

Art 2025-26

	Autumn 1 - 2025	Spring 1 - 2025	Summer 1 - 2025
EYFS	<p style="text-align: center;">Discipline: Drawing and Sketchbooks Pathway: Self-Portraits</p> <p><u>Enquiry Question:</u> How can we represent ourselves to celebrate our unique identity?</p> <p><u>Rationale:</u></p> <ul style="list-style-type: none"> • Make strong links to our PSED curriculum, highlighting how we can recognise and express feelings within art. • Explore mark making with graphite, focusing on creation of straight lines, curved lines, zig-zag lines and some simple enclosed shapes (circles & squares), introducing key mark making fundamentals. • Use 'dip, tap, dab technique' to explore paint, picking colours for a specific purpose. • Introduce children to the concept of an 'Art Gallery' to share and celebrate the unique child. <p><u>Resources:</u> graphite, pencils, poster paints, paint brushes and water pots, range of papers, cards and materials</p> <p><u>Artist Selected:</u> <u>Focus Artists:</u> Roy Lichtenstein: Share an exciting genre of 'pop art', to showcase how much feeling and emotion has been placed into different figures within his art. Highlight how the facial features have been made with a range of simple marks and the focus given to eyebrows, lips and eyes to convey feelings.</p> <p><u>Supporting Artists:</u> Giuseppe Arcimboldo: Provide children with the chance to be expressive and enjoy the freedom of having creative licence when designing a portrait. Explore how playful Arcimboldo was when creating fruit-based faces. Challenge children to think carefully about what facial features they have, as they pick apart what Arcimboldo may have been trying to represent when he selected his materials to make his self-portrait.</p>	<p style="text-align: center;">Discipline: Surface and Colour Pathway: Natural Printmaking</p> <p><u>Enquiry Question:</u> How can we use objects and the skills of printmaking to represent and share our own ideas?</p> <p><u>Rationale:</u></p> <ul style="list-style-type: none"> • Explore range of different printmaking techniques to make marks and layer up a background with paint. Explore relief printing. • Know and understand how paint can be manipulated to convey feelings, in relation to understanding about the colour wheel and textures. • Introduce the colour wheel, exploring how cold colours can be used to represent specific habitats and feelings. Opportunity to make strong links to Science-based learning. • Explore how to add marks using paint to enhance designs, working collaboratively as part of a team. <p><u>Resources:</u> Wide range of natural and man-made printmaking resources across the half term, such as shells, wooden loose parts, sponges, potatoes (and other food types) and poster paints / printing trays.</p> <p><u>Artist Selected:</u> <u>Focus Artists:</u> Henri Matisse: Highlight how the process of printmaking can be used to create clear, textured prints through Matisse, linking to the use of a range of natural materials.</p> <p><u>Supporting Artists:</u> Katsushika Hokusai: Study the drama within 'The Great Wave of Kanagawa', linking to the colour wheel and the ocean, highlight the cold colours used to give drama to the waves and how colours can be used to represent the content of the painting accurately. Yayoi Kusama: Reflect how this artist can have a strong contrast to the cold colours of the waves, with the warm hot colours of many of her pieces. Note how fascinated she was by dots and circles and how effective it can be to repeat marks repeatedly to create a larger composition.</p>	<p style="text-align: center;">Discipline: Working in 3 Dimensions Pathway: Newspaper Heads</p> <p><u>Enquiry Question:</u> How can we use materials and model making resources to create a 3D design?</p> <p><u>Rationale:</u></p> <ul style="list-style-type: none"> • Focus on deepening children's understanding of core skills taught throughout the year: scale, mark making techniques and the 'dip, tap, dab technique'; highlighting how these can be used when moving from 2D to 3D creations. • Understand how to effectively use a stapler to join two different sheets together. • Know how to use materials to add depth to a 3D model. <p><u>Resources:</u> Newspaper, Black marker pens, staplers, poster paints, foam modelling material (for stuffing)</p> <p><u>Artist Selected:</u> <u>Focus Artists:</u> Sarah Taylor: Draw attention to the vivid colours that Sarah uses to make her artwork come alive, and the emphasis she places onto the eyes to make her artwork striking.</p> <p><u>Supporting Artists:</u> Pablo Picasso: Highlight the freedom and creativity of self-portraits when drawing a chosen character, animal or imaginary creature. Highlight the strong use of colour to create bold effects, again revisiting how emotions can be conveyed not only through mark making, but also through colour.</p>

