



Thursby Primary School

Whole School Overview – Art & Design



Below is an overview of the learning focus for each half term in each class. Class teachers may choose to adapt the learning focus to suit their class but must ensure full coverage.			
2025-2026	Autumn	Spring	Summer
Class 1 Nursery and Reception	<p style="text-align: center;"><u>Painting and mixed media:</u></p> <p>Paint my world</p> <ul style="list-style-type: none"> -Explore paint through finger painting. -Create natural paintbrushes using found objects. -Respond to music through the medium of painting. -Make child-led collages using mixed media. -Create landscape collages inspired by the work of Megan Coyle. -Create a large piece of group artwork based around fireworks. <p><u>Artists / Significant people:</u> Megan Coyle.</p>	<p style="text-align: center;"><u>Drawing:</u></p> <p>Marvellous marks</p> <ul style="list-style-type: none"> -Investigate the marks and patterns made by different textures. -Explore making marks with felt tips. -Explore making marks with chalk. -Explore mark making using pencils. -Create a simple observational drawing. -Use a variety of colours and materials to create a self-portrait. <p><u>Artists / Significant people:</u> Frida Kahlo, Pablo Picasso, Henri Matisse.</p>	<p style="text-align: center;"><u>Craft and Design:</u></p> <p>Let's get crafty</p> <ul style="list-style-type: none"> -Developing confidence with scissor skills; exploring the differences when cutting a range of materials. -Building small motor skills when threading a range of materials in different ways. -Exploring techniques for joining paper and card; using a range of tools and equipment; making choices about which technique to use. -Learning to fold, cut and curl paper to make colourful paper snakes. -Refining drawing and colouring skills to create a design for a tissue paper flower. -Using flower designs from the previous lesson to create colourful tissue paper flowers.
Key Vocabulary	Collage, cut, dab, dot, flick, glide, landscape, mix, pattern, permanent, rip, shiny, silky, slimy, slippery, smooth, splat, splatter, squelchy, stick, sticky, stroke, sweep, swirl, swish, tear, temporary, texture, transient, wet, wipe.	Artist, bumpy, chalk, circle, colours, curved, felt tips, hard, line, long, marks, observational, observe, oil pastel, paint, pattern, pencils, picture, ridged, rough, rubbing, self-portrait, short, smooth, soft, squiggly, straight, texture, thick, thin, wavy, wax crayons, zig-zag.	Bend, blades, crease, create, cut, design, flange, fix, fold, glue, handle, join, pattern, pinch, plan, pull, push, rip, roll, scissors, scrunch, slot, snip, straight line, string, strip, sturdy, tape, thread, tie, wave, wobbly, wrap, zig-zag.
Class 2 Year 1 and 2	<p style="text-align: center;"><u>Drawing:</u></p> <p>Exploring line and shape</p> <ul style="list-style-type: none"> - Identify that some shapes are organic. -Connect lines to create shapes. -Use and recognise different types of lines when drawing shapes. -Identify basic shapes in everyday objects and artwork. -Talk about what they like or dislike in a piece of artwork. -Use shapes to draw a face. -Use different pressures to make a colour lighter or darker. -Choose lines and shapes inspired by Brianna McCarthy's work. <p><u>Artists / Significant people:</u> Bridget Riley, Paul Klee, Brianna McCarthy.</p>	<p style="text-align: center;"><u>Painting and mixed media:</u></p> <p>Colour splash</p> <ul style="list-style-type: none"> -Name the primary colours. -Explore coloured materials to mix secondary colours. -Mix primary colours to make secondary colours. -Apply paint consistently to their printing materials to achieve a print. -Use a range of colours when printing. -Mix five different shades of a secondary colour. -Decorate their hands using a variety of patterns. -Mix secondary colours with confidence to paint a plate. -Describe their finished plates. <p><u>Artists / Significant people:</u> Clarice Cliff and Jasper Johns.</p>	<p style="text-align: center;"><u>Sculpture and 3D:</u></p> <p>Paper play</p> <ul style="list-style-type: none"> -Roll paper tubes and attach them to a base securely. -Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. -Shape paper strips in a variety of ways to make 3D drawings. -Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. -Create a tree of life sculpture that includes several different techniques for shaping paper. -Work successfully with others, sustaining effort over a time. -Paint with good technique, ensuring good coverage.
Key Vocabulary	Control, curved, dashed, dotted, line, pressure, straight, wavy, zigzag, artist, violin, circle, organic, rectangle, shape, side, square, triangle, abstract, feature, portrait, sketch.	Hue, shade, primary colour, secondary colour, pattern, mix, blend, print, shape, kaleidoscope, texture, space, thick.	Sculpture, artist, three dimensional (3D), cylinder, curve, loop, tube, concertina, overlap, spiral, zig-zag, carving, mosaic, imagine.



