

# Cop Lane C of E Primary School – Art and Design Overview 2025-2026

	Autumn Term - Curriculum Focus	Spring Term - Curriculum Focus		Summer Term - Curriculum Focus		
		World Art Day Wednesday April 15 <sup>th</sup> 2026				
<b>EYFS</b>	<p>Learning to use the creative area/maker space. Opportunities to be creative outdoors with small parts. Self-portraits in collage, paint, drawing materials. Looking at self-portraits by artists. Patterns with natural materials.</p>	<p>Leaf Man We're Going on a Leaf Hunt linking to Autumn. Collaborative autumn collages using mixed media. Bonfire/firework art, both transient and fixed. Poppy themed art for Remembrance. Decorating light jars for gifts. Cards for celebrations.</p>	<p>Collaborative winter collages using mixed media.</p>	<p>Collaborative spring collages using mixed media. Cards for celebrations.</p>	<p>Snail Trail - Matisse linked art work. Lucy Arnold Bugs and Butterflies art.</p>	<p>Collaborative summer collages using mixed media. Cards for celebrations. Karin Zeller fish and animal art using oil pastels and mixed media.</p>
<b>Physical Development and Expressive Arts and Design skill development</b>	<ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Choose the right resources to carry out their own plan.</li> <li>Use one-handed tools and equipment, for example, making snips in paper and with scissors.</li> <li>Use a comfortable grip with control when holding pens and pencils.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop overall body-strength, balance coordination and agility.</li> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>		<ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>Explore colour and colour mixing.</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>			
<b>Potential key Vocabulary</b>	<p>textures, drawing, painting/paint, make, artist, fold, line, colour, mix, artist, illustrator, overlap, create Names of key tools - brush, pencil, glue, scissors, crayons, felt tips, chalk. Names of basic shapes - square, circle, star, triangle etc.</p>					
<b>Y1</b>	<b>Collage</b> - The children work on different scales to create a collage linked to Science and Geography and linked to recycling.	<b>Painting</b> – Based on their cross curricular topic of Alice in Wonderland, the children take a look at the Makintosh tearooms and, from their artist research, create their own teacup pattern using different painting skills.		<b>Textiles</b> - Looking at the children's work on minibeasts and their Science work, the children design and create their own minibeast using fabric.		

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<h3>Key learning and skills</h3>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>To create images from a variety of media e.g. recyclable, material, fabric, crepe paper, magazines etc.</li> <li>To arrange and glue materials to different backgrounds</li> <li>To sort and group materials for different purposes e.g. colour, texture.</li> <li>To fold, crumble, tear and overlap.</li> <li>To work on different scales.</li> <li>To collect, sort, name and match colours.</li> <li>To use textures to create an image.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To experiment with a variety of media e.g. pencils, crayons, pastels, felt tips, charcoal, chalk etc.</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To use a variety of tools and techniques including different brush sizes and types</li> <li>To mix and match colours to artefacts and objects</li> <li>To work on different scales</li> <li>To experiment with tools and techniques</li> <li>Name different types of paint and their properties</li> <li>To identify primary and secondary colours by name</li> <li>To mix primary shades and tones</li> <li>To mix secondary colours</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To control the types of marks made with the range of media</li> </ul>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>To match and sort fabrics for colour, texture, length, size and shape.</li> <li>To cut and shape fabric using scissors</li> <li>To apply shapes with glue or by stitching</li> <li>To apply decoration using beads, buttons, feathers etc.</li> <li>Apply colour with fabric crayons or dye</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To invent new lines</li> <li>To draw on different surfaces with a range of media</li> </ul>
<h3>Key vocabulary</h3>	Colour, pattern, shape, texture, glue, stick, mixed media, collage, layers, combine	primary colour, light, dark, thick, thin, tone, warm, cold, shade, bright	fabric, colour, pattern, shape, texture, glue, scissors, sew, needle, felt, scraps, thread.
<h3>Ongoing Y1/ Y2 key learning and skills</h3>	<p><b>Exploring and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>Record and explore ideas from first hand observations.</li> <li>Ask and answer questions about the starting points for their work.</li> <li>Develop their ideas – try things out, change their minds.</li> <li>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</li> </ul> <p><b>Evaluating and Developing Work</b></p> <ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it.</li> <li>Identify what they might change in their current work or develop in future work.</li> </ul>		
<h3>Y2</h3>	<p><b>3D and Sculpture</b> - The children plan and create their own Tudor house, linking to their history work on the Great Fire of London.</p>	<p><b>Printing</b> – The children build up their drawing skills to eventually create a simplified motif for printing, based on fruits and vegetables.</p>	<p><b>Digital media</b> – The children capture, edit and create a final piece from a photograph taken of the natural world around us, linking with their computing focus on digital photography.</p>
<h3>Key learning and skills</h3>	<p><b>3D and sculpture</b></p> <ul style="list-style-type: none"> <li>To manipulate materials for a purpose</li> <li>To understand the safety and basic care of materials and tools</li> <li>To experiment with constructing and joining materials</li> <li>To use simple 2D shapes to create 3D form</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To observe and draw shapes from observations</li> <li>To draw shapes in between objects</li> </ul>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>To print with a range of hard and soft materials</li> <li>To take simple prints</li> <li>To build repeating patterns</li> <li>To create simple printing blocks</li> <li>To design more repetitive patterns</li> <li>To experiment with overprinting</li> <li>To make rubbings to collect textures and patterns</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To name, match and draw lines/marks from observations</li> <li>To investigate textures by describing, rubbing, naming, copying</li> </ul>	<p><b>Digital media</b></p> <ul style="list-style-type: none"> <li>To explore ideas using digital sources e.g. Internet</li> <li>To record visual information using digital cameras or video recorders</li> <li>To use a simple graphics package to create images and effects with <b>line</b> (changing the size of brushes) <b>shapes</b> (using eraser, shape and fill tools) and <b>colours and texture</b> (using simple filters to manipulate images)</li> <li>To use basic selection and cropping tools</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</li> </ul>

