



Sequence of teaching overview in Art 2025 2026

THRIVE VALUES	Autumn Term	Spring Term	Summer Term
	<p>Team – We share equipment and value each others artwork. We collaborate on a piece of art work as a team.</p> <p>Healthy – Art encourages good mental health. When we do art we can be mindful and calm.</p>	<p>Responsibility – We choose our own tools and resources. We are responsible for setting up and cleaning away.</p> <p>Innovative – When creating a piece of art we are being innovative by using our own ideas.</p>	<p>Valued – We value all art and understand that all art can be appreciated.</p> <p>Empathetic – We explore and react to each other’s artwork. We understand the emotion in art and empathise with what the artist is trying to portray. We listen to each other as we discuss our own art.</p>
Nursery	Unit outcomes Portraits (Drawing and Collage)	Unit Outcomes Portraits Topic based sculpture	Unit Outcomes Portraits/Characters Topic based observational drawings
	Knowledge	Skills	Vocabulary
	<p>What the primary colours are and to begin mixing them.</p> <p>How to use various drawing materials.</p> <p>How to use scissors.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing.</p>	<p>colour, primary colour, mix, draw, shape, brush, tools, shaping, join, collage, materials, smooth, rough, spikey, shiny</p> <p>colour names</p> <p>Emotions: happy, sad, fear, angry, etc</p>



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Reception	Unit: Drawing: Marvellous marks Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.		Unit: Painting and mixed media: Paint my world Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.		Unit: Sculpture and 3D: Creation station Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.	
	Learning objectives	Vocabulary	Learning Objectives	Vocabulary	Learning Objectives	Vocabulary
	<p>To explore making marks with wax crayons.</p> <p>To investigate the marks and patterns made by different textures.</p> <p>To explore making marks with felt tips.</p> <p>To use a felt tip to make patterns.</p> <p>To explore making marks with chalk.</p> <p>To make controlled large and small movements.</p> <p>To compare different ways of making marks and drawing.</p> <p>To explore mark making using pencils.</p> <p>To create a simple observational drawing.</p> <p>To use a variety of colours and materials to create a self-portrait.</p> <p>To express their own self-image through art.</p>	<p>Hard/soft</p> <p>long/short</p> <p>rough/smooth</p> <p>straight</p> <p>thick/thin</p> <p>wavy</p> <p>circle</p> <p>curved</p> <p>line</p> <p>squiggly</p> <p>zig zag</p> <p>chalk</p> <p>drawing</p> <p>felt tips</p> <p>marks</p> <p>wax crayons</p> <p>mark making</p> <p>observational</p> <p>pencils</p> <p>picture</p> <p>artist</p> <p>colours</p> <p>observe</p> <p>oil pastel</p> <p>paint</p> <p>self-portrait</p>	<p>To explore paint through finger painting.</p> <p>To describe the texture and colours as they paint.</p> <p>To talk about their work and decide whether it is abstract or figurative.</p> <p>To create natural paintbrushes using found objects.</p> <p>To talk about their work and decide whether it is abstract or figurative.</p> <p>To respond to music through the medium of paint.</p> <p>To use paint to express ideas and feelings.</p> <p>To make child-led collages using mixed media.</p> <p>To use loose parts to create a piece of transient art.</p> <p>To create landscape collages inspired by the work of Megan Coyle.</p> <p>To experiment with colour, design and painting techniques.</p>	<p>dab, dot</p> <p>shiny, silky</p> <p>slimy</p> <p>slippery</p> <p>smooth</p> <p>sticky</p> <p>feathers</p> <p>flower buds</p> <p>grass</p> <p>leaves</p> <p>mix</p> <p>pine cones</p> <p>pattern</p> <p>texture</p> <p>twigs</p> <p>fast/slow</p> <p>loud/quiet</p> <p>transient</p> <p>collage</p> <p>fixed</p> <p>not fixed</p> <p>permanent</p> <p>temporary</p> <p>collage</p> <p>landscape</p> <p>rip/tear/cut</p> <p>stick</p>	<p>To explore clay and its properties.</p> <p>To explore playdough and its properties.</p> <p>To use tools safely and with confidence.</p> <p>To create natural 3D landscape pictures using found objects.</p> <p>To generate inspiration and conversation about sculpture art and artists.</p> <p>To create a design for a 3D animal sculpture.</p> <p>To begin making a 3D clay sculpture using the designs created last lesson.</p> <p>To make a 3D clay sculpture using the designs created last lesson.</p> <p>To share their creation, explaining the processes they have used.</p>	<p>Pinch/roll</p> <p>slimy/slippery</p> <p>stretch</p> <p>twist/bend</p> <p>chop/cut</p> <p>slice</p> <p>smooth</p> <p>soft</p> <p>stretch</p> <p>squash</p> <p>3D</p> <p>bark</p> <p>collage</p> <p>landscape</p> <p>leaves</p> <p>petals</p> <p>seed pods</p> <p>twigs</p> <p>clay</p> <p>design</p> <p>sculpture</p> <p>design</p> <p>evaluate</p> <p>model</p> <p>plan</p> <p>reflect</p>



