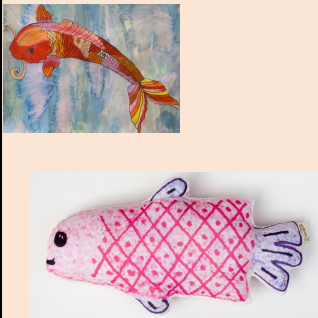
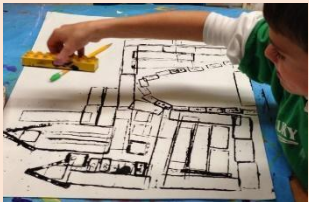
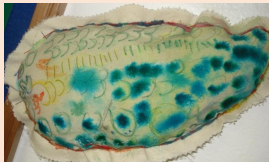
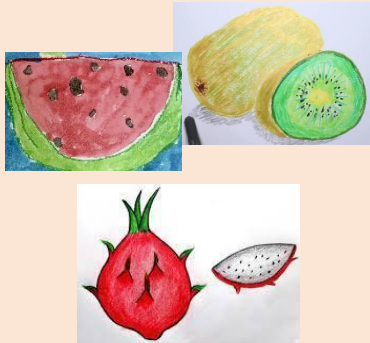
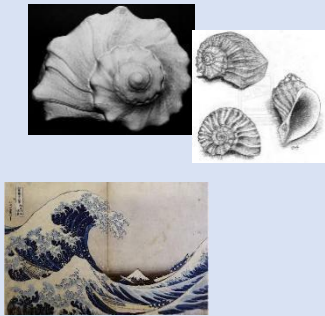
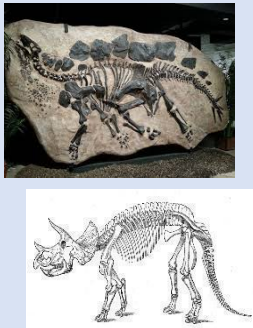
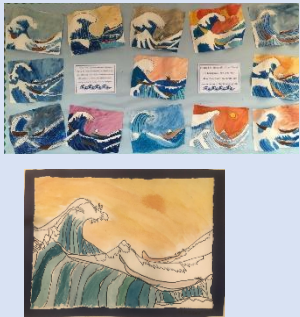
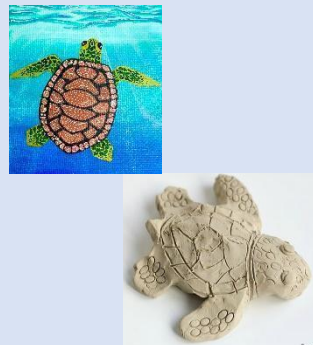


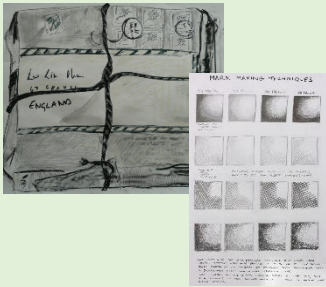
# LifeFull Schools Art Curriculum Map 2025-26

| Nursery Autumn                                                                                                                                                                                                                                                                                                                                                                 | Nursery Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Nursery Summer                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>Core texts include Owl Babies:</b></p> <p>Children explore a variety of sensory resources to build or create. (mud, playdough, paint etc.)</p> <p>They select tools for a purpose. (brush for painting, scissors to cut)</p> <p>Children are inspired by the artwork of Andy Goldsworthy, (Environmental Art) Frida Kahlo, Andy Warhol and Picasso (self- Portraits)</p> | <p>Children explore different materials, in order to develop their ideas about how to use them and what to make. They are beginning to construct with a purpose in mind.</p> <p>Children are beginning to use colours for a purpose in their work. (green for the grass).</p> <p>They develop an understanding of using lines to enclose a space, and begin to use these shapes to represent objects.</p> <p>Children create drawings to accompany stories</p>                                                                    | <p>Children explore colour in their artwork. This includes selecting and mixing colours to see how they can be changed.</p> <p>Children use various construction materials in purposeful ways. (loose parts, small world, junk modelling)</p> <p>Children use available resources to create props or create imaginary ones to support play.</p>                                                           |
| Reception Autumn                                                                                                                                                                                                                                                                                                                                                               | Reception Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reception Summer                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Children explore colour in their artwork. This includes selecting and mixing colours to see how they can be changed.</p> <p>Children use various construction materials in purposeful ways. (loose parts, small world, junk modelling)</p> <p>Children use available resources to create props or create imaginary ones to support play.</p>                                | <p>Children create simple representations of events, people or objects using loose parts.</p> <p>Children develop their own ideas through experimentation with diverse materials e.g. light, projected image, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p>Children seek to enhance their play through creating props independently or with support from a key adult.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects.</p> | <p>Children use available resources to create props or create imaginary ones to support play.</p> <p>Children respond imaginatively to art works and objects, e.g. "This music sounds like dinosaurs, that sculpture is squishy like this (child physically demonstrates), that peg looks like a mouth.</p> <p>Children invent, adapt and recount narratives and stories with peers and their teacher</p> |

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|  | Children use combinations of art forms, e.g moving and singing, making and dramatic play, drawing and talking, constructing and mapping. |  |
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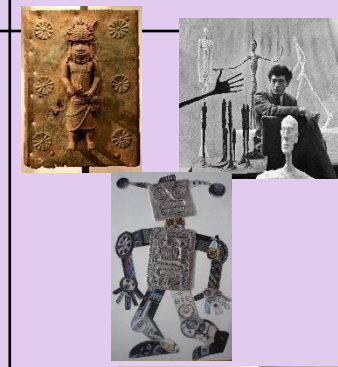
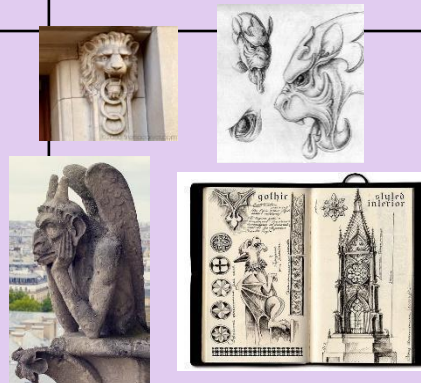
|             | Year 1                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                     |                                                                                      |                                                                                                                                                                                                                                                            |                                      |                                                                                                                                                                                                                                              |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Term        | Autumn 1                                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                                                                                                            | Spring 1                                                                             | Spring 2                                                                                                                                                                                                                                                   | Summer 1<br>– Courageous<br>Advocacy | Summer 2                                                                                                                                                                                                                                     |