Thursby Primary School

Whole School Overview – Art & Design



<p>Class 3 Year 3 and 4</p>	<p style="text-align: center;"><u>Drawing:</u></p> <p>Developing drawing skills</p> <ul style="list-style-type: none"> -Use observation skills to describe specific shapes, textures or patterns in objects. -Shade with a reasonable degree of accuracy and skill following the four shading rules. -Use mark making to show texture and details. -Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture. -Apply shading skills to show areas of light and dark (tone). -Apply line, shape and tone with digital tools. -Save and present digital artwork. -Use materials to create a design inspired by The Sun. <p><u>Artists / Significant people:</u> Yellena James, Katie Daisy, Edgar Degas, Dianne Sutherland, Sara Boccacini Meadows.</p>	<p style="text-align: center;"><u>Craft and design:</u></p> <p>Ancient Egyptian scrolls</p> <ul style="list-style-type: none"> -Recognise and discuss the importance of Ancient Egyptian art. -Consider the suitability of a surface for drawing. -Record colours, patterns and shapes through observational drawing. -Choose and use tools and materials confidently. -Begin to experiment with drawing techniques. -Create a selection of sketches that show idea exploration. -Produce a final design with a clear purpose. -Follow instructions with minimal support. -Discuss and evaluate the process and outcome of their work. -Produce a complete painted or drawn piece from a design idea. -Use colours and materials appropriately, showing an understanding of effective composition. -Have a clear idea of the subject of their zine, including a range of images and information. 	<p style="text-align: center;"><u>Sculpture and 3D:</u></p> <p>Abstract shape and space</p> <ul style="list-style-type: none"> -Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. -Make a structure that holds its 3D shape. -Explain in simple terms the difference between 2D and 3D art. -Combine shapes together to make an interesting free-standing sculpture. -Try out more than one way to create joins between shapes. -Identify familiar 2D shapes in photographs. -Identify shapes in the negative space between objects. -Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. -Plan an abstract sculpture based on play equipment. -Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). -Choose appropriate methods for joining elements in their sculptures. -Show that they have thought about how to improve their sculptures and made choices about what to add. -Work cooperatively in pairs to add detail to their artwork. <p><u>Artists / Significant people:</u> Anthony Caro.</p>
<p>Key Vocabulary</p>	<p>Artists, geometric, line, refine, shape, sketch, organic, blend, even tones, grip, pressure, shade, tone, mark making observation, observational pattern drawing, texture, inspiration, materials, digital art, illustrator, product, purpose, style.</p>	<p>Egyptian, ancient, civilisations, papyrus, sculpture, painting, pattern, shape, colour, scroll, convey, composition, scale, imagery, design, technique, process, material, layout, zine, fold, audience, inform.</p>	<p>Sculpture, structure, three-dimensional, found objects, sculptor, abstract, negative space, positive space.</p>