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EYFS Outcomes	<p><u>Physical development</u></p> <ul style="list-style-type: none">*Develop small motor skills so that they can use a range of tools competently, safely and confidently.*Develop the foundations of a handwriting style which is fast, accurate and efficient.*Develop overall body-strength, balance, co-ordination and agility.*ELG: Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery.*ELG: Fine Motor Skills: Begin to show accuracy and care when drawing. <p><u>Expressive arts and design</u></p> <ul style="list-style-type: none">*Explore, use and refine a variety of artistic effects to express ideas and feelings.* Listen attentively, move to and talk about music, expressing their feelings and responses.* Return to and build on their previous learning, refining ideas and developing their ability to represent them.*ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.*ELG: Creating with materials: Share their creations, explaining the process they have used. <p><u>Characteristics of effective learning</u></p> <ul style="list-style-type: none">*Playing and exploring.
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Year One	Unit: Drawing: Exploring line and shape Exploring line and shape; working and experimenting with different materials through observational and collaborative pieces inspired by artists.			Unit: Sculpture and 3D: Paper play Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.			Unit: Painting and mixed media: Colour splash Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	<p><u>Making skills:</u> Drawing different lines by varying control and pressure. Noticing 2D shapes within objects and how they can be used to form the 'bones' of a drawing. Creating an area with a single, consistent tone when colouring/shading. Demonstrating a growing spatial awareness to represent the position and size of objects. <u>Shape:</u> Know a range of common shapes so they can identify and use them in their artwork. <u>Line:</u> Know using different tools or using the same tool in different ways can create</p>	<p><u>Generating ideas:</u> Explore their own ideas using a range of media. <u>Using sketchbooks:</u> Use sketchbooks to explore ideas. <u>Making skills:</u> Developing some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look more closely. <u>Knowledge of artists:</u> Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p>artist control line pressure shape</p>	<p><u>Formal elements:</u> Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. Know that three dimensional art is called sculpture. Shape: Know paper can be shaped by cutting and folding it. <u>Making skills:</u> How to roll and fold paper. How to cut shapes from paper and card. How to cut and glue paper to make 3D structures. How to decide the best way to glue something. How to create a variety of shapes in paper, eg spiral, zig-zag. How to make larger structures</p>	<p><u>Generating ideas:</u> Explore their own ideas using a range of media. <u>Using sketchbooks:</u> Use sketchbooks to explore ideas. <u>Making skills:</u> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place. <u>Evaluating and analysing:</u> Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made</p>	<p>artist carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D) tube zig-zag</p>	<p><u>Formal elements:</u> Colour: Know that the primary colours are red, yellow and blue. Know primary colours can be mixed to make secondary colours. Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. Tone: Know that there are many different shades (or 'hues') of the same colour. Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. <u>Making skills:</u> How to combine primary coloured materials to make secondary</p>	<p><u>Generating ideas:</u> Explore their own ideas using a range of media. <u>Using sketchbooks:</u> Use sketchbooks to explore ideas. <u>Making skills:</u> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. <u>Evaluating and analysing:</u> Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways</p>	<p>blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick</p>



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	<p>different types of lines.</p> <p><u>Pattern:</u> Know lines can create patterns like zig zags and wavy lines.</p> <p><u>Tone:</u> Know changing pressure when drawing can create light and dark tones.</p> <p><u>Space:</u> Know they can arrange parts of a familiar subject so their artwork looks recognisable.</p> <p><u>Knowledge of artists:</u> Some artists are influenced by things happening around them. Artists choose materials that suit what they want to make or draw.</p> <p><u>Evaluating and analysing:</u> Art is made in different ways. An artist is someone who creates.</p>	<p><u>Evaluating and analysing:</u> Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>		<p>using newspaper rolls.</p> <p><u>Knowledge of artists:</u> Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make.</p> <p><u>Evaluating and analysing:</u> Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.</p>	<p>in different ways and by different people.</p>		<p>colours. How to mix secondary colours in paint. How to choose suitable sized paint brushes. How to clean a paintbrush to change colours. How to print with objects, applying a suitable layer of paint to the printing surface. How to overlap paint to mix new colours. How to use blowing to create a paint effect. How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</p> <p><u>Evaluating and analysing:</u> Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.</p>	<p>and by different people.</p>	
