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| **Art and DT Overview & Knowledge Progression** | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| YR | **What makes me special?** | **Why do we celebrate?** | **Who’s afraid of the big bad wolf?** | **Who wants to go on an adventure?** | **How does your garden grow?** | **What are dreams made of?** |
|  | Reception children will explore colour, identity, and culture through art. They’ll mix colours, create their own, and represent themselves using handprints, portraits, and digital drawing. Activities include paper dolls, fingerprint trees, and family portraits, promoting self-expression, cultural awareness, and fine motor development through a variety of media and techniques. | Reception children will explore celebrations through art and design, including firework crafts, Rangoli patterns, card making, vegetable printing, and collage. They’ll experiment with pattern, colour, and texture using a variety of materials, linking activities to Diwali, Omu’s Stew, and Christmas, with outcomes to display and take home. | Reception children will explore materials and textures through creative activities such as handprint hens, collaging, vegetable and Numicon printing, and junk modelling. They’ll develop vocabulary, pattern-making, and design thinking while linking learning to familiar stories and objects through guided questions and varied artistic techniques. | Reception children will explore dinosaurs through expressive arts, using music, movement, drawing, and sculpture. They’ll respond to classical music through dance, create dinosaur-themed art using varied materials, and design dinosaur eggs and habitats. Activities support creativity, texture exploration, and role play, linking to nature, history, and imaginative storytelling. | Reception children will explore nature through observation, drawing, sculpture, and sensory experiences. They’ll study worms, plants, minibeasts, and seasonal changes using magnifiers, iPads, and real-life materials. Activities include clay modelling, printing, colour mixing, and taste-testing, supporting early scientific enquiry, creativity, and vocabulary linked to growth, health, and symmetry. | This term, Reception children will explore expressive arts through self-portraits, dance, and creative responses to texts like Giraffes Can’t Dance and Oh, the Places You’ll Go!. They’ll experiment with joining techniques, digital art, and mixed media to express identity, aspirations, and creativity through both individual and collaborative work. |
| Y1 | **What makes Abbey Wood special?** | **What can we learn from maps?** | **Has how we travel changed over time?** | **What effects do the changes in weather have around the world?** | **How did the Great Fire change London?** | **Who are the heroes of the Crimean war?** |
| **Topic: What makes Abbey Wood special?**  Jolly Postman  **Art Practical Skill:** Painting  **Theoretical Knowledge:**  Kandinsky  Colour wheel  **Disciplinary knowledge:**  Abstract Art – expressionism & colour theory  Observational drawings of trees – field or the Abby Ruins | **Topic: What can we learn from maps?**  Martha Maps it Out  **Outcome**  Moveable character using sliders & levers  **Link to crafts person:**  Robert Sabuda | **Topic: How has travel changed over time?**  Ossiri and the Bala Mengro  **Outcome:**  Wheels and Axels design, make and evaluate a mode of transport  **Link to crafts person:**  Richard Trevithick | **Topic:**  **What effects do the changes in weather have around the world?** Meet the Weather  **Art Practical Skill:**  Art – Printing (mixed media buildings)  Layering & overlapping  **Theoretical Knowledge:**  Paige Denham – local artist  What is printing?  **Disciplinary knowledge:** Repeated patterns, texture. Local environment & community.  Contemporary art, Artist-led Workshop | **Topic: How did the Great Fire change London?**  Vlad  **Outcome**  Freestanding Structures – design a freestanding structure influenced by the buildings in the local area.  **Link to crafts person:**  Sir Christopher Wren | **Topic: Who are the heroes of the Crimean war?**  Mary Seacole  **Art Practical Skill:**  Art – Drawing & water colour painting  **Theoretical Knowledge:**  Georgia O’Keeffe  **Disciplinary knowledge:**  Nature and feelings |