# Cop Lane C of E Primary School – Art and Design Overview 2025-2026

<b>Key vocabulary</b>	Image, shapes, surface, pressure, decoration, sculpture, structure, assemble, construct, model, fold, bend, attach, form	print, rubbing, smudge, image, reverse, shapes, surface, pressure, decoration, repeat, rotate	tools, brush, select, image, line, shape, eraser, fill, colour, texture, filter, select, crop
<b>Ongoing Y1/ Y2 key learning and skills</b>	<p><b>Exploring and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>Record and explore ideas from first hand observations.</li> <li>Ask and answer questions about the starting points for their work.</li> <li>Develop their ideas – try things out, change their minds.</li> <li>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</li> </ul> <p><b>Evaluating and Developing Work</b></p> <ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it.</li> <li>Identify what they might change in their current work or develop in future work.</li> </ul>		
<b>Y3</b>	<b>Printing</b> – The children look into the history of Roman Mosaics and discuss the colours and patterns used to then design and create our own Roman mosaic using a relief printing method.	<b>Digital Media</b> - Focus on Arcimboldo, a traditional painter linking in with the fruits and vegetables topic. The children study his artwork and discuss the use of colour and how this can be recreated using digital media. They create a portrait inspired by his paintings using tools on an app called Pictobolto.	<b>Textiles</b> – The children explore the textile techniques used by the Vikings during the Viking age, specifically <b>weaving</b> . They create their own piece of woven artwork using different colour and textiles wool, fabric, feathers.
<b>Key learning and skills</b>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>To create printing blocks using a relief or impressed method.</li> <li>To create repeating patterns.</li> <li>To print with two colour overlays.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To apply a simple use of pattern and texture in drawing.</li> <li>To draw for a sustained period of time at an appropriate level</li> <li>To make marks and lines with a wide range of drawing implements</li> </ul>	<p><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>To record and collect visual information using digital cameras and video recorders.</li> <li>To present recorded visual images using software.</li> <li>Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision.</li> <li>To change the type of brush to an appropriate style.</li> <li>To create a shape by making selections to cut, duplicate and repeat.</li> <li>To experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To use journals to collect and record visual information from different sources</li> </ul>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>To use a variety of techniques e.g. weaving and wefting to create different textural effects.</li> <li>To match the tool to the material.</li> <li>To develop skills in stitching, cutting and joining.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To create textures with a wide range of drawing implements</li> <li>To experiment with ways in which surface detail can be added to drawings.</li> </ul>
<b>Key vocabulary</b>	imprint, impression, mould, monoprint, background, marbling, surface, absorb, stencil, pounce, negative image, positive image	tools, resize, order, group, colour, balance, lock, import, crop, tone.	natural, synthetic, bunching resist, thread, wool, weave, stitch, tease, weft.
<b>Ongoing Y3/ Y4 key learning and skills</b>	<p><b>Exploring and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul> <p><b>Evaluating and Developing Work</b></p> <ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in a journal.</li> </ul>		