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Year Two	Unit: Drawing: Understanding tone and texture			Unit: Craft and design: Map it out			Unit: Sculpture and 3D: Clay houses		
	Exploring how artists use tone and texture, and applying these techniques in observational drawings.			Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.			Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile.		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	<u>Formal elements:</u> Shape: Shapes can be organic (natural) and irregular. Objects can be recreated by identifying and combining basic shapes. Line: Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture. Texture: Texture means 'what something feels like.' Different marks can be used to represent the textures of objects. Space: 'Composition' means how things are arranged on the page. Thinking about the relative size of different parts	<u>Generating ideas:</u> Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. <u>Using sketchbooks:</u> Experimenting in sketchbooks, using drawing to record ideas. <u>Making skills:</u> Demonstrating increased control with a greater range of media. Making choices about which materials and techniques to use to create an effect. Developing observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and	grip mark making materials refine shading sketch texture tone	<u>Formal elements:</u> Shape: Shapes can be organic (natural) and irregular. <u>Making skills:</u> How to draw a map to illustrate a journey. How to separate wool fibres and lay them ready to make felt. How to roll and squeeze the felt to make the fibres stick together. How to add details to felt by twisting small amounts of wool. How to choose which parts of their drawn map to represent. How to overlap cellophane/tissue to create new colours. How to draw a design onto a printing polystyrene tile without pushing	<u>Generating ideas:</u> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <u>Using sketchbooks:</u> Experiment in sketchbooks, using drawing to record ideas. <u>Making skills:</u> Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. <u>Knowledge of artists:</u> Talk about art they have seen using some appropriate	abstract composition curator design design brief evaluate felt fibre gallery imaginary inspired landmarks mosaic overlap pattern shape stained glass texture viewfinder	<u>Formal elements:</u> Form: Pieces of clay can be joined using the 'scratch and slip' technique. Form: A clay surface can be decorated by pressing into it or by joining pieces on. Shape: Patterns can be made using shapes. <u>Making skills:</u> How to smooth and flatten clay. How to roll clay into a cylinder or ball. How to make different surface marks in clay. How to make a clay pinch pot. How to mix clay slip using clay and water. How to join two clay pieces using slip. How to make a relief clay sculpture. How	<u>Generating ideas:</u> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <u>Using sketchbooks:</u> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. <u>Making skills:</u> Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.	casting ceramic cut detail flatten glaze impressing in relief join negative space pinch pot plaster roll score sculptor sculpture shape slip smooth surface three dimensional thumb pot



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	<p>helps their artwork look balanced and recognisable.</p> <p><u>Knowledge of artists:</u> Some artists create art to make people aware of good and bad things happening in the world around them.</p> <p><u>Making skills:</u> Recognising that shapes and marks can be refined rather than accepting the first attempt. Using shading to show light and dark areas. Developing spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people.</p> <p><u>Evaluating and analysing:</u> People make art to share their feelings. People make art to explore an idea in different ways.</p>	<p>space) in their work.</p> <p><u>Knowledge of artists:</u> Applying their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p><u>Evaluating and analysing:</u> Explaining their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Beginning to talk about how they could improve their own work. Talking about how art is made.</p>		<p>the pencil right through the surface. How to apply paint or ink using a printing roller. How to smooth a printing tile evenly to transfer an image. How to try out a variety of ideas for adapting prints into 2D or 3D artworks.</p> <p><u>Knowledge of artists:</u> Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks. Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.</p> <p><u>Evaluating and analysing:</u> People make art about things that are important to them. People make art to share their feelings.</p>	<p>subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p><u>Evaluating and analysing:</u> Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p>		<p>to use hands in different ways as a tool to manipulate clay. How to use clay tools to score clay.</p> <p><u>Knowledge of artists:</u> Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks.</p> <p><u>Evaluating and analysing:</u> People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways.</p>	<p><u>Knowledge of artists:</u> Talk about art they have seen using some appropriate subject vocabulary. Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p><u>Evaluating and analysing:</u> Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p>	
