacometti: Movement Modroc Sculptures** 		**Andy Warhol and Roy Lichtenstein: Pop Art Mixed media** 	

Year 6		Mayan Gargoyle Sculptures 		Drawing and Painting: Atmospheric Landscapes 		Exploring Identity through Portraits 

Progression Document

	Early Years Foundation Stage	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Early Learning Goals/ National Curriculum Aims	**Creating with Materials** Children at the expected level of development will: 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	To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Explore a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay. To explore great artists, architects and designers in history.	

	materials when role playing characters in narratives and stories.		

Developing Ideas	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To be introduced to the work of different artists. To be able to discuss what they like and dislike about a piece of art. Record from first-hand observation and imagination.	To continue looking at the work of different artists, beginning to discuss how pieces of art make them feel. Review what they and others have done and say what they think and feel about it. Through evaluations, identify what they might change about their current work.	To continue looking at the work of different artists, discussing their likes and dislikes and how pieces of art make them feel. Begin to recognise familiar mediums used within different art pieces. Use a sketchbook to plan and develop simple ideas. Through evaluations, identify what they might change in their current work or develop in their future work.	Begin to evaluate the use of colour when looking at the work of different artists (e.g., warm, cool etc.) Recognise the mediums used within different art pieces. Use a sketchbook to plan their ideas and records their experimentations. Begin to make observations their own experimentations and how they can make improvements before producing a final piece.	Discuss likes and dislikes, emotions and composition when looking at the work of different artists. Use a sketchbook to plan and develop their ideas, record exploration and collect source material for future works. Adapt their work according to their own views and describe how they might develop it further. Begin to explore the roles and purposes of artists, craftspeople and designers working	Introduce composition when discussing the work of different artists. Adapt their work according to their own views and describe how they might develop it further. Use sketchbooks to collect and record visual information from different sources and to plan for future work. In sketchbooks, work on preliminary studies to test media and materials. Select and record from first-hand	When discussing artwork, recognise the art of key artists and begin to place them in key movements or historical events. Adapt their work according to their own views and describe how they might develop it further. Use sketchbooks to collect, record and plan for future works. Show evidence that their work has been adapted as a result of their exploration. Describe how their work may be developed further.

				Through evaluations, identify what they might change in their current work or develop in their future work.	in different times and cultures.	observation, experience and imagination, and explore ideas for different purposes.	Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.

Drawing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (pencils, rubbers, chalks, pastels, felt tips, charcoal, inks, ICT software).	Enjoy using and exploring with a variety of drawing media. Begin to control a range of media. Draw on a variety of different scales and surfaces. Start to produce different patterns and textures using their own observations and imaginations. Recreate drawings from an illustration or image provided.	Experiment with a variety of drawing media. Begin to control the types of marks made with the range of media. Draw on a variety of different scales and surfaces. Produce lines of different thickness and tone using pencil. Develop a range of tone using a pencil and use a variety of drawing techniques (e.g., hatching and scribbling) Investigate texture through rubbing and copying.	Demonstrate control over the types of marks made with a range of drawing media. Draw on a variety of different surfaces and begin to understand their properties. Investigate tone by creating light and dark marks with a pencil through drawing techniques (e.g., hatching, scribbling, stippling and blending) Draw lines/marks from observations. Continue to investigate textures and produce an	Develop the ability to create intricate patterns and marks with a variety of drawing media. Demonstrate an understanding of appropriate drawing media and surface material for their intended purpose. Understand that tone can be created using different grades of pencils. Begin to show consideration in the choice of pencil grade they use. Begin to show an awareness of	Begin to draw for a sustained period at an appropriate level. Develop a variety of techniques to create intricate patterns using a variety of drawing media. Select appropriate drawing and surface media, understanding why they are best suited. (e.g., grades of pencil to achieve tone) Demonstrate an awareness of objects having a third dimension. Begin to show an awareness of perspective.	Work in a sustained and independent way to create a detailed drawing. Use different techniques for different purposes (e.g., shading and hatching within their own work) Develop the use of further simple perspective in their work using a single focal point. Begin to develop an awareness of composition, scale and proportion in their paintings. Use drawing techniques to work from a variety of sources.	Draw for a sustained period, working on a single piece over a number of sessions. Start to develop their own drawing style using line, tone, pattern, texture. Use different sketching techniques for different purposes understanding which works well in and why. Develop further simple perspective in their work using a single focal point and introducing horizon. Develop an awareness of composition, scale and proportion.