Thursby Primary School

Whole School Overview – Art & Design



<p>Class 4 Year 5 and 6</p>	<p><u>Drawing:</u></p> <p><u>Expressing ideas</u></p> <ul style="list-style-type: none">-Identify key features of street art and murals.-Discuss the intention and impact of street art.-Use various shading techniques to show texture, tone, form and depth.-Apply one-point perspective in their work.-Enlarge a drawing by scaling using an accurately drawn grid.-Show an understanding of perspective, scale and proportion with a level of accuracy across their design.-Choose appropriate materials for their design and explain their choices and intention.-Use space effectively to enhance visual impact of their graffiti tag. <p><u>Artists / Significant people:</u> Sian Storey, Edgar Miller, Diego Rivera.</p>	<p><u>Craft and design:</u></p> <p><u>Photo opportunity</u></p> <ul style="list-style-type: none">-Explain how a new image can be created using a combination of other images.-Understand what photomontage is and recognise how artists use photography.-Select relevant images and cut them with confidence and a level of control.-Demonstrate a competent knowledge of effective composition, discussing their ideas.-Use recording devices and available software with confidence.-Demonstrate a confident understanding of Edward Weston's style through their artistic choices.-Discuss the features of a design, e.g. explaining what is effective about a composition.-Select a suitable range of props, considering the design brief and their initial ideas.-Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects.-Use editing software to change their image, reflecting an artist's style.-Choose a suitable painting and suggest appropriate ways to recreate it photographically with props.-Set up a composition and think about a space that will provide good lighting levels.-Take a portrait that is focused and appropriately framed.-Draw an accurately measured grid, with some support, understanding how it can support them with their drawing.-Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned.-Create a final painting or drawing with tonal differences that create a photo-realistic effect. <p><u>Artists / Significant people:</u> Chris Plowman and Derrick Ofosu Boateng</p>	<p><u>Painting and mixed media:</u></p> <p><u>Portraits</u></p> <ul style="list-style-type: none">-Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.-Try a variety of materials and compositions for the backgrounds of their drawings.-Communicate to their partner what kind of photo portrait they want.-Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.-Create a successful print.-Use some Art vocabulary to talk about and compare portraits.-Identify key facts using a website as a reference.-Explain their opinion of an artwork.-Experiment with materials and techniques when adapting their photo portraits.-Create a self-portrait that aims to represent something about them.-Show they have considered the effect created by their choice of materials and composition in their final piece. <p><u>Artists / Significant people:</u> Chila Kumari Singh Burman and Vincent Van Gough</p>
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Thursby Primary School

Whole School Overview – Art & Design



Key Vocabulary	Graffiti, mural, street art, depth, horizon, one-point perspective, realism, vanishing point, proportion, scale.	Photomontage, image, dada, composition, arrangement, layout, cityscape, macro, photography, monochrome, monochromatic, album, digital, saturation, emulate, editing software, replacement, focus, frame, recreate, pose, prop, portrait, photorealism, photorealistic, grid, proportion.	Background, continuous line drawing, portrait, self-portrait, paint wash, collage, texture, composition, carbon paper, transfer, printmaking, monoprint, mixed media, multi-media, justify, research, evaluate, represent, atmosphere, art medium.
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Below is an overview of the learning focus for each half term in each class. Class teachers may choose to adapt the learning focus to suit their class but must ensure full coverage.			
2026-2027	Autumn	Spring	Summer
Class 1 Nursery and Reception	<p style="text-align: center;"><u>Painting and mixed media:</u></p> <p>Paint my world</p> <ul style="list-style-type: none"> -Explore paint through finger painting. -Create natural paintbrushes using found objects. -Respond to music through the medium of painting. -Make child-led collages using mixed media. -Create landscape collages inspired by the work of Megan Coyle. -Create a large piece of group artwork based around fireworks. <p style="color: red;"><u>Artists / Significant people:</u> Megan Coyle.</p>	<p style="text-align: center;"><u>Drawing:</u></p> <p>Marvellous marks</p> <ul style="list-style-type: none"> -Investigate the marks and patterns made by different textures. -Explore making marks with felt tips. -Explore making marks with chalk. -Explore mark making using pencils. -Create a simple observational drawing. -Use a variety of colours and materials to create a self-portrait. <p style="color: red;"><u>Artists / Significant people:</u> Frida Kahlo, Pablo Picasso, Henri Matisse.</p>	<p style="text-align: center;"><u>Sculpture and 3D:</u></p> <p>Creation station</p> <ul style="list-style-type: none"> -Explore clay and its properties. -Explore playdough and its properties. -Create natural 3D landscape pictures using found objects. -Generate inspiration and conversation about sculpture art and artists. -Begin to make a 3D clay sculpture using the designs created last lesson. -Make a 3D clay sculpture using the designs created last lesson. <p style="color: red;"><u>Artists / Significant people:</u> Beth Cavener, Julie Wilson, Chie Hitotsuyama, Nick Bibby (sculptors).</p>
Key Vocabulary	Collage, cut, dab, dot, flick, glide, landscape, mix, pattern, permanent, rip, shiny, silky, slimy, slippery, smooth, splat, splatter, squelchy, stick, sticky, stroke, sweep, swirl, swish, tear, temporary, texture, transient, wet, wipe.	Artist, bumpy, chalk, circle, colours, curved, felt tips, hard, line, long, marks, observational, observe, oil pastel, paint, pattern, pencils, picture, ridged, rough, rubbing, self-portrait, short, smooth, soft, squiggly, straight, texture, thick, thin, wavy, wax crayons, zig-zag.	3D art, blend, clay, chop, collage, cut, design, evaluate, flatten, join, landscape, model, pinch, plan, reflect, roll, sculpture, silky, slice, slimy, slippery, smooth, soft, squash, squelchy, sticky, stretch, twist, wet.