| Unit        | <u>Wild Things</u><br>(Wild by Emily Hughes - writing core text)<br>- Study large leaves and draw sketches of these.<br>- draw inspiration from the 'wild things' and create detailed imaginary figures<br><u>Artist</u> - Chris Ofili - British | <u>Rapunzel Castle:</u><br>(read: Rapunzel by Rachel Isadora)<br>- gather inspiration to draw detailed towers and castles.<br>- colour mix powder paints and add these hues to their castles.<br>- Printing castles using polystyrene press print.<br><u>Artist</u> - by Zaha Hadid - Irani-British | <u>Bears</u>                                                                         | <u>Fish textiles</u><br>(Katie Morag Island Stories - writing core text)<br>- Observe closely and draw a still life of a fish.<br>- Paint a beautiful fish onto fabric and turn this into a decorative cushion.<br><u>Artist</u> - Yayoi Kusama - Japanese |                                      | <u>Tropical Fruit:</u><br>(Grandad's Island - writing core text)<br>- closely examine and draw a wide range of tropical fruits.<br>- use lots of different media to experiment with add colour to their drawings.<br><u>Artist</u> - Cezanne |
| Inspiration |                                                                                                                                                                |                                                                                                                                                                                                                   |   |                                                                                                                                                                        |                                      |                                                                                                                                                          |
| Outcome     |                                                                                                                                                               |                                                                                                                                                                                                                  |  |                                                                                                                                                                       |                                      |                                                                                                                                                         |

|             | Year 2                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                     |                                                                                                                                                                                                                   |                                   |                                                                                                                                                                                                                                                              |
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| Term        | Autumn 1                                                                                                                                                                                                                            | Autumn 2                                                                                                                                                                                                                                                                          | Spring 1                                                                                                                                                                                            | Spring 2                                                                                                                                                                                                          | Summer 1<br>– Courageous Advocacy | Summer 2                                                                                                                                                                                                                                                     |
| Unit        | <p>Y1 Owls:<br/>(read: Owl &amp; pussycat poem)<br/>- study and sketch feathers from close observation.<br/>- colour mix brown paint.<br/>- draw and paint detailed owls.<br/><u>Artist</u>- Kenojuak Ashevak - Inuit, Canadian</p> | <p><b><u>Y3 Shells and Waves:</u></b><br/>(link to the storm in Mousehole Cat)<br/>- are inspired by Katsushika Hokusai,<br/>- Mark make shells from close observation.<br/>-Watercolour shells<br/>-Clay shells<br/>- Recreate a masterpiece (The Wave) in a range of media.</p> | <p>Dinosaurs - draw skeletons, powder paint background (colour mixing)<br/><br/>Link to: Dinosaurs and all that Rubbish (GR text) PowerPoint Planning Artist - Joanna Szmerdt - female American</p> | <p>Butterflies, moths or beetles - pastel or watercolour pencils<br/><br/>3D beetles out of wire.<br/><br/>Link to: Moth by Isabel Thomas (writing core text)<br/><br/><u>Artist</u>- Salvador Dali - Spanish</p> |                                   | <p>Drawing first - turtles<br/><br/>Clay - create a clay turtle or a tile with a picture of a turtles carved into it<br/><br/>Links to Look Back by Trish Cooke and Caroline Binch<br/><br/><u>Artist</u>: Emily Kame Kngwarreye (Indigenous Australian)</p> |
| Inspiration |                                                                                                                                                   |                                                                                                                                                                                                  |                                                                                                                  |                                                                                                                               |                                   |                                                                                                                                                                          |