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Year Three	Unit: Developing drawing skills Developing shading skills and drawing techniques to create botanical-inspired digital drawings.			Unit: Sculpture and 3D: Abstract shape and space Exploring how shapes and negative spaces can be represented by 3D forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro.			Unit: Painting: Prehistoric painting Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale.		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	<p>Making skills: Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin. Place tonal shading by experimenting and recognising how it can help to show that a shape has form. Sketch out an idea or composition using short, fast, light strokes and 2D shapes.</p> <p>Formal elements: Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Tone: That 'tone' in art means</p>	<p>Generating ideas: Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process.</p> <p>Using sketchbooks: Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Making skills: Confidently using a range of materials and tools, selecting and using these appropriately with more independence. Develop direct observation, for</p>	blend even tones observation organic	<p>Formal elements: Colour: Using light and dark colours next to each other creates contrast. Form: Three dimensional forms are either organic or geometric. Organic forms can be abstract. Shape: Negative shapes show the space around and between objects.</p> <p>Making skills: How to join 2D shapes to make a 3D form. How to join larger pieces of materials, exploring what gives 3D shapes stability. How to shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea.</p>	<p>Generating ideas: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Making skills: Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Knowledge of artists: Consider how to display artwork, understanding how artists consider their viewers and the impact on them.</p> <p>Evaluating and analysing:</p>	abstract found objects negative-space positive space sculptor sculpture structure three-dimensional	<p>Formal elements: Colour: Paint colours can be mixed using natural substances. Texture: Texture in an artwork can be real or a surface can be made to appear textured.</p> <p>Making skills: How to use simple shapes to scale up a drawing to make it bigger. How to make a cave wall surface. How to create a textured background using charcoal and chalk. How to use natural objects to make tools to paint with. How to make natural paints using natural materials. How to create different</p>	<p>Generating ideas: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Using sketchbooks: Use sketchbooks for a wider range of purposes, for example recording things, using drawing and annotations, planning and taking next steps in a making process.</p> <p>Making skills: Develop direct observation. Confidently use a range of materials and tools.</p> <p>Knowledge of artists: Discuss how artists produced art in the past and understand the</p>	charcoal composition negative-image pigment- positive image prehistoric proportion scaled up sketch smudging texture tone



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	<p>'light and dark'. Shading helps make drawn objects look realistic by giving them form (dimension).</p> <p><u>Knowledge of artists:</u> Artists can work in more than one medium.</p> <p><u>Evaluating and analysing:</u> Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative or it can have a purpose. People make art for fun and to make the world a nicer place to be. People make art to explore big ideas, like death or nature.</p>	<p>example by using tonal shading and starting to apply an understanding of shape to communicate form.</p> <p><u>Evaluating and analysing:</u> Confidently explaining their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p>		<p>How to identify and draw negative spaces. How to plan a sculpture by drawing. How to create different joins in card eg. slot, tabs, wrapping. How to add surface detail to a sculpture using colour or texture. Display sculpture.</p> <p><u>Knowledge of artists:</u> Artists make decisions about how their work will be displayed.</p> <p><u>Evaluating and analysing:</u> Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative, or it can have a purpose. People use art to tell stories and communicate.</p>	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p>		<p>textures using different parts of a brush. How to use colour mixing to make natural colours.</p> <p><u>Knowledge of artists:</u> Art from the past can give us clues about what it was like to live at that time. Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists experiment with different tools and materials to create texture. Artists make decisions about how their work will be displayed.</p> <p><u>Evaluating and analysing:</u> People use art to tell stories and communicate. People use art to help explain or teach things. One artwork can have several meanings.</p>	<p>influence and impact of their methods and styles on art today. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</p> <p><u>Evaluating and analysing:</u> Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p>	
