



ART AND DESIGN - MEDIUM TERM PLAN - 2025/2026

RECEPTION

Topic	In this unit of work, children learn...
Drawing Marvellous marks	• to talk about their ideas and explore different ways to record them • to experiment with mark making in an exploratory way • to use a range of drawing materials such as pencils, chalk, felt tips and wax crayons • to work on a range of materials of different textures (e.g. playground, bark) • to begin to develop observational skills by using mirrors to include the main features of faces in their drawings • to enjoy looking at and talking about art • to talk about their own work, stating what they feel they did well.

Topic	In this unit of work, children learn...
Painting and Mixed media Paint my world	• to explore a different way to use paint and a range of media according to their interests and ideas • to explore paint including different application methods (fingers, splatter, natural materials, paintbrushes) • to use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative • to use mixed-media scraps to create child-led artwork with no specific outcome • to enjoy looking at and talking about art • to talk about their own artwork, stating what they feel they did well

Topic	In this unit of work, children learn...
Craft and Design	• to make something they have imagined or invented, such as a toy or a creature. This might be drawn initially then modelled in plasticine for example. • to cut, sew, glue and form fabrics • to decorate textiles with simple appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials • to use collage to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.
3D sculpture, Printmaking, Digital, Clay etc.	• to make simple printing blocks from soft materials they have cut, shaped or moulded. • to create form by cutting, forming and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects. Simple shapes and forms are made from pliable materials such as modelling clay, foam or wire for example.



YEAR 1

Topic	In this unit of work, children will:-
Drawing Make your mark	• explore their own ideas using a range of media • use sketchbooks to explore ideas in an open-ended way • use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens • develop observational skills and look closely and reflect surface texture through mark-making • explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary • describe similarities and differences between practices in Art and Design, eg between painting and sculpture, and link these to their own work • describe and compare features of their own and other's art work
Theme	Portraits
Artist	Hoch

Topic	In this unit of work, children will:
Painting and mixed media	• explore their own ideas using a range of media • use sketchbooks to explore ideas in an open-ended way • experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces • begin to explore colour mixing • play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft • describe similarities and differences between practices in Art and Design, e.g between painting and sculpture, and link these to their own work • describe and compare features of their own and other's art work
Theme	Colour
Artist	Yayoi Kasuma

Topic Printing	In this unit of work, children will:-
Skill and control	• be introduced to printing • explore printing with found objects • make repeated and rotating prints • make stamps for printmaking • overlap colours and shapes • make a collograph print • create a textured printing surface
Medium	• use different paints and materials such as cotton buds, plastic shapes, themed sponges • create printing items from potatoes, cardboard, sponge etc.
Purpose	• look at patterns and texture in the environment. • explore colour, shape, position



Theme	Printing
Artists -	

Progression of knowledge	
Colour	• know that the primary colours are red, yellow and blue
	• know that primary colours can be mixed to make secondary colours: ○ Red + yellow = orange ○ Yellow + blue = green ○ Blue + red = purple
Form	• know that we can change paper from 2D to 3D by folding, rolling and scrunching it • know that three dimensional art is called sculpture
Shape	• know a range of 2D shapes and confidently draw these • know that paper can be shaped by cutting and folding it
Line	• know that drawing tools can be used in a variety of ways to create different lines • know that lines can represent movement in drawings.
Pattern	• know that a pattern is a design in which shapes, colours or lines are repeated
Texture	• know that texture means ‘what something feels like’ • know the different marks can be used to represent the textures of objects • know that different drawing tools make different marks
Tone	• know that ‘tone’ in art means ‘light and dark’ • know that we can add tone to a drawing by shading and filling a shape