# Cop Lane C of E Primary School – Art and Design Overview 2025-2026

<b>Y4</b>	<p><b>Painting</b> - In this unit, the children look at different African art and African landscapes. The outcome is to produce an African landscape in watercolour.</p>	<p><b>3D and Sculpture</b> – This unit links to the cross-curricular topic of the Anglo-Saxons. The children work with clay to create an Anglo-Saxon inspired cross. They look in depth at the design of the crosses and design and create their own.</p>	<p><b>Collage</b> – The children use portraits of themselves and then use a range of collage techniques to re-create a mummification, linking in with their cross curricular topic of Egyptians.</p>
<b>Key learning and skills</b>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>To mix colours and know which primary colours make secondary colours.</li> <li>To mix and use tints and shades.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To experiment with different grades of pencil and other implements to create lines and marks</li> </ul>	<p><b>3D Sculpture</b></p> <ul style="list-style-type: none"> <li>To plan, design and make models from observations or imagination.</li> <li>To join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>To create surface patterns and textures in clay.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To apply tone in a drawing in a simple way.</li> <li>To begin to show an awareness of objects having a third dimension.</li> </ul>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>To use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To experiment with different grades of pencil and other implements to achieve variations in tone</li> <li>To experiment with different grades of pencils and other implements to draw different forms and shapes</li> </ul>
<b>Key vocabulary</b>	scenery, rural, urban, townscape, seascape, representational, imaginary, impressionist, abstract, idealised, natural, swirling, stippled, transparent, opaque, foreground, background, middle ground, horizon	viewpoint, detail, dimension, natural, form, two-dimensional, three-dimensional, stone, texture, form, shape, texture	daub, stamp, emblem, motif, ornamentation, geometric, stylised, abstract
<b>Ongoing Y3/ Y4 key learning and skills</b>	<p><b>Exploring and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul> <p><b>Evaluating and Developing Work</b></p> <ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them,</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in a journal.</li> </ul>		
<b>Y5</b>	<p><b>Printing/Painting</b> – The children have a focus on Peter Thorpe, the space artist. The children look at his work and replicate their own work in the style of him using a collection of painting and printing techniques.</p>	<p><b>3D &amp; Sculpture/Digital media</b> - The children explore Greek vase patterns using different drawing techniques, then use these explored skills to create their own 3D vase out of clay.</p>	<p><b>Drawing/ Painting/ Digital Media</b> - Focus on the artist Henri Rousseau. The children look at the techniques of the artist and replicate his artwork by designing their own picture of a tiger in a tropical rainstorm.</p>
<b>Key learning and skills</b>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Work into prints with a range of media e.g. pens, colour pens and paints.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To develop a painting from a drawing.</li> <li>To create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</li> </ul>	<p><b>3-D and Sculpture</b></p> <ul style="list-style-type: none"> <li>To use shape, form, model and construct from observation or imagination.</li> <li>To use recycled, natural and man-made materials to create sculptures.</li> <li>To plan a sculpture through drawing and other preparatory work.</li> <li>To develop skills in using clay including slabs, coils, slips etc.</li> <li>To produce intricate patterns and textures in malleable media.</li> </ul> <p><b>Drawing</b></p>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To carry out preliminary studies, trying out different media and material and mixing appropriate colours.</li> <li>To mix and match colours to create atmosphere and light effects.</li> <li>To be able to identify and work with complementary and contrasting colours.</li> </ul> <p><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>To record, collect and store visual information using iPads/ digital cameras.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To experiment with wet media to make different marks, lines, patterns, textures and shapes.</li> </ul>