			expanding range of patterns.	objects having a third dimension.	Within independent work, show an awareness of tone and the ability to represent texture.	Develop close observation skills using view finders. Introduce digital artists and explore drawing through ICT.	Have opportunity to explore modern and traditional artists using ICT.
Suggested Artists	Picasso, Mondrian, Kandinsky, Miro, Klee, Seurat			Van Gogh, Calder, Alan Blackwell, Hannu Huhtamo		Van Gogh, Moore, Julian Opie, Chuck Close	
Key Terminology	Line, tone, texture, pattern, shape, observation, hatching, scribbling, stippling, blending, perspective, third dimension, composition, scale, single focal point, horizon,						
Painting	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Painting (Watercolour, ready mixed, acrylic,	Enjoy paint using a variety of tools for painting, both traditional (e.g., different sized brushes, sponges) and non-traditional (e.g., fingers, twigs). Recognise and name the primary colours. Understand that mixing colours will create a new colour. Explore working with paint on different surfaces and different scales.	Explore paint with a variety of media, including the use of different brush sizes and tools. Explore colour mixing to create secondary colours and lighten and darken colours. Begin to predict resulting colours from paint mixing. Select an appropriate colour for the subject. Begin to demonstrate control of marks made with a range of painting media. Paint on different surfaces with a range of media.	Begin to control the types of marks made with a range of tools and techniques, including layering, mixing media and adding texture. Continue to explore colour mixing. Mix a range of colours and know which primary colours make secondary colours. Begin to understand colour wheel theory, including tertiary colours and warm and cool colours. Name different types of paint and their properties.	Demonstrate increasing control over mark making, selecting appropriate tools. (e.g., finer brush for smaller areas) Independently mix a range of secondary colours, shades and tones. Understand colour wheel theory and the use of complimentary colours. Experiment with different effects and textures (e.g., blocking in colour, washes,	Mix and match colours with increasing accuracy. Begin to demonstrate an understanding of the use of colour to reflect mood. Use more specific colour language (e.g., tint, tone, shade, hue) Choose paints and equipment appropriately for the task at hand. Plan and create different effects and textures with paint according to what they need for the task.	Confidently control the types of marks made. Experiment with different effects and textures. Mix and match colours to create atmosphere. Mix colour, shades and tones with confidence building on previous knowledge. Start to develop their own painting style.	Work in a sustained and developed way to develop their own style of painting. Carry out preliminary studies, test media and materials and mix appropriate colours. Demonstrate an understanding of what will/ will not work well in their work and why. Choose appropriate paint, paper and implements to complete their work. Work from a variety of sources, including those researched independently. Demonstrate an understanding of

				thickened paint etc.) Experiment with a variety of painting techniques including, pointillism, scratching and splashing.	Show increasing independence and creativity with the painting process. Confidently create different effects and texture with paint according to what is needed for the task.		hue, tint, tone, shades and mood within their painting. Explore the use of texture within painting. Select appropriate colour for a purpose. Use colour to express feeling and emotion.
Suggested Artists	Pollock, Rothko, Kandinsky, Monet, Delauney, Matisse			Seurat, Signac, Monet, Mvnch, Van Gogh, John Eardley, Rachel Ruysch		Monet, Chuck Close, Frida Kahlo	
Key Terminology	Primary, secondary, mixing, surface, scale, layering, media, texture, colour wheel, warm, cool, composition, mood, tone, shade						

