


Meadow Park: Sequence of Learning Overview 2025-2026					
Subject- Art					
Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Key Stage 1 – Year 1 and 2					
Mark Making	Yayoi Kusama	Colour Creations	Earth Art	Self-Portrait	Henri Rousseau
Explore ways of drawing lines when joining one point to another	Recreate a piece of artwork using collage	Identify colours and the objects that are associated with them	Explore ways of painting on rocks	Investigate famous self-portraits	Explore and use the skills and techniques of Henri Rousseau
Imitate and create art in the style of Paul Klee	Create a 3D form from clay	Produce art based on the work of Kandinsky	Make a collage using natural materials	Create a self-portrait	Use imagination and skills to paint own piece of art
Lower Key Stage 2					
William Morris	Plant Art	Famous Buildings	Sonia Delaunay	Seurat and Pointillism	Recycled Art
Observe and sketch natural objects	Create depth in artwork	Explore and examine buildings in a range of architectural styles	Create feelings of movement in artwork	Explore the work of pointillist artists	Create animal sculpture
Create and print using a printing block inspired by William Morris	Create sculptures using clay	Design a building for a particular purpose	Explore the influence and legacy of Sonia Delaunay	Create a piece of pointillism artwork	Create a piece of art to convey a message
Upper Key Stage 2 – Year 5 and 6					
Chinese Art	Landscape Art	Frida Kahlo	Sculpting Vases	Street Art	Express Yourself
Explore the themes, styles and colours of traditional Chinese art	Explore perspective	Self-portraits of Frida Kahlo	Develop control of tools and techniques	Stylised graffiti lettering	Create wire models to express body language
Recreate porcelain of the Ming dynasty	Create landscape artwork	Explore expressing emotion through artwork	Make a clay vase	Develop techniques for creating street art	Explore how artists express themselves
Year 7					
The Big Draw Develop student confidence in Art Craft and Design. Study of Formal Elements through introduction of variety of Artists	The Big Draw Develop Observational skills and teach a range of techniques/media as a basis to build upon.	Colour Theory Introduction to colour theory and improve accuracy of colour mixing.	Colour Theory Change colour subtly and understand difference between transparent and opaque treatments, ‘wet on dry’ and ‘wet on wet’ Knowledge of equipment and good working habits will be established	Pattern Investigate patterns from different times and cultures. Composition within landscape, reflecting back to colour Theory to reinforce	Pattern Explore ways to combine and organise shapes, colours and patterns to create a decorative final piece.

<u>Skills Explored</u> Observational Techniques/ways of looking. Use of Line and Tone in pencil Shading. Shape and Create 3-D Effects of Form	<u>Skills Explored</u> Understanding Composition Consider viewpoint Creation of the Illusion of Texture using tonal Techniques. Introduction of weights of Line	<u>Skills Explored</u> Colour mixing Explore work of Artists and cultures. Colour Wheel, Theory, Values and Schemes	<u>Skills Explored</u> Exploring Tints and Shades Exploring painting skills and techniques	<u>Skills Explored</u> 2D including painting drawing, printmaking, ICT pattern and composition	<u>Skills Explored</u> Elements of design Different ways of creating Pattern
<u>Contextual Reference</u> Art History Timeline	<u>Contextual Reference</u> Art History Timeline	<u>Contextual References</u> Art History Timeline	<u>Contextual References</u> Art History Timeline	<u>Contextual References</u> Cultural Japan, European Art and Landscape	<u>Contextual References</u> Cultural History UK, India Japan
<u>Year 8</u>					
<u>Perspective</u> Revisit Basic techniques and knowledge of Artists and Designers Learn Key skills in Basic form, Pattern and perspective	<u>Perspective</u> Students will learn about culture and Art history. Experiment with Scale and proportion	<u>Art History</u> Exploring past and Nature Students will begin to understand our past and its relationship to our present Exploration of historical Artifacts and Nature within our environment	<u>Art History</u> Understand and apply personal creative response to a brief. Evaluate and annotate thorough investigation and experimentation.	<u>Contemporary Art – Exploring the Future</u> Study Art from the second half of the 20 th Century Analyse the global influence of Art in a culturally diverse and technologically advancing world	<u>Contemporary Art – Exploring the Future</u> Look at Art Craft and Design and its effects on communication the modern world
<u>Skills Explored</u> To develop and enhance skills in recording and observation To develop understanding of research and experimentation To promote awareness of Art and Design	<u>Skills Explored</u> To introduce the work of Artists and Designers To learn Key skills in painting, drawing, composition and scale To develop and enhance composition, design and annotation skills	<u>Skills Explored</u> Research and investigative skills. Students should demonstrate the intelligent use of resources eg using the internet positively to find and extract relevant information. Inform purposeful enquiry and develop analytical skills to make progress with individual ideas. Design and create a landscape	<u>Skills Explored</u> Study a range of artifacts, considering images alongside a broad range of artifacts from the world of Art, Craft and Design. Investigate functions in relation to settings and users needs. Design and create a landscape	<u>Skills Explored</u> Explore skills in making purposeful images and artifacts. Experiment in new technologies to create purposeful responses to a set brief Explore new creative learning environments and exhibitions Pop Art / composition	<u>Skills Explored</u> The exploration of Art communication and its effects on contemporary society. Learn how to research, design and compose effective designs Learn new skills in ICT Created deeper understanding of communication in Design and effective Composition Work to a brief
<u>Contextual Reference</u> Variety of Artists Op Art Bridgette Riley	<u>Contextual Reference</u> Vincent Scarpace Contemporary Sculpture artists	<u>Contextual Reference</u> Cultures and Beliefs Festival of Light Landscape Artists	<u>Contextual Reference</u> Cultures and Beliefs Landscape Artists	<u>Contextual Reference</u> Art Movements Pop Art, Jasper Johns, Alejo – Landscape Art Kandinski	<u>Contextual Reference</u> Book of Kells Contemporary Typography Onomatopoeia Sean Mcabe
<u>Year 9</u>					

