



## Art Curriculum Overview 2025-26

The following curriculum overview may be subject to change. At St Oswald's Primary School we are constantly evolving our curriculum in response to the needs of learners and national strategies.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Various aspects of textile and digital media techniques will also be covered in the D&T and Computing Curriculums respectively. Sketch books are used across/within each unit of work to show skill development and progression across the unit of work.					
<b>Nursery</b>	Through continuous provision, children will learn; To begin to explore a variety of drawing tools; To understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects; To explore colour and how colours can be changed; To begin to be interested in and describe the texture of things; To begin to construct/stack blocks vertically and horizontally, make enclosures and create spaces; To print with variety of objects; To realise tools can be used for a purposes; To use physical objects to create patterns.					
<b>Reception</b>	Through continuous provision, children will learn; To create simple representations of events, people and objects; To explore what happens when they mix colours; To use words to describe how things feel in their hands; To create collage with varying textures and discuss the differences; To manipulate materials to achieve a planned effect; To construct with a purpose in mind, using a variety of resources; To create natural leaf/bark rubbings; To print with block colours; To select tools and techniques needed to shape, assemble and join materials they are using; To independently create repeating patterns; To create irregular painting patterns; To find symmetry in nature.					
	<b>Drawing</b> Children will draw themselves using pencils each half term. The self portraits will show progression over the year as children should add more detail each time.		<b>Painting</b> Children will explore the artist Steve Mbatia. Children will look at examples art and create their own Mbatia inspired art		<b>Sculpture</b> Children will begin to know some similarities and differences between materials. Children will take part in junk modelling where they will plan what they are going to make and manipulate a variety of different materials. For example children make boats to float on water, houses and animal sculptures.	



<b>Year 1</b>	<p><b>Can I create a full body self portrait?</b></p> <p><b>Inspire</b> Look at primary colours and match feeling and emotions words to these colours How do different colours make us feel?</p> <p><b>Skill</b> Learn about the colour wheel and mix primary colours to create secondary colours Observe basic anatomy</p> <p><b>Final Product</b> To produce a full body self-portrait with accurate colour.</p> <p><b>Must cover skills – Drawing, colour</b></p>	<p><b>Can I create a cityscape of Liverpool?</b></p> <p><b>Inspire</b> Look at local artist Tula Moon and use materials of varying textures to create a collage landscape Children to observe familiar cityscapes and attempt to replicate them using line drawings</p> <p><b>Skill</b> Use complimenting and contrasting colours to convey time or weather in a cityscape Create regular and irregular patterns with buildings in a skyline</p> <p><b>Final Product</b> Use various materials, alongside brushes, sponges and rollers of varying thickness and texture to create own cityscape</p> <p><b>Must cover skills – drawing, textiles, pattern, colour</b></p>	<p><b>Can I create a nature sculpture in the style of Goldsworthy?</b></p> <p><b>Inspire</b> Children to observe natural objects and sketch them using a variety of mark making tools Use natural found materials and a variety of textiles to create basic anatomy (faces and limbs) images</p> <p><b>Skill</b> Sort natural materials according to specific qualities and discuss form, feel, texture, pattern and weight Create symmetrical sketches and sculptures</p> <p><b>Final Product</b> Take inspiration from artist Andrew Goldsworthy to create a nature sculpture</p> <p><b>Must cover skills – drawing, texture, sculpture, pattern</b></p>
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Year 2	<b>Can I recreate what I see in the mirror?</b>  <b>Inspire</b> Observe own image and discuss how human form in non-symmetrical Compare and give opinions on 2 contrasting famous self-portraits (Van Gogh, Picasso) <b>Skill</b> Use pencil gradients to achieve light and shade <b>Final Product</b> Children to create a self-portrait showing a specific emotion or mood  <b>Must cover skills – Drawing, colour</b>	<b>Can I create symmetrical art?</b>  <b>Inspire</b> Children to study mosaic art Use sketchbooks to record ideas <b>Skill</b> Create printing blocks to make repeated patterns Use two printed overlays to mix colours in a pattern To use tessellation to create tile mosaics <b>Final Product</b> To create a final piece of mosaic art using the skills covered  <b>Must cover skills – colour, pattern, printing, textiles</b>	<b>Can I use paper folding skills to create a 3D :</b>  <b>Inspire</b> To observe Brian Chan’s natural object sculptures and recreate using paper Take inspiration from Sher Christopher’s 3D human form sculptures <b>Skill</b> Children to create paper collage patterns by arranging, folding, repeating and overlapping – focus on regular and irregular To explore different adhesives and select the best fit for purpose; <b>Final Product</b> Take inspiration from Sher Christopher’s 3D human form sculptures to create a final 3D paper sculpture to evaluate  <b>Must cover skills – pattern, sculpture, texture</b>
	<b>Can I create a self-portrait inspired by Frida Kahlo?</b>  <b>Inspire</b> Block colour pattern in ‘The Frame (1938) Leaf patterns in ‘Self Portrait with Benito’ (1941) <b>Skill</b> Practise repeated block colour patterns Use printing methods to create a colourful pattern frame <b>Final Product</b> Children to use frame from skill session and bold colours to create an accurate self-portrait with elements to show personality  <b>Must cover skills – Drawing, colour</b>	<b>Can I create a still-life painting?</b>  <b>Inspire</b> Observe famous still-life paintings by Vincent Van Gogh (Eg, ‘Vase with Fifteen Sunflowers’/’Still Life with Bible’/’Still Life with Vegetables and Fruit’) Make commentary on the painting process in sketchbooks <b>Skill</b> To apply colour using different textures – dotting, scratching, splashing – and to develop an awareness of how contrasts in texture and colour improve a painting. To explore the effect on paint of adding water, glue, sand, sawdust. <b>Final Product</b> Create a still-life painting using the texture and colour skills studied.  <b>Must cover skills – drawing, colour, pattern</b>	<b>Can I create a sculpture in motion?</b>  <b>Inspire</b> Take inspiration from Peter Jansen ‘Runner’ to create a motion sculpture out of paper Use correct vocabulary to express opinions and discuss techniques <b>Skill</b> Children to use sketchbooks to record line drawings of human form in different positions Create a printing block of a  <b>Final Product</b> Sketch an initial idea for a 3D clay sculpture. Use clay to create a final sculpture, independently choosing tools fit for purpose  <b>Must cover skills – drawing, sculpture, texture</b>