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Year Four	Unit: Drawing: Exploring tone, texture and proportion			Unit Painting and mixed media: Light and dark			Unit: Craft and design: Fabric of nature		
	Exploring tone, texture and proportion to create realistic drawings.			Developing skills in colour mixing, focusing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.			Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	<u>Formal elements:</u> Form: Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. Shape: How to use basic shapes to form more complex shapes and patterns. Tone: Using lighter and darker tones of a colour can create a 3D effect and can create contrast between light and dark. Space: Objects can appear in the foreground or background and size can be used to show distance. <u>Making skills:</u> Use lines and marks to represent	<u>Generating ideas:</u> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <u>Using sketchbooks:</u> Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. <u>Making skills:</u> Demonstrating greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. Using growing knowledge of	collage composition form highlight proportion shadow three-dimensional	<u>Formal elements:</u> Colour: Adding black to a colour creates a shade. Adding white to a colour creates a tint. Form/Tone: Using lighter and darker tints and shades of a colour can create a 3D effect. <u>Making skills:</u> How to mix a tint and a shade by adding black or white. How to use tints and shades of a colour to create a 3D effect when painting. How to apply paint using different techniques e.g. stippling, dabbing, washing. How to choose suitable painting tools. How to arrange objects to create a still-life	<u>Generating ideas:</u> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <u>Using sketchbooks:</u> Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. <u>Making skills:</u> Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and	abstract composition contrasting dabbing paint detailed figurative formal grid landscape mark-making muted paint wash patterned pointillism portrait shade shadow stippling paint technique texture three dimensional (3D) tint vivid	<u>Formal elements:</u> Pattern: Patterns can be irregular and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. <u>Making skills:</u> To know that a mood board is a visual collection which aims to convey a general feeling or idea. To know that batik is a traditional fabric decoration technique that uses hot wax. How to select imagery and use it as inspiration for a design project. How to	<u>Generating ideas:</u> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <u>Using sketchbooks:</u> Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. <u>Making skills:</u> Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and	batik colour palette craft craftspeople design develop designer imagery industry inspiration mood board organic pattern repeat repeating rainforest symmetrical texture theme



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<p>texture, pattern and light. Combine lines and marks to create light and dark areas of a drawing. The impact of light on form (e.g. where it hits 3D objects and where shadows form). Sketch to plan the placement of their composition elements for visual effect.</p> <p><u>Knowledge of artists:</u> Artists use drawing to plan ideas for work in different media.</p> <p><u>Evaluating and analysing:</u> Artists make choices about what, how and where they create art. Art can be all different sizes. Art can be displayed inside or outside. Artists evaluate what they make, and talking about art is one way to do this.</p>	<p>different materials, combining media for effect. Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p><u>Knowledge of artists:</u> Using subject vocabulary confidently to describe and compare creative works.</p> <p><u>Evaluating and analysing:</u> Using more complex vocabulary when discussing their own and others' art. Evaluating their work more regularly and independently during the planning and making process.</p>		<p>composition. How to plan a painting by drawing first.</p> <p><u>Evaluating and analysing:</u> Artists make choices about what, how and where they create art. Artworks can fit more than one genre. Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work.</p>	<p>being able to create 3D effects.</p> <p><u>Knowledge of artists:</u> Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make.</p> <p><u>Evaluating and analysing:</u> Use more complex vocabulary when discussing their own and others' art. Discuss art, considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.</p>		<p>develop observational drawings into shapes and patterns for design. How to transfer a design using a tracing method.</p> <p><u>Knowledge of artists:</u> Designers can make beautiful things to try and improve people's everyday lives. Artists use drawing to plan ideas for work in different media.</p> <p><u>Evaluating and analysing:</u> Artists make choices about what, how and where they create art. Art can be created to make money; being an artist is a job for some people. Art, craft and design affect the lives of people who see or use something that has been created.</p>	<p>being able to create 3D effects. Use growing knowledge of different materials, combining media for effect.</p> <p><u>Knowledge of artists:</u> Use subject vocabulary confidently to describe and compare creative works. Work as a professional designer does by collating ideas to generate a theme.</p> <p><u>Evaluating and analysing:</u> Use more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p>	