Thursby Primary School

Whole School Overview – Art & Design



<p>Class 2 Year 1 and 2</p>	<p style="text-align: center;"><u>Craft & Design:</u></p> <p>Woven wonders</p> <ul style="list-style-type: none"> -Give an opinion about whether an activity counts as ‘art.’ -Listen attentively to a visitor describing their creative interests. -Draw and talk about a remembered experience of making something creative. -Independently choose and measure lengths of wool and join wool sections together. -Adjust their wrapping technique if something doesn’t work well. -Show that they are selecting colours thoughtfully. -Be open to trying out a new skill. -Show that they are choosing materials based on colour, thickness and flexibility. -Show resilience and keep going when things don’t go right the first time. -Join in with looking for key features of Cecilia Vicuña’s work (knots, plaits, weaving etc). -Weave with paper, achieving a mostly accurate pattern of alternating strips. -Describe their own weaving and compare it to Vicuna’s artwork. -Attach things securely to their box loom. -Remember the process needed for weaving and attach some elements in this way. -Discuss the choices they make and what they like about their finished work. <p><u>Artists / Significant people:</u> Cecilia Vicuña</p>	<p style="text-align: center;"><u>Painting and mixed media:</u></p> <p>Life in colour</p> <ul style="list-style-type: none"> -Name the primary and secondary colours. -Talk about the colour changes they notice and make predictions about what will happen when two colours mix. -Describe the colours and textures they see. -Try different tools to recreate a texture and decide which tool works best. -Show they can identify different textures in a collaged artwork. -Apply their knowledge of colour mixing to match colours effectively. -Choose collage materials based on colour and texture. -Talk about their ideas for an overall collage. -Try different arrangements of materials, including overlapping shapes. -Give likes and dislikes about their work and others’. -Describe ideas for developing their collages. -Choose materials and tools after trying them out. <p><u>Artists / Significant people:</u> Romare Bearden</p>	<p style="text-align: center;"><u>Sculpture and 3D:</u></p> <p>Clay houses</p> <ul style="list-style-type: none"> -Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. -Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. -Roll a smooth tile surface. -Join clay shapes and make marks in the tile surface to create a pattern. -Draw a house design and plan how to create the key features in clay. -Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes. <p><u>Artists / Significant people:</u> Rachel Whiteread</p>
<p>Key Vocabulary</p>	<p>Art, artist, craft, knot, plait, thread, threading, weaving, warp, weft, loom.</p>	<p>Mixing, primary colour, secondary colour, texture, collage, overlap, detail, surface.</p>	<p>Roll, smooth, flatten, shape, cut, pinch pot, thumb pot, ceramic, glaze, score, slip, surface, join, sculpture, sculptor, plaster, casting, negative space, three dimensional, in relief detail, impressing.</p>



Thursby Primary School

Whole School Overview – Art & Design



<p>Class 3 Year 3 and 4</p>	<p><u>Drawing:</u> <u>Exploring tone, texture and proportion</u> -Create a three-dimensional effect by using contrasting tones to show light and dark. -Combine lines and marks to represent different textures. -Use lines and marks in different ways to represent dark and light areas (tone). -Comparing the sizes of different objects to draw them in proportion. -Represent the size of one object relative to another. -Consider where the place each element thinking carefully about the space. -Show texture in the collage. -Use the impasto technique to create textured effects.</p> <p><u>Artists / Significant people:</u> Sarah Graham, Nicola McBride, Joel Penkman.</p>	<p><u>Painting and mixed media:</u> <u>Light and dark</u> -Share their ideas about painting. -Describe the difference between tint and shade. -Mix tints and shades by adding black or white paint. -Discuss their real-life experiences of how colours can appear different. -Use tints and shades to paint an object in 3D. -Try different arrangements of objects for a composition, explaining their decisions. -Produce a clear sketch that reflects the arrangement of their objects. -Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. -Paint with care and control to make a still life with recognisable objects.</p> <p><u>Artists / Significant people:</u> Paul Cezanne, Clara Peeters, Audrey Flack,</p>	<p><u>Craft and Design:</u> <u>Fabric of nature</u> -Describe objects, images and sounds with relevant subject vocabulary. -Create drawings that replicate a selected image. -Select imagery and colours to create a mood board with a defined theme and colour palette. -Complete four drawings, created with confident use of materials and tools to add colour. -Understand the work of William Morris, using subject vocabulary to describe his work and style. -Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. -Identify and explain where a pattern repeats. -Follow instructions to create a repeating pattern, adding extra detail. -Understand different methods of creating printed fabric in creative industries. -Use sketchbooks to evaluate patterns. -Produce ideas to illustrate products using their designs.</p> <p><u>Artists / Significant people:</u> Ruth Daniels and Senaka Senanayake</p>
<p>Key Vocabulary</p>	<p>Form, highlight, observation, observational drawing, organic, shading, shadow, three-dimensional, tone, ballpoint pen cross-hatching, pattern, texture, balanced, exaggerated, proportion, realistic, unbalanced, balanced, collage, composition, focal point, layer, refine.</p>	<p>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.</p>	<p>Rainforest, inspiration, imagery, colour palette, mood board, theme, design, designer, texture, develop, pattern, batik, repeat, repeating, organic, symmetrical, craft, craftsperson, industry.</p>