| Outcome     |                                                                                                                                                  |                                                                                                                                                                                                |                                                                                                                 |                                                                                                                              |                                   |                                                                                                                                                                         |

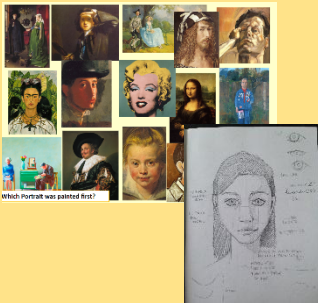
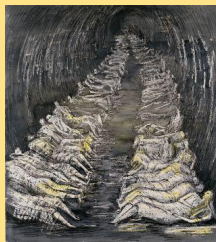
|             | Year 3                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                         |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Term        | Autumn 1                                                                                                                                                                                                                                                                                                                                                  | Autumn 2                                                                                                                                                                                                                                                                                            | Spring 1                                                                                                                                                                                                                                                                                                                 | Spring 2                                                                                                                                                                                                                                | Summer 1<br>– Courageous<br>Advocacy | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                             |
| Unit        | <p><b><u>Y3 Shop Fronts:</u></b><br/>(Local Area)<br/>- Go out and explore the local area and draw houses and shop fronts.<br/>- Add colour to their drawings.</p> <p><a href="#"><u>Alternative unit if needed for display.</u></a><br/><a href="#"><u>Drawing Roman columns: link to escape to Pompeii</u></a><br/>Sketching unit on Roman columns.</p> | <p>Christmas illustrations – printing using polystyrene.</p> <p>Paint background of card for colour and print over the top. Or leave white and add gold leaf. Make into a Christmas card.</p> <p>Alternatively, different interpretations of the nativity oil pastels, gold leaf, water colours</p> | <p><b><u>Y3 Africa Batik:</u></b><br/>- are inspired by Edward Tingatinga<br/>- Study animal skins to inspire pattern making.<br/>- Explore batik and create pattern on materials</p> <p><a href="#"><u>Rework unit so it focuses on Batik. SB has examples from South Africa where you work it in pen first</u></a></p> | <p><b><u>Y3 Countryside Chickens :</u></b><br/>(Attila the Hen)<br/>- are inspired by David Hockney<br/>- Create a range of chickens in pencil, paint and pastel.<br/>- Collage a chicken.</p> <p>NB ask children to bring in mags?</p> |                                      | <p><b><u>Y3 African Parcels:</u></b><br/>- are inspired by Pablo Picasso. Picasso was inspired by traditional African art/artefacts<br/>- study and observe brown paper wrapped parcels<br/>- pencil drawings of parcels, focus on light and shade to produce depth.</p> <p>Unwrap presents:<br/>- study and observe African artefacts<br/>- produce a Picasso inspired composition by cutting up their drawings</p> |
| Inspiration |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                      |                                                                                                                                                     |                                      |                                                                                                                                                                                                                                                                                                                                  |
| Outcome     |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                      |                                                                                                                                                    |                                      |                                                                                                                                                                                                                                                                                                                                 |

|             | Year 4                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                              |                                      |                                                                                                                                                                                                                                 |
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| Term        | Autumn 1                                                                                                                                                                                                                                                | Autumn 2                                                                                                                                                                                                                                                                                                            | Spring 1                                                                                                                                                                                                                                                        | Spring 2                                                                                                                                                                                                                                                                                     | Summer 1<br>– Courageous<br>Advocacy | Summer 2                                                                                                                                                                                                                        |