| Y2 | **How has Thamesmead changed over time?** | **What makes London and the United Kingdom unique?** | **Why were castles so important after the Battle of Hastings?** | **How does the weather shape our environment?** | **What can we discover by comparing Kenya’s culture and geography to ours?** | **Why is the work of Hamza Yassin significant?** |
| **Topic: How has Thamesmead changed over time?**  Yokki and the Parno Gry  **Art Practical Skill:**  Drawing  Ink/charcoal  **Theoretical Knowledge:**  Van Gogh sketches  **Disciplinary knowledge:**  Art History - Illustration | **Topic:**  **What makes London and the United Kingdom unique?**  A Walk in London  **Outcome**  Templates and joining  (Textiles – T-shirt designs)  **Link to crafts person:**  Pearly King and Queens | **Topic:**  **Why were castles so important after the Battle of Hastings?**  The Very Last Castle  **Art Practical Skill:**  Printing  **Theoretical Knowledge:**  Paul Klee  Mary Blair  **Disciplinary knowledge:** Leeds castle, the women’s palace. | **Topic: How does the weather shape our environment?**  Cloudy with a Chance of Meatballs  **Outcome**  DT  Textiles - templates & techniques  Making a bag  **Link to crafts person:**  Harriet Riddell | **Topic: What can we discover by comparing Kenya’s culture and geography to ours?**  Lila & the Secret of Rain  **Outcome**  Cooking & Nutrition  **Link to crafts person:**  Chef Njathi Kabui | **Topic: Why is the work of Hamza Yassin significant?**  Hamza’s Wild World  **Art Practical Skill:**  Pointillism  **Theoretical Knowledge:**  Anna Enshina  **Disciplinary knowledge:**  Contemporary abstract art – Wildlife/birds |
| Y3 | **How did life change for people from the Stone Age to the Iron Age?** | **What makes someone a hero in our community?** | **Why do natural disasters happen in certain parts of the world?** | **What did the Romans do for us?** | **What was ‘life’ like for the Victorians?** | **Why is Spain a popular destination?** |
| **Topic:**  **How did life change for people from the Stone Age to the Iron Age?**  Stone Age Boy  **Art Practical Skill:**  Drawing  Chalk pastels  **Theoretical Knowledge:**  Cave drawings  Chauvet, Lascaux, Niaux  **Disciplinary knowledge:**  Art History | **Topic: What makes someone a hero in our community?**  The Iron Man  **Outcome**  Simple Circuits  **Link to crafts person:**  Jie Qi (Paper Circuit & Interactive Art Expert) – USA | **Topic:**  **Why do natural disasters happen in certain parts of the world?**  Escape From Pompeii  **Art Practical Skill:**  Art – Painting  **Theoretical Knowledge:**  Andy Warhol  **Disciplinary knowledge:**  Pop Art | **Topic: What did the Romans do for us?**  Romans Magnified  **Outcome**  DT – Healthy and Varied Diet  **Link to crafts person:**  Marcus Gavius Apicius | **Topic: What was** **life like for the Victorians?**  Another Twisted Tale  **Outcome**  DT – Levers and Linkages  **Link to crafts person:**  Lothar Meggendorfer | **Topic: Why is Spain a popular destination?**  Toro Toro  **Art Practical Skill:**  Art – 3D and sculpture  **Theoretical Knowledge:**  Picasso – bull series  Ceramics.  **Disciplinary knowledge:**  Lithography – academic to the abstract. |
| Y4 | **Why are rivers important to humans?** | **How did the landscape of Ancient Egypt influence their lifestyle and beliefs?** | **Should the Earth’s resources be shared equally?** | **How did the Ancient Greeks influence the modern world?** | **Were the Anglo Saxons and Vikings vicious?** | **What are states of matter?** |
| **Topic: Why are rivers important to humans?**  This Morning I Met a Whale  **Art Practical Skill:**  Drawing  Oil pastels  **Theoretical Knowledge:**  Claude Monet Seascapes  **Disciplinary knowledge:**  Working ‘plein air’ (outdoor) - effects of light on water. Impressionist movement. | **Topic:**  **How did the landscape of Ancient Egypt influence their lifestyle and beliefs?**  Cinderella of the Nile  **Art Practical Skill:**  Art 3D sculpture – clay  **Theoretical Knowledge:**  Egyptian Cartouche  **Disciplinary knowledge:**  [ancient-egypt-virtual-tour](https://www.liverpoolmuseums.org.uk/virtual-tours/ancient-egypt-virtual-tour) | **Topic: Should the Earth’s resources be shared equally?**  Cloud Tea Monkeys  **Outcome:**  DT – Shell Structures 1  **Link to crafts person:**  Pearlfisher Design Agency | **Topic: How did the Ancient Greeks influence the modern world?**  Who Let the Gods Out  **Outcome**  DT - pneumatics  **Link to crafts person:**  Sir Isaac Newton | **Topic:**  **Were the Anglo Saxons and Vikings vicious?**  The Saga of Eric the Viking  DT – 2D to 3D  Textiles  **Link to crafts person:**  Alice Starmore | **Topic: What are states of matter?**  Elemental  **Art Practical Skill:**  Art – Collage  Layering & texture  **Theoretical Knowledge:**  Jane Perkins  **Disciplinary knowledge:**  Sustainability – using recycled materials |