Discipline: Drawing and Sketchbooks**Pathway: Spirals**Enquiry Question:Rationale:

- Builds on the mark making foundations set in the Early Years to strengthen children's range of fine motor skills
- Provides children with opportunities to understand patterns, making links to Maths.
- Pre-teaches mark making which will support children when studying plants in Science later in the year, looking at a range different shapes within the natural world.

Artists Selected:

Focus Artist: Molly Haslund and Friedrich Hundertwasser – exploring movement based, larger scale designs and colourful, organic nature-inspired art respectfully.

Key Resources:

Graphite, sketchbooks, a range of materials to practise mark making on, such as newspaper, natural resources outside and different textures of paper.

Discipline: Surface and Colour**Pathway: Flora and Fauna**

Enquiry Question: How can we use shape, line and colour to make collages inspired by flora and fauna around us?

Rationale:

- Links closely to science topic of animals and seasons in Spring 1
- Y1 children have begun to explore which plants would grow during each of the seasons during the Autumn 2 term
- This builds on the observational drawing work that the children completed in the Autumn 1 term.

Artists Selected:

Focus Artist: Eric Carle- Children are familiar with his artwork and will have had exposure to the hungry caterpillar. This will help them to feel more comfortable and potentially more inspired by his work.

Supporting Artist: Jan Van Kessel- exposure to artwork from an older time period. This is a juxtaposition to the artwork by Carle, allowing the children to see that artwork around a topic does not always have to look the same.

Key Resources:

Sketchbooks, soft pencils, coloured pencils, oil/chalk pastels, handwriting pens, graphite, collage papers, water colour, brushes, scrap papers, a range of different flora and fauna to look at. Science equipment such as microscopes to analyse insects and plants. A copy of the very hungry caterpillar.

Discipline: Working in 3 Dimensions**Pathway: Playful making (boats that float and sea creatures)**

Enquiry Question: How can we transform the materials around us into sculpture?

Rationale:

- Links closely to writing produced in Summer 1- the song of the sea
- Links closely to Summer 1 Geography unit- why we love to be beside the seaside?
- Allows children to build on their maths units of measurement from Spring 2 term (length and height, mass and volume)

Artists Selected:

Focus Artist: Faith Bebbington- her disability encouraged her to think about the way animals moved and led to her sculpture creates- this links to our PSHE of celebrating differences and our Spring 1 learning about animals. She also uses recycled materials to create her sculptures which has been an Autumn 1 homework task for us.

Key Resources:

Art straws, plastics and packaging, everyday materials such as string, tape, cardboard, balloons, glue guns, staplers, natural resources such as sticks and leaves, ribbon, a range of different papers, wool

Discipline: Drawing and Sketchbooks**Pathway:** explore and draw

Enquiry Question: Why is it valuable to be explorative when drawing?

Rationale:

- Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.
- That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. This links well into ARTS Week celebrated previously in EYFS and KS1, promoting process over product.
- Build upon key artistic techniques and connections children will have already made in the Early Years, when exploring graphite, watercolours and wax resist techniques.
- That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity.

Artists Selected:

Focus Artists: Rosie James and Alice Fox

Key Resources:

graphite, handwriting pens, watercolours, brusho, wax resist

Discipline: Surface and Colour**Pathway:** expressive painting

Enquiry Question: How can we explore colour using a variety of mark-making tools?