# Cop Lane C of E Primary School – Art and Design Overview 2025-2026

		<ul style="list-style-type: none"> <li>To use dry media to make different marks, patterns and shapes within drawing.</li> <li>To use different techniques for different purposes i.e. shading, hatching within their own work.</li> </ul>	<ul style="list-style-type: none"> <li>To explore colour and mixing and blending techniques with coloured pencils.</li> <li>To start to develop their own style using tonal contrast and mixed media.</li> </ul>
<b>Key vocabulary</b>	<p>traditional, representational, imaginary, modern, abstract, impressionist, stippled, splattered, dabbed, scraped, dotted, stroked, textured, flat, layered, opaque, translucent, intense, monotype, printing plate, inking up, water based, oil-based, overlap, intaglio, relief, etching, engraving, indentation, collagraph, pressure</p>	<p>viewpoint, distance, direction, angle, perspective, bird's eye view, alter, modify, interior, exterior, natural form, vista, panorama, image, subject, portrait, caricature, expression, personality</p> <p>realistic, proportion, surface texture, balance, scale, relationship, transform, movement, rhythm, composition, structure, construct, flexible, pliable, hollow, solid, surface, plane, angle, slip, attachment, relief</p>	<p>traditional, representational, imaginary, modern, abstract, impressionist, stippled, splattered, dabbed, scraped, dotted, stroked, textured, flat, layered, opaque, translucent, intense</p>
<b>Ongoing Y5/ Y6 key learning and skills</b>	<p><b>Exploring and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul> <p><b>Evaluating and Developing Work</b></p> <ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them,</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in a journal.</li> </ul>		
<b>Y6</b>	<p><b>Collage</b> The children look at rural and urban landscapes looking at perspective and compositional paints/ drawings. They progress to look at artists such as John Piper, who use collage to create their landscapes. The children will then create their own landscape artwork using drawing, painting and collage.</p>	<p><b>Digital Media and Drawing</b> Children look at self-portraits and draw themselves. Children consider their own identity and what makes them special. The learning then moves to looking at digital packages and creating layered images with their self-portrait drawings.</p>	<p><b>Textiles</b> – The children use a range of textile skills to create a piece linked to prehistoric textiles, building upon research and analysis of the time period, using this to impact their creation.</p>
<b>Key learning and skills</b>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>To add collage to a painted, printed or drawn background.</li> <li>Use a range of media to create collages.</li> <li>Use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>Use collage as a means of extending work from initial ideas.</li> </ul> <p><b>Drawing</b></p> <p><b>Perspective and Composition</b></p> <ul style="list-style-type: none"> <li>To begin to use simple perspective in their work using a single focal point and horizon.</li> <li>To begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li> <li>Show an awareness of how paintings are created i.e. composition.</li> </ul>	<p><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>To record, collect and store visual information using iPads,</li> <li>To present recorded visual images using online software.</li> <li>Use a graphics package to create and manipulate new images.</li> <li>To be able to import an image (scanned, retrieved, taken) into a graphics package.</li> <li>To understand that a digital image is created by layering.</li> <li>To create layered images from original ideas.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To work from a variety of sources including observation, photographs and digital images.</li> <li>To work in a sustained and independent way to create a detailed drawing.</li> <li>To use a journal to collect and develop ideas.</li> <li>To identify artists who have worked in a similar way to their own work.</li> </ul>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>To use fabrics to create 3D structures.</li> <li>To use different grades of threads and needles.</li> <li>To experiment with batik techniques.</li> <li>To experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</li> </ul>

# Cop Lane C of E Primary School – Art and Design Overview 2025-2026

<b>Key vocabulary</b>	accentuate, enhance, detract, practicality, aesthetic	action, balance, direction, imbalance, movement, poised, transition, viewpoint, weight	cloth, fray, taffeta, organdie, poplin, tweed, embellished, manipulated, embroidered, warp, weft, replicate, soft, sculpture, manipulation, smocking, ruching, batik, embellish
<b>Ongoing Y5/ Y6 key learning and skills</b>	<p><b><u>Exploring and Developing Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul> <p><b><u>Evaluating and Developing Work</u></b></p> <ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them,</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Annotate work in a journal.</li> </ul>		