| Y5 | **Why was the Benin Kingdom so important in West African history and culture?** | **What makes the Polar regions unique?** | **How has space exploration changed our world?** | **Why does Earth need rainforests?** | **How can we help the next generation?** | **How were the Tudors trailblazers?** |
| **Topic: Why was the Benin Kingdom so important in West African history and culture?**  Children of the Benin Kingdom  **Art Practical Skill:**  3D drawing & Sculpture  **Theoretical Knowledge:**  Benin Bronzes  **Disciplinary knowledge:**  Art History  900 Brass plaques that once decorated the walls of the Benin Palace. | **Topic: What makes the poles unique?**  Race to the Frozen North  **Art Practical Skill:**  Digital Collage  **Theoretical Knowledge:**  Hanson Akatti  **Disciplinary knowledge:**  Exploration, identity, and resilience | **Topic:**  **How has space exploration changed our world?**  Hidden Figures  **Outcome:**  DT – Mechanical systems (cams)  **Link to crafts person:**  Mary Jackson | **Topic: Why does earth need rainforests?**  The Explorer  **Art Practical Skill:**  Drawing - oil pastels.  Animals  **Theoretical Knowledge:**  Viktor Bevanda  **Disciplinary knowledge:** exploration of colour | **Topic: How can we help the next generation?**  Do Something for Someone Else  **Outcome:**  DT – Textiles  **Link to crafts person:**  Joshua Samuels | **Topic:**  **How were the Tudors trailblazers?**  Macbeth  Frame structures – The Mary Rose built out of dowel, lolly sticks and match sticks.  **Link to crafts person:**  Matthew Baker |
| Y6 | **Is it appropriate to celebrate law breakers?** | **Is there justice for all? (through the lens of how things can change in the future)** | **What can we learn from the story of migrants?** | **How did World War II unfold?** | **How did World War II unfold?** | **How do changes shape who we become and the world around us?** |
| **Topic: Is it appropriate to celebrate law breakers?**  The Highway Man  **Outcome:**  DT – Gears & Pulley  **Link to crafts person:**  Drawings – Charles Keeping  Archimedes – Lever and pully Greek mathematician | **Topic: Is there justice for all?**  **Outcome**  DT – Celebrating Culture and seasonality – food product linked cultural diversity  **Link to crafts person:**  Chef Leah Chase | **Topic:**  **What can we learn from the stories of migrants?**  The Arrival  **Art Practical Skill:**  Drawing  Coffee Painting  **Theoretical Knowledge:**  Alwy Fadhel  **Disciplinary knowledge:**  Human rights | **Topic:**  **How did World War II unfold?**  Safiyyah’s War  **Outcome:**  DT – circuits and switches  **Link to crafts person:**  Tommy Flowers | **Topic: How did World War II unfold?**  Goodnight Mister Tom  **Art Practical Skill:**  Block printing  **Theoretical Knowledge:**  Stephen Jeffery  **Disciplinary knowledge:**  Social & political art | **Topic: How do changes shape who we become and the world around us?**  Can You See Me  **Art Practical Skill:**  Digital Art – graphic design  **Theoretical Knowledge:**  Paula Scher  **Disciplinary knowledge:**  Posters for advertising |

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|  | **Knowledge Progression** | **Sketchbook Progression** |
| **Year 1** | **All children:**   * Identify and talk about what they notice and appreciate in the work of other artists, craftsmen, or designers. * Share their feelings and opinions about their own artwork. * Share positive feedback and thoughts about a peer’s artwork.   **Some children:**   * Connect their own art to the work of other artists. * Assess their own and others' artwork and suggest areas for improvement. * Comment on how an artist or designer uses colours, patterns, and shapes. * Plan their artwork using various approaches such as sketches, discussions, or mood boards. | * Link their work to an artist and record this in their sketchbooks. * Start to show their ideas through sketches in their sketchbooks. * Experiment with a variety of media to refine techniques (e.g., pencils, pastels, charcoal). |