Rationale:

- This pathway offers real opportunities for children to explore colour and mark making with paint in a range of ways. it
- That paint application, thickness and texture are changeable as well as colour,
- Colour mixing and light and shade work within lessons which are key building blocks of knowledge and skills.
- That different artists can work with similar media in very different ways.
- That artists can convey meaning and feeling through work.
- Cross curricular links to history with exposure to significant individuals (van Gogh), SMSC/PSHCE with inclusivity around the artists such as French having a disability,

Artists Selected:

Focus Artist: Marela Zacarías

Supporting Artist: Charlie French, Vincent van Gogh

Key Resources:

Found tools' such as old shoe brushes, string, wire, rags, thick strips of card, cardboard (for pallets), acrylic or ready mixed paint in primary colours, white and black.

Discipline: Working in 3 Dimensions**Pathway:** Be an architect

Enquiry Question: How can we make our own architectural models and design structures which other people respond to?

Rationale:

- Children will work very practically to create 3 Dimensional models. They will have opportunities to be creative and follow their own inspirations and ideas with suggested links provided.
- Children will develop problem solving, growth mindset and resilient approaches through having to plan and adapt how their work can successfully stand.
- For children to be exposed to interesting, alternative design ideas,
- Cross curricular links to geography topics from EYFS and KS1 which focus on homes and buildings locally and in specific locations. Recall of prior learning and skills in DT around freestanding structures and joining materials. Links to maths 2D and 3D shape awareness and measuring, and consideration of properties of chosen materials (science).

Artists Selected:

Focus Artist: Friedrich Hundertwasser

Supporting Artist: Zaha Hadid (Olympic stadiums)

Key Resources:

Construction resources: Cardboard, PVA glue, scissors – possibly blades for cutting thicker card, masking tape, thin wire, pipe cleaners, modroc, lollipop sticks, recycled materials

Discipline: Drawing and Sketchbooks
Pathway: Gestural Drawing with Charcoal

Enquiry Question: How can we use gestural drawing with charcoal to make drawings full of energy and drama?

Key Concepts

- That when we draw we can use gestural marks to make work.
- That when we draw we can use the expressive marks we make to create a sense of drama.
- That when we draw we can move around.
- That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.

Rationale:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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.
- To know about great artists, architects and designers in history.
- Music-listen to music to influence upon while drawing.
- Links with History and English The Stone Age in Aut 2 therefore cave painting art enriches the learning and understanding.

Discipline: Surface and Colour
Pathway: Working with Shape and Colour

Enquiry Question: How can we make our own creative response to an original artwork, using line, shape and colour.

Key Concepts

- That we can be inspired by key artworks and make our own work in creative response.
- That we can use shape and colour as a way to simplify elements of the world.
- That shapes have both a positive and negative element.
- That we can arrange shapes to create exciting compositions.
- That we can build up imagery through layering shapes.
- That we can use collage to inspire prints.

Rationale:

- To be inspired by an artist and historical artwork- develop visual literacy
- Fine motor skills development –use of scissors
- Show me Historical art piece- linked to English 'The Magic Paintbrush' used ancient Chinese painting.
- To think about creating meaningful composition in response to original artworks, the use of negative space and spaces.
- To develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their

Discipline: Working in 3 Dimensions
Pathway: Telling Stories Through Drawing and Making

Enquiry Question:
How can we create 3 dimensional characters inspired by characters in film and fiction?

Key Concepts

- That we can take inspiration from other artforms such as film and literature and make work in 3D in response.
- That through making work in another medium we can make the work our own, re-interpreting and re-inventing.
- That we can explore character, narrative and context and create sculptures which convey these qualities through their form, texture, material, construction and colour.

Rationale:

- Develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
- Develop their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- To know about great artists, architects and designers in history.
- Cross curricular links: WCR, English- Links to characters in books, narrative. Science-Materials, animals inc humans, habitats