Printing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	Enjoy taking rubbings (e.g., leaves, bricks, coins). Create simple pictures by printing from objects. Develop simple patterns by using objects.	Explore making marks in print with a variety of objects, including natural and man-made objects. Experiment with impressed printing (e.g., drawing into ink, printing from objects). Explore printing in relief (e.g., string and card). Build a repeating pattern or motif.	Use equipment and media correctly and safely. Understand how to produce a clean printed image. Confidently make marks in print with a variety of objects, including natural and man-made objects. Demonstrate experience at impressed printing (e.g., drawing into ink, printing from objects). Make simple marks on rollers and printing palettes to take simple prints. (e.g., mono printing) Experiment using two colours within	Use equipment and media correctly and safely. Be able to produce a clean printed image. Print simple pictures using different printing techniques. Continue to explore both mono-printing and relief printing. Explore the effects of using multiple colours within printing. Explore combining prints to produce an end product.	Use equipment and media correctly and safely. Be able to produce a clean printed image independently. Demonstrate an increased awareness of mono and relief printing. Experiment with fabric printing. Expand experience within multi-coloured printing (e.g., layering). Continue to explore combining prints in order to produce an end product.	Use equipment and media correctly and safely. Begin to develop their own style of printing. Begin to identify positive and negative shapes. Begin to use more challenging methods of printing (e.g., using lino blocks and tools). Begin to overlay printing with other media. Demonstrate experience in a range of printing techniques. (e.g., poly-blocks, relief and mono-printing)	Use equipment and media correctly and safely. Work in a sustained and independent way to develop their own style of printing. Identify positive and negative shapes and use this within printing. Be familiar with layering prints. Be confident with printing on paper and fabric.

			printing by creating a plain background then patterned foreground.			Experiment with resist printing (e.g., marbling, batik and cold-water paste)	
Suggested Artists	Angela Chalmers, Botanical Cyanotypes, India Flint, William Morris, Patricia Treib			Warhol, Matisse,		Warhol, Banksy, Katsushika Hokusai	
Key Vocabulary	Rubbing, printing, pattern, impressed, repeating, motif, mono printing, background, foreground, relief printing, positive, negative, lino cutting, overlay, resist printing, marbling, batik, layering.						

Sculpture	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Sculpture (textiles, clay, sand, plaster, stone)	Enjoy using a range of malleable media (e.g., clay, papier-mâché and salt dough) Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects (e.g., recycled, natural and manmade materials)	Use tools and equipment safely and in the correct way. Experiment using a variety of malleable media (e.g., clay, papier-mâché, salt dough) Shape and model materials for a purpose (e.g., pot, tile). Both from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration	Use tools and equipment safely and in the correct way. Demonstrate an increasing confidence with sculpting equipment and media. Shape, form, construct and model from observation and imagination. Experiment with the use of surface pattern and texture within sculpture.	Use equipment and media with increasing confidence. Work in a safe manner. Join two parts successfully. Construct a simple base for extending and modelling other shapes. Begin to produce more intricate surface patterns and textures. Produce larger ware experimenting with the pinch, slab and coil techniques.	Use equipment and media with confidence. Work in a safe manner. Make a slip to join pieces of clay. Learn to secure work to return to at a later date. Begin to model over an armature (e.g., newspaper or wire frame). Use recycled, natural and manmade materials to produce sculptures. Demonstrate awareness in environmental	Work in a safe, organised way, caring for equipment and media. Secure work to return to at a later date. Model over an armature (e.g., newspaper or wire frame). Use recycled, man-made and natural materials to make sculptures. Compare different styles and approaches of sculpture (e.g., Moore, Aztec).	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work. (e.g., glaze, paint, polish) Begin to demonstrate experience in relief and freestanding work using a range of sculpting media.

		techniques, including painting.			sculpture and found object art.		Show awareness of the effect of time upon sculptures. Using their experience to solve sculpting problems as they occur.
Suggested Artists	Bridgwater Carnival (Local artists) Goldsworthy			Barbara Hepworth, Henry Moore, Serena de la Hey		Anthony Gormley, Henry Moore, Giacometti, Rodin	
Key Vocabulary	Malleable, impress, apply, manipulate, shape, form, construct, materials, model, surface pattern, texture, armature, slip, pinch, slabbing, coiling, glaze.						