| **Year 2** | **All children:**   * Make connections to artists that inspire their creations. * Discuss the links between their artwork and the topic being studied. * Discuss how other artists, designers, and craft makers use colours, patterns, and shapes in their work.   **Some children:**   * Compare their own artwork with that of other artists. * Explain what they aim to express in their own art. * Suggest ways to improve both their own work and that of others. * Apply skills across different mediums, such as using drawing techniques while painting. | * Recognise features of an artist’s work and record this in their sketchbooks. * Use sketchbooks to capture emotions. |
| **Year 3** | **All children:**   * Compare the work of various artists. * Explore artistic works from different cultures. * Examine how art has evolved over time. * Reflect on how artistic expression and emotions are conveyed in a piece of art. * Express their emotions through their artwork.   **Some children:**   * Reflect on their learning process and propose ways to improve both their own work and that of others. * Adjust and refine their original ideas. * Explain their choice of materials for a particular piece of art. * Start to show the influences behind their work, such as mood boards, artists, objects, or nature. | * Take notes in sketchbooks about artistic techniques. * Use sketchbooks to express opinions about a subject and note personal preferences. * Suggest ways to improve their own work by making notes in their sketchbooks. |
| **Year 4** | **All children:**   * Experiment with different artistic styles used by various artists. * Study and learn about other artists' work through books, online resources, gallery visits, and class discussions.   **Some children:**   * Critique both their own and their peers’ artwork throughout the learning process to provide support and development. * Use a range of resources (books, online materials, galleries) to inspire their ideas. * Experiment with combining different materials and evaluate their effectiveness. * Discuss how various factors, such as culture, influence art. | * Create a mood board to serve as inspiration for their work. * Use sketchbooks to refine and improve their original ideas. * Make notes in sketchbooks about the purpose of their artwork. * Review their learning process and document it in sketchbooks. |
| **Year 5** | **All children:**   * Critique each other’s artwork to foster growth and development of ideas. * Understand how different materials can be combined in their work. * Have the knowledge to develop their ideas through exploration and experimentation.   **Some children:**   * Keep detailed notes, quotes, and annotations using advanced vocabulary to describe and reflect on their artistic process (e.g., form, composition, tone). * Thoughtfully plan their artwork, taking layout, composition, and perspective into account. * Describe their personal style of art and discuss the influences behind their artistic choices, such as mood, events, geography, nature, history, and other artists. | * Experiment with different styles used by artists. * Use sketchbooks to document the learning journey. * Explore and practise using a variety of materials in sketchbooks, recording ideas and experimenting. * Build their knowledge and document it in sketchbooks. * Share and compare sketchbook ideas with peers, offering constructive feedback. |
| **Year 6** | **All children:**   * Document the styles and qualities present in their artwork. * Consider and articulate who or what has influenced their work. * Incorporate technical aspects into their creations, such as architectural design. * Develop knowledge of a wide range of artists and form their own opinions on different styles.   **Some children:**   * Show an understanding of the 'Creative Process' by effectively managing their time, practising skills, and continuously seeking ways to improve their work. * Work independently and confidently, taking creative risks in their art. | * Use sketchbooks to keep detailed notes and quotes explaining drawings and ideas (e.g., mood boards). * Compare their methods with those of others and keep notes in their sketchbooks. * Adjust and refine their work to align with its intended meaning, documenting notes and annotations in their sketchbooks. |