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Year Five	Unit: Drawing: Depth, emotion and movement			Unit: Sculpture and 3D: Interactive installation			Unit: Painting and mixed media: Portraits		
	Exploring mark making for showing depth, emotion and movement.			Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art.			Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	Making skills: Use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion. Describe the quality of lines, including identifying the movement conveyed by different lines, e.g. sweeping lines to suggest a flowing motion, sharp to suggest speed. Refine tonal shading to show greater graduations in tone. Blend to smooth transitions in tone. Use sketching to experiment with ideas, layout and shading. Consider balance	Generating ideas: Developing ideas more independently from their own research. Exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. Using sketchbooks: Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Making skills: Working with a range of media with control in different ways to achieve different effects, including	background composition depth focal point foreground main subject middle ground printing plate printmaking proportion	Formal elements: Form: An art installation is often a room or environment in which the viewer 'experiences' the art all around them. Form: The size and scale of three-dimensional artwork change the effect of the piece. Using sketchbooks: Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Making skills: How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. How to try out ideas on a small scale to assess their effect. How to use everyday objects to form a sculpture. How to transform and manipulate	Generating ideas: Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Using sketchbooks: Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Making skills: Work with a range of media with control in different ways to achieve different effects, including	analyse art medium atmosphere concept culture display elements evaluate experience features influence installation art interact interactive location mixed media performance art props revolution scale scaled down special effects stencil three dimensional	Formal elements: Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. Tone: Tone can help show the foreground and background in an artwork. Making skills: How to develop a drawing into a painting. How to create a drawing using text as	Generating ideas: Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Using sketchbooks: Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Making skills: Work with a range of media with control in different ways to achieve different effects, including	art medium atmosphere background carbon paper collage composition continuous line drawing evaluate justify mixed media monoprint multi media paint wash portrait printmaking represent research self-portrait texture transfer



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<p>and symmetry / asymmetry in compositions. Start using size to develop a foreground, midground and background in compositions.</p> <p><u>Formal elements:</u></p> <p>Shape: Shapes can be used to place the key elements in a composition and help to create compositions with depth.</p> <p>Line: Lines can be used by artists to control what the viewer looks at within a composition.</p> <p>Line: Lines and marks can be expressive and show movement or emotion.</p> <p>Tone: 'Blending' means transitioning between tones smoothly.</p> <p>Space: Creating a foreground, middle ground and background creates depth, making artwork look like it has</p>	<p>experimenting with the techniques used by other artists.</p> <p><u>Knowledge of artists:</u> Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discussing how artists create work with the intent to create an impact on the viewer.</p> <p><u>Evaluating and analysing:</u> Discussing the processes used by themselves and by other artists and describing the particular outcome achieved. Considering how effectively pieces of art express emotion and encourage the viewer to</p>		<p>ordinary objects into sculpture by wrapping, colouring, covering and joining them. How to try out ideas for making a sculpture interactive. How to plan an installation proposal, making choices about light, sound and display.