<ul style="list-style-type: none"> • Develop use of scale • Develop use of experimentation in mark making <p style="text-align: center;"><u>Artists Selected:</u></p> <p><u>Focus Artist:</u> Laura Mckendry- uses charcoal to make large gestural drawings of dogs.</p> <p><u>Supporting Artist:</u> Edgar Degas- in contrast to Laura's work.</p> <p style="text-align: center;"><u>Key Resources:</u></p> <p>A2 Sugar paper, charcoal, white chalk, rubbers, torches, small world objects, newsprint paper, masking tape, oil pastel- burnt sienna, wax crayons, 40X40 size cardboard box, PVA glue Hairspray, torches, batteries, small toys , objects</p>	<p>observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> • 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 know about great artists, architects and designers in history. <p style="text-align: center;"><u>Artists Selected:</u></p> <p><u>Focus Artist:</u> Henri Matisse, Claire Willberg</p> <p><u>Supporting Artist:</u> Romare Bearden- African American artist influenced by Matisse</p> <p style="text-align: center;"><u>Key Resources:</u></p> <p>Carbon paper, Soft B pencils, coloured pencils, oil/chalk pastels, A3 or A2 sugar or cartridge paper, collage papers, PVA glue, scissors.</p> <p>Explore Stencils – Card, oil pastels, scissors</p>	<p>Maths- 2D 3D shapes, measuring PSHCE- responsibility to the planet, collaboration, peer discussion</p> <ul style="list-style-type: none"> • <p style="text-align: center;"><u>Artists Selected:</u></p> <p><u>Focus Artist:</u> Inbal Leitner</p> <p><u>Supporting Artist:</u> Quentin Blake</p> <p style="text-align: center;"><u>Key Resources:</u></p> <p>Sketch books- cartridge paper Drawing pencils- soft B pencils Handwriting pens</p> <p>Modelling & construction materials- pipe cleaners, foil, bubble wrap, cardboard tubes, masking tape, Sellotape, lollipop sticks/skewers, recycled junk, scrap fabric, felt, wool, string, yarn, PVA glue, googly eyes, beads buttons, sequins, paint, plasticine (foil & masking tape bodies)scrap paper, newspaper, poster paint, felt tips, paper</p> <p>Option 1: Modroc or Clay Characters – Newspaper, masking tape, modroc, air dry clay, acrylic or ready mixed paint, brushes, trays.</p> <p>Option 2: Plasticine Characters – A3 cartridge paper, modelling plasticine, constructed materials, corrugated card circles</p> <p>Option 2: Flying MinPin Characters – Air dry clay, wire, A4 or A3 cartridge paper, tissue paper, feathers, PVA glue.</p>
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Discipline: Drawing and Sketchbooks
Pathway: Storytelling Through Drawing

Enquiry Question: How can I use my art to tell a story

Rationale:

- Poetry link English - Young Writers poetry competition. There is the opportunity to offer purpose and enrichment to this unit through the competition, making links to DT about the purpose/user/product.
- Furthermore, through Reading, there is the opportunity to explore a wide range of poetry and images and emotions.
- Science – light and shadow.
- History – tell a historical event
- PSHE – exploring emotion and relationships through story.

Artists Selected:

Focus Artist: Laura Carlin
Supporting Artist: Shaun Tan

Key Resources:

Poetry books and printouts.
 Charcoal, pencil, coloured pencils, pen

Discipline: Surface and Colour
Pathway: Exploring Still life

Enquiry Question: How can we capture meaning and culture in still life?

Rationale:

- Historical links. Roman artifacts and traditional roman decoration.
- Maths – This links into children's understanding about 2D and 3D shapes.
- Science – This links into light and shadow, considering the size, shape and surface of the piece of sculpture.
- RE – Linking into symbolism.

Artists Selected:

Focus Artist: Paul Cezanne
Supporting Artist:
 Hilary Pecis – bold modern-day scenes. Can create a contrast between how life was for the Romans and how we live now.

Key Resources:

Clay, clay tools, pencils, acrylic paint.

Discipline: Working in 3 Dimensions
Pathway: Festival Feasts

Enquiry Question: How might we use food and art to bring us together?

Rationale:

- To make an individual artwork which contributes to a larger shared piece, or work on a shared artwork, linking to school values of teamwork and communication.
- Links to DT and Jigsaw, completed previously in the year; further building on our understanding of what makes a healthy diet and why food is important to us for nutrition as well as pleasure.
- History – We will reflect on what food grown during Roman/Anglo-Saxon or Viking times was available compared to now in our own locality. Through reflecting on the culture of then and now, we will evaluate how food can bring different community groups together.