Thursby Primary School

Whole School Overview – Art & Design



<p>Class 4 Year 5 and 6</p>	<p style="text-align: center;"><u>Painting and mixed media:</u></p> <p><u>Artist study</u></p> <ul style="list-style-type: none"> -Understand a narrative and use descriptive language to tell a story. -Suggest ideas for the meaning behind a picture. -Identify different features within a painting and use the formal elements to describe it. -Be creative and imaginative in finding their own meaning in a painting. -Use their own art or personal experiences to justify their ideas. -Read a picture well and see beyond the first glance, analysing and evaluating it successfully. -Reflect on personal experiences to convey through their own piece of abstract art. -Contribute to discussions to either the class, group or talk partner. -Understand and choose a meaningful message to convey through imagery, creating some different composition ideas. -Select an appropriate artist. -Collect a range of information that is presented in an interesting and pleasing way in sketchbooks. -Generate an idea for a final piece, demonstrating some inspiration from their chosen artist. -Produce a final piece of work, selecting appropriate tools and materials to create an intended effect. -Experiment and revisit ideas, drawing on creative experiences. -Work in a sustained way to complete a piece, making evaluations at each stage. <p><u>Artists / Significant people: David Hockney, Paula Rego, John Singer Sargent, Fiona Rae and Lubaina Himid.</u></p>	<p style="text-align: center;"><u>Drawing:</u></p> <p><u>Depth, emotion and movement</u></p> <ul style="list-style-type: none"> -Use various types of lines to emphasise emotion or draw attention. -Describe how artists have shown emotion. -Use colour and line to convey emotion or movement in their sketch. -Design a print, considering the composition carefully. -Use a combination of marks to create tone and depth. -Describe how artists use tone to show depth in their artwork. -Create an effective printing plate. -Reflect and improve their sketchbook experiments and final work. <p><u>Artists / Significant people: Jean-Michel, Charlie Mackesy, Elizabeth Catlett, John Muafangejo.</u></p>	<p style="text-align: center;"><u>Sculpture and 3D:</u></p> <p><u>Making memories</u></p> <ul style="list-style-type: none"> -Discuss the work of artists that appreciate different artistic styles. -Create a sculpture to express themselves in a literal or symbolic way. -Reflect verbally or in writing about creative decisions. -Suggest ways to represent memories through imagery, shapes and colours. -Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. -Competently use scissors to cut shapes accurately. -Talk about artists' work and explain what they might use in their own work. -Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. -Successfully translate plans to a 3D sculpture. -Work mostly independently, experimenting and trying new things. -Identify and make improvements to their work. -Produce a completed sculpture demonstrating experimentation, originality and technical competence. -Competently reflect on successes and personal development. <p style="text-align: center;"><u>Artists / Significant people: Louise Nevelson and Joseph Cornell</u></p>
<p>Key Vocabulary</p>	<p>Artist, compositions, evaluation, medium, mixed media, technique, translate, analyse, meaning, narrative, interpret, justify, inference, respond, tableau, abstract, convey, compose, thought-provoking.</p>	<p>Emotion, expressive, observation, composition, form, background, depth, emphasise, focal point, foreground, main subject, middle ground, proportion, refine, shading, tone, balanced, print, printmaking, printing plate process.</p>	<p>Expression, self, identity, attribute, symbolic, literal, assemblage, sculpture, manipulate, relief, composition, juxtaposition, embedded, tradition, pitfall, representation, originality, collection.</p>