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<div></div> <div><b>Year 4</b></div>	<div><b>Can I create a self-portrait inspired by Andy Warhol?</b></div> <div><b>Inspire</b> Discuss simple observational drawings ‘Campbell’s Soup Cans’ (1962) Give opinions on light and shade in ‘Marilyn Monroe’ (1967)</div> <div><b>Skill</b> Create a simple observational line drawing Use colour to show light and shade</div> <div><b>Final Product</b> Children to create a self-portrait in the style of ‘Marilyn Monroe’, using colour to show light and shade.</div> <div><b>Must cover skills – Drawing, colour</b></div>	<div><b>Can I create landscape art?</b></div> <div><b>Inspire</b> Observe famous landscape paintings (Van Gogh ‘Starry Night’/Monet ‘Poppies’/L.S. Lowry ‘Industrial Landscape, River Scene’) Make commentary on the painting process in sketchbooks and how to use scale and proportion when making observations.</div> <div><b>Skill</b> To experiment with creating mood, feeling, movement and areas of interest through texture. To explore colour mixing through printing, using two colour overlays. To use printing to represent the natural environment.</div> <div><b>Final Product</b> To create a land or sky, natural or industrial landscape with paint.</div> <div><b>Must cover skills – drawing, colour, pattern, printing</b></div>	<div><b>Can I create a Gaudi inspired sculpture?</b></div> <div><b>Inspire</b> Children to use sketchbooks to record observations on Antoni Gaudi Research Gaudi’s influence on Barcelona (Park Guell/Sagrada Familia)</div> <div><b>Skill</b> Take inspiration from Park Guell benches to create Gaudi-inspired mosaic patterns Take inspiration from Casa Batllo/Casa Mila to sketch buildings facades</div> <div><b>Final Product</b> Use clay to create a 3D clay tile inspired by Gaudi colours and patterns.</div> <div><b>Must cover skills – colour, texture, sculpture, drawing</b></div>
	<div><b>Year 5</b></div>	<div><b>Can I create a portrait inspired by Gustav Klimt?</b></div> <div><b>Inspire</b> Give opinions on and compare ‘Adele Block-Bauer I’ (1908) and ‘Adele Block-Bauer II’ (1912) – focus on use of colour and pattern, and comment on the human form.</div> <div><b>Skill</b> Varied texture to convey light and shade (dotting/cross hatch) Collage materials to create a Klimt-inspired background</div> <div><b>Final Product</b> Children to sketch a full body portrait to sit on top of their Klimt-inspired background. Use varied texture to convey light and shade on the portrait.</div> <div><b>Must cover skills – Drawing, colour</b></div>	<div><b>Can I create urban art inspired by Liverpool?</b></div> <div><b>Inspire</b> Children to use sketchbooks to record observations on Banksy Look at Liverpool graffiti artist Paul Curtis and record comparisons with Banksy</div> <div><b>Skill</b> Create a simple printing block to create artwork in the style of Banksy’s ‘Balloon Girl’ Create design using pattern and colour to reflect a personal experience</div> <div><b>Final Product</b> Create a final piece of graffiti art inspired by Paul Curtis’ Liverpool work</div> <div><b>Must cover skills – colour, pattern, drawing</b></div>



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Year 6	Can I create a landscape inspired by a famous illustrator?	Can I create Japanese art in the style of Hokusai?	Can I create a Britain-inspired garment?
	<p><b>Inspire</b> Observe and record opinions on Tim Burton illustrations – focus on use of colour to convey mood Watch Tim Burton animation clips to see landscapes</p> <p><b>Skill</b> Create a mood board inspired by Tim Burton illustrations Sketch a full body self-portrait inspired by Tim Burton</p> <p><b>Final Product</b> Children to use Tim Burton mood board to create a mixed media landscape as a background for their self-portrait.</p> <p><b>Must cover skills – Drawing, colour</b></p>	<p><b>Inspire</b> Observe Hokusai paintings which tell a story and children to use sketchbooks to record observations and create an artist profile.</p> <p><b>Skill</b> To use pattern for purpose – Create printing block in Ukiyo-e style. To select the correct tools or alter colour to give a desired texture.</p> <p><b>Final Product</b> Create a painting in the style of Hokusai’s ‘Thirty-Six Views of Mount Fuji’.</p> <p><b>Must cover skills – drawing, colour, pattern</b></p>	<p><b>Inspire</b> Children to observe British designers throughout the last 100 years (Mary Quant, Vivienne Westwood, Stella McCartney, Tom Ford) Use sketchbooks to mood board and record observations on ‘Britishness’ in their garments</p> <p><b>Skill</b> Create an abstract pattern to reflect personal experiences and emotions Print and overlap to explore textures and effects Experiment with different fabrics and choose most suitable for purpose Use a variety of needle thickness</p> <p><b>Final Product</b> Create a final garment with a rational on ‘Britishness’ – children can choose between a tie/scarf/skirt</p> <p><b>Must cover skills – colour, textiles, sculpture, pattern</b></p>