Artists Selected:

Focus Artist: Claes Oldenburg
Supporting Artist: Lucia Hierro

Key Resources:

Paper, staples, paint, pencils.

Discipline: Drawing and Sketchbooks**Pathway:** Typography and Maps

Enquiry Question: How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?

Rationale:

- 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 know about great artists, architects and designers in history.

Artists Selected:

Focus Artist: none

Key Resources:

range of newspapers, cards and different papers to be able to draw onto, pencils, graphite, paints, clay,

Discipline: Surface and Colour**Pathway:** Mixed Media Land and City Scapes

Enquiry Question: How can we use our skills of making gestural marks working in mixed media to create energetic land or cityscapes?

Rationale:

- That artists use a variety of media, often combining in inventive ways, to capture the energy and spirit of land and cityscapes.
- That artists often work outside.
- That artists are often able to experiment.

Artists Selected:

Focus Artist: Vanessa Gardiner – she experiments with different ways of showing a landscape. Demonstrates that there is no right or wrong when being expressive in art.

Supporting Artist: Saoirse Morgen – works with different media to create expressive scapes.

Key Resources:. Graphite stick or soft B pencil, handwriting pen, pastels, chalk, paper, water colours

Discipline: Working in 3 Dimensions**Pathway:** Set Design

Enquiry Question: How do artists make sets to share ideas for stage or as the basis for animations. How can we create sets inspired by literature, poetry or prose?

Rationale:

- That designers and makers design sets which for the backdrop/ props to give context to drama.
- That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective and sound.
- That we can create our own sets to create models for theatre design, or backgrounds for an animation.

Artists Selected:

Focus Artist: Rae Smith, wonderful examples of set design from different shows for theatre.

Supporting Artist: Fausto Melloti

Key Resources:
Range of media

Discipline: Drawing and Sketchbooks**Pathway: 2D Drawing to 3D Making**

Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.

Enquiry Question: How can we transform 2d drawings into 3d objects?

Rationale:

- Explored the difference between 2D and 3D shapes in maths.
- That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork, utilising and refining past skills from the Primary Curriculum.
- Making strong links into Maths and Problem Solving through using methods such as the grid method and looking at negative space to help us draw. Furthermore, exploring that there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logical skills.

Artists Selected:

Focus Artist: Lubaina Himid and Claire Harrup

Key Resources:

card, paper, drawing materials

Discipline: Surface and Colour**Pathway: Exploring Identity**

Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.

Enquiry Question:

How can we learn more about ourselves through making art? How do we bring our own experience to the art we make?

Rationale:

- Makes a strong connection to PSHE in Autumn 2, building on the foundations already laid- our children would be able to retrieve prior knowledge as they begin this.
- This unit also builds on the 'Black History Month' learning from the Autumn term, embedding this important focus elsewhere within our curriculum.
- We feel that it is really important our Year 6 children explore this theme, given the nature of this being a transitional year into High School.

Artists Selected:

Focus Artist: Njideka Akunyili Crosby – links to wider world life experiences from America and Nigeria. Also explores importance of layering within Art, with chance to explore this concept.
Supporting Artists: Mike Barrett – as he explores how digital imagery can be taken, which could be used as a layer within children's explorations.

Key Resources:

IPADS for photo and digital creations
Range of collage materials
Graphite, Poster Paint

Discipline: Working in 3 Dimensions**Pathway: Shadow Puppets**

Introduce pupils to the art of paper cutting and understand how it can be used and adapted to create shadow puppets. Pupils explore shadow puppets from a historical and contemporary perspective before making their own puppets, exploring line, shape, form and character.

Enquiry Question: How can we adapt traditional techniques of makers, and transfer them to create our own narratives?

Rationale:

- Links to science unit 'light' and 'electricity.'
- Looked at other cultures (Shang/ Chinese) in History Autumn 2.
- Creating imaginative stories throughout English.

Artists Selected:

Focus Artist: Wayang - links to other cultures.

Supporting Artist: Henry Matisse – explores shape in a simpler form.

Key Resources:

Card(plain), scissors, white material, torches, lollipop sticks,