</p> <p><u>Knowledge of artists:</u> Artists are influenced by what is going on around them; for example, culture, politics and technology. How an artwork is interpreted will depend on the life experiences of the person looking at it. Artists create works that make us question our beliefs. Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</p>	<p>techniques used by other artists.</p> <p><u>Knowledge of artists:</u> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.</p> <p><u>Evaluating and analysing:</u> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express</p>		<p>lines and tone. How to experiment with materials and create different backgrounds to draw onto. How to use a photograph as a starting point for a mixed-media artwork. How to take an interesting portrait photograph, exploring different angles. How to adapt an image to create a new one. How to combine materials to create an effect. How to choose colours to represent an idea or atmosphere. How to develop a final composition from sketchbook ideas.</p> <p><u>Knowledge of artists:</u> Artists are influenced by what is going on around them; for example, culture, politics and technology.</p>	<p>with the techniques used by other artists. Combine a wider range of media, e.g. photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> <p><u>Knowledge of artists:</u> Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to</p>	
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	<p>space and distance.</p> <p><u>Knowledge of artists:</u> Artists are influenced by what is going on around them; for example, culture, politics and technology. How an artwork is interpreted will depend on the life experiences of the person looking at it. Artists can choose their medium to create a particular effect on the viewer.</p> <p><u>Evaluating and analysing:</u> People make art to express emotion. People make art to portray ideas about identity.</p>	<p>question their own ideas. Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>		<p><u>Evaluating and analysing:</u> Sometimes people disagree about whether something can be called 'art'. Art doesn't always last for a long time; it can be temporary. People make art to express emotion. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Comparing artworks can help people understand them better.</p>	<p>emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>		<p>Artists use self-portraits to represent important things about themselves. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example, digital imagery, with paint or print.</p> <p><u>Evaluating and analysing:</u> People make art to portray ideas about identity. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Comparing artworks can help people understand them better.</p>	<p>impact their viewer.</p> <p><u>Evaluating and analysing:</u> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	
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Year Six	Unit: Drawing: Expressing ideas Exploring how artists express ideas and how they use scale to do so.			Unit: Craft and design: Photo opportunity Developing photography skills and techniques to design a range of creative photographic outcomes.			Unit: Sculpture and 3D: Making memories Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	<p><u>Making skills:</u> Explore the expressive qualities of line as part of their iterative process. Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect. Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions. Find a point in the distance to draw from (one-point perspective). Scale drawings up or down while aiming to keep proportion.</p>	<p><u>Generating ideas:</u> Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p><u>Using sketchbooks:</u> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p><u>Making skills:</u> Creating expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combining</p>	<p>depth graffiti horizon mural one point perspective proportion realism scale street art vanishing point</p>	<p><u>Formal elements:</u> Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. Shape: How an understanding of shape and space can support creating effective composition. Line: How line is used beyond drawing and can be applied to other art forms. Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>	<p><u>Generating ideas:</u> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p><u>Using sketchbooks:</u> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p><u>Making skills:</u> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p>	<p>album arrangement cityscape composition Dada digital editing emulate focus frame grid image layout macro monochrome photography photomontage photorealism photorealistic portrait pose prop proportion recreate replacement saturation software Unit resources</p>	<p><u>Formal elements:</u> Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. Form: The surface textures created by different materials can help suggest form in two-dimensional art work. Shape: How an understanding of shape and space can support creating effective composition. Line: How line is used beyond drawing and can be applied to other art forms. Pattern: Pattern can be created in many different ways, eg in the</p>	<p><u>Generating ideas:</u> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p><u>Using sketchbooks:</u> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p><u>Making skills:</u> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine</p>	<p>assemblage attribute collection composition embedded expression identity juxtaposition literal manipulate originality pitfall relief representation sculpture self symbolic tradition</p>



