



Singlewell Primary School – Art Curriculum Overview 2026/2027



	AUTUMN	SPRING	SUMMER
EYFS – expressive arts & design	<u>Using and exploring different materials</u> <u>Mixing colour and textures.</u> <u>NC Link:</u> to use a range of materials creatively to design and make products <u>PD:</u> Building Confidence - Celebrate experimentation rather than perfection. Children feel proud of their creations in whichever form they take. Activities: explore different materials indoor and outside. Colour mixing and exploring different textures.	<u>Using and exploring different materials</u> <u>Mixing colour and textures.</u> <u>NC Link:</u> to use a range of materials creatively to design and make products <u>PD:</u> Building Confidence - Celebrate experimentation rather than perfection. Children feel proud of their creations in whichever form they take. <u>Activity:</u> explore different materials indoor and outside. Colour mixing and exploring different textures. Activities: art work with natural materials – mud, sand, grass, seeds etc.	<u>Prints and patterns</u> <u>Lines and symmetry</u> <u>NC Link:</u> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <u>PD:</u> Turn-Taking and Sharing Resources - Sharing tools like rollers, trays, paint blocks. Working together to create group patterns. Activities: butterfly lines of symmetry. Animal prints
Year 1	<u>Drawing and painting</u> <u>NC Link:</u> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <u>PD:</u> Self-Awareness & Identity - Encourages children to recognise their own features (eye colour, hair type, skin tone). Fine Motor Skills - Drawing facial features supports control of pencil grip, hand-eye coordination, and precision. Activities: Draw in the style of Van Gogh. Who is Van Gogh?	<u>Explore different mediums</u> <u>NC Link:</u> to use a range of materials creatively to design and make products <u>PD:</u> Creativity & Imagination - Children learn that there is no single “right way” to create, boosting creative confidence. Encourages experimentation with colour, texture, and form. Problem-Solving & Critical Thinking. Children learn to select appropriate materials for a purpose Activities: Water colours to create backgrounds. Space scapes.	<u>Painting and pattern</u> <u>NC Link:</u> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <u>PD:</u> Independence & resilience: Observation Skills Children learn to notice patterns in nature, objects, fabrics, and artwork. Supports careful looking, comparing shapes, and identifying repetition. Confidence & Independence Choosing colours, tools, and pattern types builds autonomy. Completing a patterned artwork boosts self-esteem and pride. Activities: research Aboriginal art

Year 2	Colour chaos NC Link: to use a range of materials creatively to design and make products Talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. PD: Creativity & Artistic Expression- Expands children's ability to create subtle, expressive artworks using light and dark tones. Problem-Solving & Critical Thinking- Children learn to adjust mixtures if colours become too dark or too light. Activities: <u>Romero Britto</u> Explore different artists. Mixing, primary, secondary, tinting and shading. Warm and cool colours.	Self portraits NC Link: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination PD: Resilience: Observational Skills - Practice looking closely at facial features (shape of eyes, nose, mouth) Understanding Proportions - Introduce the idea of where features go (eyes halfway down the head, etc.) Activities: <u>Collage self portraits</u> Sketching practice different pencils HBs Brush strokes Water colours	Observational sketches NC Link: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. PD: Confidence: Improving Observational Skills - Use "looking time" before drawing—30–60 seconds of quiet noticing. Encourage describing objects aloud (shape, texture, size). Exploring Line Quality - Light vs. heavy lines. Activities: <u>Sculptures (Andy Goldsworthy)</u> Partial Plan Bee Explore natural materials Reflections art work
Year 3	European Artists NC Link: about great artists, architects and designers in history. to create sketch books to record their observations and use them to review and revisit ideas PD: Resilience & experimentation: Understanding Tone & Shading - Practise creating a tone ladder (light → dark) using pencil pressure. Explore different shading techniques: hatching, cross-hatching, blending, stippling. Observational Drawing Skills - Observe facial features more closely: how light hits the nose, cheeks and eyes. Activities: Michelangelo inspired. Draw, portrait, different tones, paper hat.	Rainforests NC Link: Know about great artists, architects and designers in history. PD: Confidence & independence: Improving Brush Control & Painting Techniques -Practice smooth brushstrokes for leaves vs. textured strokes for bark. Sketching Jungle Plants & Animals- Practice observational sketches of rainforest leaves, flowers and animals. Break objects into simple shapes for easier drawing. Activities: What is it like in a rainforest? What animals would we see? What different colours might we see? Research rainforests, Tinting, shading greens, sketching. Sketch, compose and paint in the style of the artist Rousseau.	Mosaics NC Link: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay PD: Cultural appreciation: Colour Selection & Symbolism -Learn about colours used in Roman mosaics (earth tones, blacks, reds, whites). Problem-Solving Skills - Deciding how to fit pieces neatly. Activities: Discuss roman mosaics – what is liked/disliked. Plan, create, evaluate.

Year 4	Landscapes NC Link: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] PD: Confidence & Artistic Voice- Encourage individual style—every student's flower or form will look different. Build confidence in sharing artistic choices in group critiques. Activities: Explore water colours by blending. 3D effects with shading and sketching. Create a landscape using water colours	Printing NC Link: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] PD: Confidence and Creative Ownership - Students take pride in producing something decorative and useful. Displaying patterned papers creates a sense of achievement. Collaboration & Communication- Work with peers to produce a group mural or repeated pattern board. Activities: Explore different prints and art work – what do you like/dislike. Plan own design, create print using a range of tools.	Japanese art NC Link: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Talk about great artists, architects and designers in history. PD: Confidence & Creative Expression- Students create meaningful artwork influenced by another culture. Activities: Who is Hokusai? What is his style of work? Research Japanese art.
Year 5	Geometric Art NC Link: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] PD: Collaboration & Peer Support-Work together to analyse pattern rules or tessellation behaviour. Share techniques for accurate lines, measuring or colouring. Activities: Exploring different perspectives (vanishing point, depth and space and foreshortening)	Drawing: South American NC Link: to create sketch books to record their observations and use them to review and revisit ideas PD: Building Confidence - Students develop pride through increasingly realistic or expressive work. Encourages creative risk-taking and experimentation. Independence - Students plan and complete drawings in multiple stages. Activities: North and Central America themed artwork – dreamcatcher, self-portrait in the style of Frida Kahlo and clay monkeys.	Pop art NC Link: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] PD: Resilience & Problem-Solving - Learn to correct colouring mistakes, refine outlines, or adjust composition. Activities: Studying artists – Andy Warhol, Yayoi Kusama and Roy Lichtenstein - Polka-dot technique, blotted line technique,

Year 6	Vases NC Link: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] PD: Confidence & Creative Identity - Sculptural work builds pride—tangible, finished objects feel substantial. Students develop their own artistic “voice.” Activities: Sketching different vases, research different styles. Plan, create and evaluate own.	Landscapes NC Link: to create sketch books to record their observations and use them to review and revisit ideas PD: Persistence & Problem Solving - Painting skies and gradients requires patience and practice. Students learn to adapt mistakes through layering or repainting. Activities: What are landscapes? Blending, collages, shading, adding tone, enhancing definition, foreground & background clarity.	Wire sculptures NC Link: Talk about great artists, architects and designers in history. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] PD: Building Perseverance & Resilience- Wire sculpture requires trial and error—shapes often need reworking. Students learn to adapt and problem-solve creatively. Activities: Explore body languages Create own wire sculpture and explain its body language – how do you know?
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