

St. Michael's Art Overview 2026

Art in the EYFS

Children will explore Art through Expressive Arts and Design. Throughout our continuous provision for the children they will have opportunities to become Artists, showing their creativity, ideas and experiences through drawing, painting, sculpture and collage. They will use a range of different materials to expressive themselves through Art. Children will have continuous access to creative areas where they can freely access materials, pens, pencils and paint.

Through encouraging curiosity with our big questions, we are able to expose children to ideas and key vocabulary that will support the progression of Art into year 1 and contribute to the children's readiness for the Key Stage 1 Art Programme of study. Children will have art lessons to support a progression of skills

Each Term our Big Questions will allow us to spark children's interests in different techniques in art, scaffolding them to use new skills to develop and share their ideas and imagination.

To Support our readiness we will -

- Use/develop a four-finger grasp and move on to a static tripod grasp.
- Be given the opportunity to construct a variety of different products safely using different tools and media, learning how to join different materials
- Learn to hold and use scissors correctly, to cut straight and curved lines.
- Have an opportunity to share our ideas and explain adaptations to work where necessary.
- Use a mixture of natural and man-made materials to explore and create new structures.
- Explore mixing of colours and will use different mediums such as crayons, felts, chalks (fat and thin), paint, collage, sculpting and modelling, 3D sculpture with modelling resources with blocks, natural resources, Lego etc.
- Use a variety of pencils, pens, markers, chalks, charcoal etc for drawing and sketching whilst investigating the varying effects which can be made using these tools
- Develop our ideas and techniques with the support and guidance to create masterpieces.
- Begin to look at different artists, discussing their work and creating our own.

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Reception Overview					
	Autumn		Spring		Summer
Big Questions	What makes me Unique? What is a traditional tale?		How can I get there? What is my favourite animal and why?		What can I grow? Who can help me?
	Progression of Skills across the Year – These skills will be completed throughout the year and not set into terms.				
	Generating ideas	Sketch books	Making skills (including Formal elements)	Knowledge of artists	Evaluating and analysing
	Talk about their ideas and explore different ways to record them using a range of media.	Experiment in an exploratory way.	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.
Links to EYFS		ELG: Expressive Arts and design: Creating with materials ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,	ELG: Expressive Arts and design: Creating with materials ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	ELG: Speaking ● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	ELG: Expressive Arts and design: Creating with materials ● Share their creations, explaining the process they have used.

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		texture, form and function.	ELG: Physical development: Fine motor skills: ● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; ● Use a range of small tools, including scissors, paint brushes and cutlery; ● Begin to show accuracy and care when drawing.		
Key Vocabulary in Reception		Painting and Mixed Media	Sculpture and 3D	Craft and Design	
	Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag	Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe	3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet	Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag	

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Y1	Autumn 1 Draw, Print	Spring 1 Sculpture, draw, paint	Summer 1 Draw, collage, paint
Topic	Moon and Space	My World	Reflections on water
Threads	drawing and mixed media	art and nature	introducing painting
National Curriculum objectives	- To use a range of materials creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	- Produce creative work, exploring their ideas and recording their experiences. - Become proficient in drawing, painting, sculpture and other art, craft and design techniques. - Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - To use a range of materials creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - 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.	- To use a range of materials creatively to design and make products. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - 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.

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Whole unit Expected outcomes	This unit introduces the concept of light and dark tonal shading, which is an important foundational concept in the subject and how artists represent form on a flat surface. Pupils will have been introduced to basic drawing skills in EYFS and this unit will build on those to develop their ability to realise their intentions in mixed media.	Children begin by understanding themselves in relation to the natural world, laying the foundation for empathy, care for the Earth, and awareness of interconnected stories. Early engagement in personal mark-making supports National Curriculum goals in exploring ideas and developing control in materials. Nature as archive, self and movement, mapping memory, sensory engagement with materials, environmental awareness, shared human experience.	Outcomes in this unit are expressive and open ended, which is an important concept in art. This unit challenges the idea that there should be a single outcome or a 'right' way to complete the task. By emphasising creative explorations and original thought this unit demonstrates that there are no right or wrong ways to portray a subject.
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Y2	Autumn	Spring	Summer
Topic	Maps to explore identity, journeys, and imagination.	I am beautiful: drawing and mixed media	Paradise island: drawing and sculpture
Thread	Paint and print	Collage, draw, sculpt, print, digital	Draw, sculpt
National Curriculum objectives	- 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. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To use a range of materials creatively to design and make products. - Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - Evaluate and analyse creative works using the language of art, craft and design. - Produce creative work, exploring their ideas and recording their experiences.	- 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. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	- 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. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To use a range of materials creatively to design and make products.
Whole Unit Expected outcomes	Pupils have already studied the work of artists and makers, in this unit they deepen their understanding of how artists work in studio spaces and where they get their ideas from. Pupils use their own ideas and experiences to make their own map paintings.	Portraiture is a common, recurring theme in art. This profile portrait unit serves as an introduction to the genre. It will serve as a grounding for more complex portraiture later in the curriculum. The unit also introduces concepts such as simple proportion and a range of art skills in several domains. In addition, the unit asks pupils to reflect on themselves and their identity and in this way, combines skills development with ideation and imagination.	This unit builds on skills being developed in other areas of the curriculum such as direction, distance, position and shapes in maths, and using maps, direction, aerial and plan perspectives in geography.