| Unit        | <u><a href="#">Krindlekrax</a></u><br><br>- are inspired by the Belgian street artist Roa.<br><br>- Use a range of stimuli to draw a detailed dragon.<br><br>- colour mix and paint their drawing.<br><br>- create a press print to print dragons with. | <u><a href="#">London Silhouettes:</a></u><br><br>(Coming to England)<br><br>- are inspired by Stephen Wiltshire<br><br>- Study a range of iconic and famous London buildings.<br><br>- Bring these together into a pen and ink silhouette.<br><br>-Have added a column of the Happy Prince in the past – gold leaf | <u><a href="#">Starry Skies:</a></u><br><br>- experimenting with oil pastels in the style of a famous artist.<br><br>create and collect collage materials<br><br>Outcome - producing their own interpretations of a starry night in small collaborative groups. | <u><a href="#">Bottles:</a></u><br><br>- are inspired by Morandi.<br><br>- Look at the bottle's form and produce sketches of individual and group still life. Light and shadow. Position on page (foreground/background)<br><br>- Use watercolour to create compositions in Morandi's style. |                                      | <u><a href="#">Y4 Rabbits:</a></u><br><br>(Edward Tulane)<br><br>- are inspired by Albrecht Durer.<br><br>- draw detailed, marked rabbits.<br><br>- Mix many hues of brown to paint their pieces.<br><br>- Sculpt clay rabbits. |
| Inspiration |                                                                                                                                                                       |                                                                                                                                                                                                                                   |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                              |                                      |                                                                                                                                             |
| Outcome     |                                                                                                                                                                      |                                                                                                                                                                                                                                  |                                                                                                                                                                             |                                                                                                                                                                                                                                                                                              |                                      |                                                                                                                                            |



|             | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                    |                                                                                                |                                   |                                                                                                                                                                                                                                                                                                                                              |
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| Term        | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Autumn 2                                                                                                                                                                                                                                                   | Spring 1                                                                                                                                                                                                                                                                                           | Spring 2                                                                                       | Summer 1<br>— Courageous Advocacy | Summer 2                                                                                                                                                                                                                                                                                                                                     |
| Unit        | <p>ST 2023-24</p> <p>Y5 Iron Man unit (moved from Spring 1)</p> <p>- Instead of collaging as outcome, imprinting into foil (1 lesson mark making, 1 lesson iron man)</p> <p><b>Y5 The Iron Man:</b></p> <p>(The Iron Man)</p> <p>- are inspired by Carolina Sardi &amp; Paula Castilla</p> <p>- from close observation sketch metal objects in a range of media.</p> <p>- produce a drawing based on the illustrations from 'The Iron Man'.</p> <p>- Design and create a collage of the 'Iron Man'</p> | <p><b>Year 5 Textured Maps</b></p> <p>(Local area study Geography)</p> <p>- are inspired by Ekta Kaul (and Alma Thomas).</p> <p>- using a range of maps and knowledge of the local area, draw a stylized map.</p> <p>- add textured paint to the maps.</p> | <p><b>Y5 the Victorians:</b></p> <p>Will be reading street child</p> <p>- are inspired by Lowry</p> <p>- Extend paintings in the style of an artist.</p> <p>- Use local buildings as inspiration.</p> <p>- Plan, draw and paint a large piece in the style of an artist using local landmarks.</p> | <p>Need a new Y5 unit</p> <p><b>Myths from Around the World is the writing in spring 1</b></p> |                                   | <p><b>Y5 Ghost Stories:</b></p> <p>(The Highway Man)</p> <p>- are inspired by Augusta Savage, Peter Phillips and the stone gargoyles around London.</p> <p>- are inspired by Leonardo da Vinci</p> <p>- create beautiful sketchbook pages studying gargoyles.</p> <p>- design and create their own interpretations of gargoyles in clay.</p> |