Portraiture Develop a more sustained	Portraiture Students will experiment with	Illustration and Narrative Students will represent,	Illustration and Narrative Multidisciplinary – combine	Community -Save Our Planet	Community – Save Our planet Sustainable art in the form of
<u>Skills Explored</u> Develop and enhance key skills in recording and observation Develop an understanding of research and experimentation To learn Anthropometry measurements of the face	<u>Skills Explored</u> To be introduced to the work of contemporary sculpture artist To learn key skills such as colour and pattern To develop enhanced composition, design and annotation skills Appreciate the rewards of considered refinement of final piece	<u>Skills Explored</u> Explore contents for Illustration and which includes work related contexts that reflect the creative and cultural industries.	<u>Skills Explored</u> Printing Understanding of historical references to printing which are relevant to contemporary Art and Craft and Design	<u>Skills Explored</u> Create an awareness of sustainable Art. Highlight the degradation of our planet. Awareness of commercial products Developed confidence in experimentation sustainable materials to produce creative works of Art	<u>Skills Explored</u> Sculpture Textiles Final Outcome from a brief
<u>Contextual Reference</u> Luke Dixon Portraiture Artists	<u>Contextual Reference</u> Vincent Scarpace Marine Life Wire sculpture artist Alexander Calder	<u>Contextual Reference</u> Landscape Artists	<u>Contextual Reference</u> Mood boards/Careers/ Graphics Landscape Artists	<u>Contextual Reference</u> Pop Art Yayoi Kusama	<u>Contextual Reference</u> Jennifer Collier Cat Rabbit Marjolein Dallinga Adidas Parlez for the oceans
<u>Year 10</u>					
<u>Food/ Pop Art Skills Explored</u> Introduce to a variety of artists designers and crafts. Advanced colour theory explored	<u>Skills Explored</u> Increased compositional skills Develop ideas through investigations, demonstrating critical understanding of sources.	<u>Skills Explored</u> Experimentation with a variety of media Develop ideas through investigations, demonstrating critical understanding of sources.	<u>Skills Explored</u> Planning and realising intentions Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	<u>Natural Forms Skills Explored</u> Record ideas, observations and insights relevant to intentions as work progresses	<u>Natural Forms Skills Explored</u> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Evaluate and review progress
<u>Contextual Reference</u> Pop Art Roy lichenstein	<u>Contextual Reference</u> Pop Art Andy Warhol Yayoi Kusama	<u>Contextual Reference</u> Sarah Graham	<u>Contextual Reference</u> Tilaf Sparnaay Yellana James	<u>Contextual Reference</u> Angie Lewin Georgia O'Keefe Marcia Balwin	<u>Contextual Reference</u> Angie Lewin Georgia O'Keefe Marcia Baldwin
<u>Year 11</u>					
<u>Natural Forms</u>	<u>Natural Forms</u>	<u>Natural Forms</u>	<u>EXAM</u>	<u>EXAM</u>	<u>EXAM</u>

<u>Skills Explored</u> Record ideas, observations and insights relevant to intentions as work progresses Planning, Time management, increase refinement and selection skills	<u>Skills Explored</u> Develop ideas through influences and experiences. Develop visual language to create personal ideas Evaluate and review progress	<u>Skills Explored</u> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Evaluate and review progress	<u>Skills Explored</u>	<u>Skills Explored</u>	<u>Skills Explored</u>
<u>Contextual Reference</u> Lorenzo M Dunn Angie Lewin Georgia O'Keefe Marcia Baldwin	<u>Contextual Reference</u> Lorenzo M Dunn Angie Lewin Georgia O'Keefe Marcia Balwin	<u>Contextual Reference</u> Lorenzo M Dunn Angie Lewin Georgia O'Keefe Marcia Baldwin	<u>Contextual Reference</u>	<u>Contextual Reference</u>	<u>Contextual Reference</u>

	Develop Ideas
	Appropriate Resources
	Record Ideas
	Response