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	<p><u>Formal elements:</u> Shape: Elements such as perspective, depth and abstraction can change how shapes appear in a composition. Tone: Variations in tone can enhance composition and create spatial illusion. Space: Scaling is a technique for enlarging or reducing an image while keeping the proportions the same. Using a vanishing point on a horizon can create a sense of distance in their artwork.</p> <p><u>Knowledge of artists:</u> Artists can use symbols in their artwork to convey meaning. Sometimes artists add extra meaning to what they create by working in places</p>	<p>materials and techniques appropriately to fit with ideas. Working in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p> <p><u>Knowledge of artists:</u> Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p><u>Evaluating and analysing:</u> Giving reasoned evaluations of their own and others' work which takes account of</p>		<p><u>Making skills:</u> To know how different materials can be used to produce photorealistic artwork. To know that macro photography is showing a subject as larger than it is in real life. How to create a photomontage. How to create artwork for a design brief. How to use a camera or tablet for photography. How to identify the parts of a camera. How to take a macro photo, choosing an interesting composition. How to manipulate a photograph using photo editing tools. How to use drama and props to recreate imagery. How to take a portrait photograph. How to use a grid method to copy a</p>	<p><u>Knowledge of artists:</u> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p> <p><u>Evaluating and analysing:</u> Give reasoned evaluations of their own and others' work</p>		<p>rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p> <p><u>Making skills:</u> How to translate a 2D image into a 3D form. How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). How to manipulate cardboard to create different textures. How to make a cardboard relief sculpture. How to make visual notes to generate ideas for a final piece. How to translate ideas into sculptural forms.</p> <p><u>Knowledge of artists:</u> Artists can use symbols in their artwork to convey meaning. Art can be a form of protest. Artists use art to tell stories about</p>	<p>materials and techniques appropriate to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p> <p><u>Knowledge of artists:</u> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to</p>	
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	<p>where they don't have permission to work. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it. Evaluating and analysing: Sometimes people make art to express their views and opinions, which can be political or topical. Sometime people make art to create reactions. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a</p>	<p>context and intention. Discussing how art is sometimes used to communicate social, political, or environmental views. Explaining how art can be created to cause reaction and impact and being able to consider why an artist chooses to use art in this way. Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work..</p>		<p>photograph into a drawing. <u>Knowledge of artists:</u> Artists can use symbols in their artwork to convey meaning. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artists take risks to try out ideas; this can lead to new techniques being developed. <u>Evaluating and analysing:</u> Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which</p>	<p>which takes account of context and intention. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>		<p>things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artists can use materials to respond to a feeling or idea in an abstract way. Artists take risks to try out ideas; this can lead to new techniques being developed. Artists can make work by collecting and combining ready-made objects to create 'assemblage'. <u>Evaluating and analysing:</u> Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their</p>	<p>create personal pieces. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. <u>Evaluating and analysing:</u> Give reasoned evaluations of their own and others' work which takes account of context and intention. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Art doesn't have to be a literal</p>	
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	unique way of experiencing art..			can be political or topical. Art can be a digital art form, like photography. People use art as a means to reflect on their unique characteristics. Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. People can have varying ideas about the value of art.			views and opinions, which can be political or topical. Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics.	representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics.	
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