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Y3	Autumn	Spring	Summer
Topic	Imagined Spaces and shared stories	The Rainforest	Insects
Thread	Sculpture, Print	Collage, Draw & Print	Draw & Print
National Curriculum objectives	- To learn 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. - Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - Pupils should be taught to develop techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	- Pupils should be taught to develop techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - Pupils should be taught about great artists, architects and designers in history. - Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas.	- Pupils should be taught to develop techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - Pupils should be taught about great artists, architects and designers in history. - Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas.
Whole unit Expected outcomes	Made in collaboration with October Gallery, the unit looks at how materials can be transformed into imagined and shared stories. Pupils create new worlds and think about how art can shape and celebrate real ones. They investigate how public art holds stories of pride, memory, and transformation.	Pupils will learn about different artists who used forests as their subject. They will create rubbings and make a collage from objects they have collected, before making observational drawings and developing and realising their own rainforest painting.	Pupils will explore the world of insects up close, recording their observations using line drawing techniques. They will develop these drawings through a number of print processes, before creating and realising a design for surface print.

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Y4	Autumn	Spring	Summer
Topic	Architecture: drawing and 3-d design	Local landscape: painting	Dream portraits: drawing and digital design
Threads	Design, digital, draw sculpt	Digital, draw, paint	Collage, digital, draw
National Curriculum objectives	• Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas. • Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas. • Pupils should be taught 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] • Pupils should be taught about great artists, architects and designers in history. • 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. • Produce creative work, exploring their ideas and recording their experiences.	• Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas. • Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas. • Pupils should be taught 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] • Pupils should be taught about great artists, architects and designers in history. • To use drawing, painting and to develop and share their ideas, experiences and imagination.	• Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas. • Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas. • Pupils should be taught 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] • Pupils should be taught about great artists, architects and designers in history. • Produce creative work, exploring their ideas and recording their experiences. • To use a range of materials creatively to design and make products.
Whole unit Expected outcomes	Learning in this unit builds on prior investigations into the built environment. Pupils will learn how buildings are designed and how their environment is shaped by artists. The unit links to vocational practice.	This unit develops awareness of colour, line and pattern and introduces important art component knowledge and skills for later development. Pupils will use understanding of digital editing to produce original source material.	The Surrealists were a key movement in western art and design who continue to have a profound influence on culture to this day. This unit will address key artistic skills in drawing and tonal shading, before developing knowledge and understanding of digital design and composition.

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Y5	Autumn	Spring	Summer
Topic	Lettering: graphic design	Sculpture – Make a Mask	Ceramics: cake culture
Threads	Draw design digital	Draw Sculpture	Paint draw sculpt
National Curriculum objectives	- Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas." - Pupils should be taught about great artists, architects and designers in history.	- Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas. - Pupils should be taught about great artists, architects and designers in history. - Pupils should be taught to develop techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - Pupils should be taught 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].	- Pupils should be taught to develop techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - Pupils should be taught 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]. - Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas. - Pupils should be taught about great artists, architects and designers in history.
Whole Unit Expected Outcomes	Pupils will investigate letterforms and practice calligraphic techniques, looking at the work of artists and designers. They will make concrete poems, playing with typographic forms to create meaning and communicate ideas. They will design and create their own letterform composition.	Masks have been created and used by many cultures and peoples through the ages, including in contemporary society for film and TV. In this unit, pupils will learn various sculpture techniques, design and make a mask.	Cake is a central part of many cultures and celebrations, with a rich history and symbolic meaning. Pupils will use the subject matter of cakes to develop their drawing and painting skills before designing and making a cake of their own invention in clay.

Y6	Autumn	Spring	Summer
Topic	Street Art: digital and new media	New Pop Art: sculpture and mixed-media	Charting self: exploring portrait and identity
Threads	Print, Design, Digital	Digital, Sculpt	Draw, Paint
National Curriculum objectives	- Pupils should be taught 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]. - Pupils should be taught about great artists, architects and designers in history. - 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. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	- Pupils should be taught 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]. - Pupils should be taught about great artists, architects and designers in history. - 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. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - Produce creative work, exploring their ideas and recording their experiences.	- Pupils should be taught 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]. - Pupils should be taught about great artists, architects and designers in history. - 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. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - Produce creative work, exploring their ideas and recording their experiences. - Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
Whole unit Expected outcomes	This unit explores art in a community setting and encourages pupils to think about personal expression in public spaces. They revisit concepts of typography, lettering, and composition to deepen their understanding and application of graphic design concepts and processes in new contexts.	In previous units pupils drew on contemporary cultural references and developed and were introduced to graphic design contexts. In this unit they explore concepts of culture generating and culture making, applying knowledge from the previous unit. They will develop many of the independent art skills of researching, thinking and idea development needed in key stage 3. Teachers will act as facilitators rather than instructors to enable	This Year 6 unit supports pupils as they reflect on identity before transitioning to secondary school. Linking emotion with creativity, it explores how culture, history, and place shape us. Pupils build confidence through artist study, expressive making, and personal exploration.

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		pupils to realise their own, independent ideas, rather than prescribing or dictating outcomes.	
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