YEAR 2

Topic Sculpture	In this unit of work, children learn...
Introduction to sculpture	- to recognise that ideas, thoughts and emotions can be expressed through the medium of sculpture – to understand the physicality of this process and its relationship to our three dimensional world. - to know how to recognise and describe some simple characteristics of a range of sculpture, from different histories and cultures, including contemporary. To recognise the wide variety of materials and processes involved.
Exploring joining techniques for sculpture	- to experiment and explore with a wide variety of tools and materials to create different results through exploring sculptural processes. - to learn to manipulate a range of materials to create a structure - to learn how to join materials in different ways
Designing and making our own sculpture	- to begin to develop and use materials and joining techniques in response to stimuli. Children demonstrate a recognition of the qualities and characteristics of the materials. - to know the terms connected with the process of sculpture: tools, techniques, and elements, for example: texture; relief; construct; edit; form - to create shapes to use in their sculptures.
Adapting and achieving our sculpture work	- to transfer knowledge and understanding of design work to develop skills necessary to work harmoniously together. - to solve problems that occur and show perseverance. - to reflect on their own work, and adapt their sculpture by adding colour, texture and pattern to make it more interesting and exciting.
Presenting our sculpture work	- to talk about their own work, describing the process, and articulate their own thoughts and ideas with developing confidence. - to use language of art connected to sculpture in their discussions - to gain a sense of audience for their work.
Theme	Nature
Artist	Goldsworthy

Topic Drawing	In this unit of work, children learn...
	- to begin to generate ideas from a wider range of stimuli, exploring different media and techniques - to experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next - to further develop mark-making within a greater range of media, demonstrating increased control - to develop observational skills to look closely and reflect surface texture through mark-making - to begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes - to talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art - to explain their ideas and opinions about their own and other's art work, giving reasons - to begin to talk about how they could improve their own work



Theme	Tell a story
Artists	Blake Dapo

Topic	Painting and mixed media	In this unit of work, children will...
		• begin to generate ideas from a wider range of stimuli, exploring different media and techniques • experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next • begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint • create a range of secondary colours by using different amounts of each starting colour or adding water • make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects • talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art • explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.
Theme		Abstract Art
Artists		Reily, Milhazes Siddiqui

Progression of knowledge	
Colour	• know that different amounts of paint and water can be used to mix hues of secondary colours • know that colours can be mixed to 'match' real life objects or to create things from your imagination • know that colour can be used to show how it feels to be in a particular place, e.g. the seaside
Form	• know that 'composition' means how things are arranged on the page • know that pieces of clay can be joined using the 'scratch and slip' technique • know that a clay surface can be decorated by pressing into it or by joining pieces on
Shape	• know that collage materials can be shaped to represent shapes in an image • know that shapes can be organic (natural) or irregular • know that shapes can be geometric if they have mostly straight lines and angles • know that patterns can be made using shapes
Line	• know that lines can be used to fill shapes, to make outlines and to add detail or pattern



Pattern	• know that surface rubbings can be used to add or make patterns • know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns • know that patterns can be used to add detail to an artwork
Texture	• know that collage materials can be chosen to represent real-life textures • know that collage materials can be overlapped and overlaid to add texture • know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture
Tone	• know that shading helps make drawn objects look more three dimensional • know that different pencil grades make different tones

YEAR 3

Topic Collage	In this unit of work, children learn...
Introduction to collage and experimentation with paper	• to investigate the nature and qualities of different collage materials and processes systematically. • to experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
Experiment with layering to create 4 collaged cupcakes	• to select and use relevant resources and references to develop their ideas for designing and making collages. • to use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome).
Experiment with fine-line drawing and pattern to create cake ideas	• to regularly reflect upon their own collage work, and use comparisons with the work of others (pupils and artists) to identify how to improve. • to know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and safely. • to experiment with line drawings connected to their collage work.
Create surfaces to be used for collage	• to apply the technical skills they are learning to improve the quality of their collage work. • to create textured surfaces using a variety of different papers and drawing materials.
Create a 2D collaged cake stand using your textured surfaces	• to know about and describe some of the key ideas, techniques and working practices of a variety of artists, craft makers, architects and designers that they have studied. • to improve skills of overlapping and overlaying to place objects in front and behind.
Theme	
Artist	



Topic Drawing	In this unit of work, children learn...
	- to generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process - to 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 - to confidently use a range of materials, selecting and using these appropriately with more independence - to draw with expression and begin to experiment with gesture and quick sketching - to develop drawing through further direct observation, using tonal shading and start to apply an understanding of shape to communicate form and proportion - to use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made - to confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.
Theme	Celtic artefacts
Artists	R. Arbuckle