| Inspiration |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                         |                                                                                                                                                                                                                |                                                                                                |                                   |                                                                                                                                                                                                                                                          |
| Outcome     |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                        |                                                                                                                                                                                                               |                                                                                                |                                   |                                                                                                                                                                                                                                                         |



|             | Year 6                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                        |                                   |                                                                                                                                                                                                                                                                                                                    |
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| Term        | Autumn 1                                                                                                                                                                                                                                   | Autumn 2                                                                                                                                                                                                                                                                 | Spring 1                                                                                                                                                                                                                                                     | Spring 2                                                                                                                                                                                                                                                                               | Summer 1<br>— Courageous Advocacy | Summer 2                                                                                                                                                                                                                                                                                                           |
| Unit        | <u><b>Y6 Trainers:</b></u><br>(Rebound from a few weeks previously)<br>- are inspired by Wilhemina McApplin Godfrey<br>- detailed drawings of compasses.<br>- mixed media drawings of trainers.<br>- Detailed lino print of trainer soles. | <u><b>Year 6 Self Portraiture</b></u><br>- are inspired by Frida Kahlo and many more famous portrait artists.<br>- extend images of their own faces, considering form, proportions, shadows and highlights.<br>- study classical portraiture and create a self-portrait. | <u><b>Y6 Flowers :</b></u><br>(Amal Unbound)<br>- are inspired by Marianne North and Henna patterns.<br>- extend and create beautiful painted flowers.<br>- Using flowers and patterns as inspiration, design and sew an embellished piece of art on fabric. | <u><b>Y6 War &amp; Peace:</b></u><br>(link to the history unit: WWII)<br>- are inspired by Henry Moore and Paul Nash.<br>- Sketch and range of figures in different media from life drawing,<br>- From their sketches recreate Henry Moore's famous underground scenes in mixed media. |                                   | <u><b>Y6 Love and Tragedy :</b></u><br>(Romeo and Juliet)<br>- are inspired by Cezanne, Damien Hirst and Picassos' skulls).<br>- Produce a range of quick sketches and detailed drawings of skulls in a range of media.<br>- Practice still life<br>- Build a composition on a canvas in acrylic paint.<br>8 weeks |
| Inspiration |                                                                                                                                                          |                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                                                    |                                   |                                                                                                                                                                                                                                |
| Outcome     |                                                                                                                                                         |                                                                                                                                                                                       |                                                                                                                                                                          |                                                                                                                                                                                                   |                                   |                                                                                                                                                                                                                               |