Topic Painting and mixed media	In this unit of work, children learn...
	- to generate ideas from a range of stimuli and carry out simple research and evaluations as part of the making process - to use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in the making process - to select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks - to mix colours with greater accuracy and begin to consider how colours can be used expressively - to modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas - to use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made - to confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work
Theme	Pop Art
Artist	Warhol



Progression of knowledge	
Colour	• know that using light and dark colours next to each other creates contrast • know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints
Form	• know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube) • know that organic forms can be abstract
Shape	• know that negative shapes show the space around and between objects
Line	• know that different drawing tools can create different types of lines
Pattern	• know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin) • know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns
Texture	• know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object
Tone	• know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps • know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.



YEAR 4

Topic Drawing	In this unit of work, children learn...
	• to generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome • to use sketchbooks to improve understanding, develop ideas and plan for an outcome • to apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style • to use growing knowledge of different drawing materials, combining media for effect • to demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making • to use subject vocabulary confidently to describe and compare creative works • to use their own experiences of technique and making processes to explain how art works may have been made • to build a more complex vocabulary when discussing their own and others' art • to evaluate their work more regularly and independently during the planning and making process
Theme	Moving figures Illuminated letters Letters – Anglo-Saxon
Artists	Degas

Topic Painting and mixed media	In this unit of work, children learn...
	• to generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome • to use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome • to explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures to paint • to develop greater skill and control when using paint to depict forms, eg beginning to use tone by mixing tints and shades of colours to create 3D effects • to work selectively, choosing and adapting collage materials to create contrast and consider overall composition • to use subject vocabulary confidently to describe and compare creative works • to use their own experiences of techniques and making processes to explain how art works may have been made • to build a more complex vocabulary when discussing their own and others' art • to evaluate their work more regularly and independently during the planning and making process
Theme	
Artist	B. Hart



Topic	Sculpture and 3D	In this unit of work, children learn...
		- to draw upon their experience of creative work and their research to develop their own starting points for creative outcomes - to use a systematic and independent approach, research, test and develop ideas and plan using sketchbooks - to use personal plans and ideas to design and construct more complex sculptures and 3D forms - to combine materials and techniques appropriately to fit with ideas - to persevere when constructions are challenging and work to problem solve more independently - to confidently problem-solve, edit and refine to create desired effects and end results - to 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 - to discuss the processes used by themselves and by other artists, and describe the particular outcome achieved - to give reasoned evaluations of their own and others work which take account of context and intention - to independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Theme		Animal sculptures
Artist		Haste

Progression of knowledge	
Colour	- know that adding black to a colour creates a shade - know that adding white to a colour creates a tint
Form	- know that using lighter and darker tints and shades of colour can create a 3D effect - know that simple 3D forms can be made by creating layers, by folding and rolling materials
Shape	know how to use basic shapes to form more complex shapes and patterns
Line	know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing
Pattern	- know that symmetry can be used to create repeating patterns - know that patterns can be irregular, and change in ways you wouldn't expect
Texture	know how to use texture more purposely to achieve a specific effect or to replicate a natural surface
Tone	- know that using lighter and darker tints and shades of a colour can create a 3D effect - know that tone can be used to create contrast in an artwork



YEAR 5

Topic Ceramics	In this unit of work, children learn...
Introduction to clay work – slabbing and joining	- to know about and describe the work of some artists, craftspeople, architects and designers who use ceramics as their key process. - to gather and review information, references and resources and relate these to ideas and intentions for clay work. - to use a sketchbook for different purposes, including recording, observations, planning and shaping ideas. - to understand basic techniques related to claywork: slabbing, joining and drawing into clay.
Pinching and coiling – adding details	- to develop practical skills by experimenting with and testing the qualities of a range of techniques using clay. - to develop practical understanding of specific techniques: pinching and coiling and impressing.
Sculpting in clay	- to select and use appropriately a variety of ceramics techniques in order to create their own work. - to utilise the work of an artist to inspire and develop their own ideas to influence making their own artwork. - to explore free modelling.
Gathering ideas and making art work from clay	- to know about and describe the work of some artists, craftspeople, architects and designers who use ceramics as their key process. - to take the time to reflect upon what they like and what they might need to work on in their piece, in order to develop their ideas further. - to explore carving, sculpting and creating a vessel.
Finishing touches and evaluation of clay work	- to explain how to use some of the tools and techniques they have experienced in their ceramics project. - to use a sketchbook for different purposes, including documenting their clay project. - to create a plinth to display their work, adding paint and varnish..

Topic Drawing	In this unit of work, children learn...
I need space	- to develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome - to confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently - to use a broader range of stimuli to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey - to apply known techniques with a range of media, selecting these independently in response to a stimulus - to push the boundaries of mark-making to explore new surfaces, eg drawing on clay, layering media and incorporating digital drawing techniques - to 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 - to discuss the processes used by themselves and by other artists, and describe the particular outcome achieved - to use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work



Theme	
Artists	Teasdale Parker

Topic	Painting	In this unit of work, children learn...
		- to develop ideas more independently from their own research - to explore and record their plans, ideas and evaluations to develop their ideas towards an outcome - to confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently - to apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials - to explore how collage can extend original ideas - to consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus - to combine a wider range of media, eg photography and digital effects - to 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 - to discuss the processes used by themselves and by other artists, and describe the particular outcome achieved - to use their knowledge of tools, materials and processes to try alternative solutions to make improvements to their work
Theme		Fauvism
Artist		Matisse

Progression of knowledge	
Colour	know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours
Form	- know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them - know that the size and scale of three-dimensional art work changes the effect of the piece
Shape	know that a silhouette is a shape filled with a solid flat colour that represents an object
Line	know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of the drawing
Pattern	know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculpture
Texture	know how to create texture on different materials



Tone	• know that tone can help show the foreground and background in an artwork
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YEAR 6

Topic Digital/New media	In this unit of work, children learn...
Understand what New Media Art is and create Pixel Art	• to independently develop a range of ideas which show curiosity, imagination and originality. • to design a pixelated art piece to reflect a chosen theme.
Explore Sound Art and create experiments using sounds	• to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. • to systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (For instance, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used).
Utilise abstract shapes, inspired by sound, in a developed art piece	• to know about the technical vocabulary and techniques for modifying the qualities of different materials and processes. • to create a larger-scale artwork from last lesson's drawings.
Experiment with algorithms to adapt in next session	• to independently take action to refine their technical skills in order to improve their mastery of materials and techniques. • to independently select and effectively use relevant processes in order to create successful and finished work.
Develop one algorithm, abstract experiment using negative space	• to provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. • to understand how to make effective use of negative space.
Theme	Media Art
Artists	Turner, Lee Ufan, Avis Newman, Kandinsky, Prunella Clough, Seurat



Topic	In this unit of work, children learn...
Drawing	- to draw on their own experience of creative work and their research to develop their own starting points for creative outcomes - to use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks - to draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently - to apply new drawing techniques to improve their mastery of materials and techniques - to draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form - to 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 - to give reasoned evaluations of their own and others work which takes account of context and intention - to independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work
Theme	Landscapes / War and conflict
Artists	Lowry, Nash, Picasso's Guernica

Topic Painting and mixed media	In this unit of work, children learn...
	- to draw upon their experience of creative work and their research to develop their own starting points for creative outcomes - to use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks - to manipulate paint and painting techniques to suit a purpose, making choices based on their experiences - to analyse and describe the elements of other artists' work e.g. the effect of colour or composition - to develop a painting from a drawing or other initial stimulus - to work collaboratively on a larger scale - to 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 - to give reasoned evaluations of their own and others' work which takes account of context and intention - to independently use their knowledge of tools, materials and processes to try alternative solutions to make improvements to their work
Theme	Japanese Art
Artist	Hokusai



Progression of knowledge	
Colour	• know that a 'monochromatic' artwork uses tints and shades of just one colour • know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration
Form	• know that the surface textures created by different materials can help suggest form in two-dimensional art work
Shape	• know how an understanding of shape and space can support creating effective composition
Line	• know how line is used beyond drawing and can be applied to other art forms
Pattern	• know that pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of Van Gogh) or in repeated shapes within a composition
Texture	• know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture
Tone	• know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images