Art & Design Long Term Plan for 2026-2027 (Cycle B)

Half term	Mars Reception and Year 1	Venus Years 2 and 3	Saturn Years 4 and 5	Jupiter Years 5 and 6
Autumn 1	Drawing: Marvellous Marks (EY) Drawing: Exploring Line and Shape (Y1)	Drawing: Understanding Tone and Texture Drawing: Developing Drawing Skills	Drawing: Depth, Emotion and Movement Drawing: Expressing Ideas	Drawing: Depth, Emotion and Movement Drawing: Expressing Ideas
Autumn 2	Sculpture and 3D: Creation Station (EY) Sculpture and 3D: Paper Play (Y1)	Sculpture and 3D: Clay Houses	Sculpture and 3D: Mega Materials	Sculpture and 3D: Mega Materials
Spring 1	Painting and Mixed Media: Paint my World (EY)	Painting and Mixed Media: Prehistoric Painting	Painting and Mixed Media: Portraits	Painting and Mixed Media: Portraits
Spring 2	Painting and Mixed Media: Colour Splash (Y1)	Painting and Mixed Media: Artist Study	Painting and Mixed Media: Artist Study	Painting and Mixed Media: Artist Study
Summer 1	Craft and Design: Let's Get Crafty (EY)	Craft and Design: Map it Out	Craft and Design: Architecture	Craft and Design: Architecture
Summer 2	Craft and Design: Woven Wonders (Y1)	Craft and Design: Artist Study	Craft and Design: Artist Study	Craft and Design: Artist Study

Art and design knowledge and skills progression

Cycle B 2026 to 2027

EYFS to Year 6

Children build artistic knowledge by exploring materials, studying artworks and developing their own ideas. This guide shows how the five progression strands apply to the school's Cycle B topics, and how pupils deepen their learning while being taught together.

Teaching group	Shared curriculum	Distinct expectations
Mars: Reception and Year 1	Six shared half term blocks using the EYFS and Year 1 titles in the overview.	Reception explores through play, practical experiences and talk. Year 1 develops controlled marks, observations and explanations.
Venus: Years 2 and 3	Same topics for both years, including both Autumn drawing titles.	Year 2 secures KS1 foundations; Year 3 builds early KS2 research, purposeful material choices and problem solving.
Saturn: Years 4 and 5	Same six topics as Jupiter.	Year 4 purposeful planning and control; Year 5 more independent research, combination and refinement.
Jupiter: Years 5 and 6	Same six topics as Saturn.	Year 5 uses the same standard as Saturn; Year 6 independently develops and justifies a personal response.

Generating ideas and using sketchbooks

Year	Generating ideas	Using sketchbooks and records	Cycle B application
Reception	Talk about an idea and explore different ways to record it.	Experiment freely with marks and materials. Adults may photograph or record talk; no formal written sketchbook requirement.	Marks, models, colour and craft trials; choose what to try next.
Year 1	Explore personal ideas through different media.	Use a sketchbook or working collection to explore ideas.	Try line patterns, paper shapes and weaving materials before choosing.
Year 2	Generate ideas from a wider range of stimuli.	Use drawing and experiments to decide what to try next.	Compare tonal marks, sketch a clay house and trial map textures.
Year 3	Use stimuli, simple research and evaluation during making.	Record drawings and annotations, plan and identify next steps.	Research prehistoric images and test tools; annotate a map or print design.
Year 4	Use research and technique trials to plan purposefully.	Develop understanding and plan an outcome.	Compare drawing layouts; test sculpture joins and portrait materials.
Year 5	Develop ideas more independently from research and evaluation.	Record observation and research, test materials and work towards an outcome.	Connect artist research to expressive marks, portrait choices and an architectural brief.
Year 6	Use research and creative experience to originate starting points.	Research, test and develop plans systematically and independently.	Develop several possibilities, select a direction and record why an alternative was rejected.

Sketchbooks are working records rather than neat presentation books. Revisit earlier trials and retain changes. The amount of writing should not determine the art judgement; drawings, samples, photos and recorded explanations can show decisions.

Making skills in drawing and painting

Year	Drawing knowledge and application	Painting and mixed media knowledge and application
Reception	Lines can be straight, curved, large or small. Try tools and movements; look carefully at a familiar object or face.	Colours can mix to make new colours. Name and choose colours; explore paint with hands, brushes and other tools.
Year 1	Shapes help build a drawing. Pressure changes light and dark marks; vary line and make an even area of tone.	Use the traditional red, yellow and blue paint model to mix orange, green and purple. Control brush direction and clean between colours.
Year 2	Lines and marks can suggest texture. Refine shapes, combine them in a composition and shade with different pressures.	Choose brush size and experiment with paint consistency and colour matching. Explain how a tool changes the mark.
Year 3	Tone means light and dark; shading can suggest form. Observe organic and geometric shapes and plan a composition with light sketching.	Contrast, warm and cool colours can affect an image. Select tools and consistency deliberately to produce texture and coverage.
Year 4	Light, shadow, proportion and relative size help suggest form and distance. Use smoother tonal transitions and varied marks.	White creates a tint and black creates a shade in this paint model. Blend gradually and use colour to suggest light and shadow.
Year 5	Expressive marks can imply movement or emotion. Refine tonal gradients and cross hatching; use foreground, middle ground and background.	Use pressure, speed, direction, dry brush and colour contrast intentionally. Combine media and sustain and revisit work.
Year 6	Select line and shading for a personal intention. Explore one point perspective where useful; scale a drawing while retaining proportions.	Select brushes and control layering, blending and water. Use colour for mood or meaning; where watercolour is taught, dilute with water to lighten.

Making skills in sculpture craft and design

Year	Sculpture and three-dimensional making	Craft and design
Reception	Soft modelling materials can be shaped by hands and tools. Arrange natural materials, explore colour and texture, and try solutions.	Explore cutting, threading, folding and joining. Make choices through play and talk about a material.
Year 1	Flat paper can become a form by rolling, folding or scrunching. Cut and join paper structures and choose a way to fix them.	Materials can be threaded, knotted, wrapped or woven. Use a simple loom and repeated over and under actions.
Year 2	Clay can be rolled, flattened and textured. Join clay by scoring and adding slip; model a relief or house form.	Use texture, pattern and colour to represent a journey. Layer materials and prepare, ink and transfer a simple relief print.
Year 3	Plan a form through drawing; test joins, shape card and consider stability and negative space.	Research a subject, choose symbols and select materials purposefully. Adapt map and print designs using trials and evaluation.
Year 4	Different tools carve, model and join differently. Test soap, wire or found materials and select a suitable display.	Collect imagery into a theme or mood board. Develop observations into designs and test pattern or material options.
Year 5	Scale changes the effect of a sculpture. Test small versions, transform everyday objects and consider audience experience.	Observe buildings, use shapes and measurement for proportion, develop a monoprint and design against an architectural brief.
Year 6	Translate an idea or image into form; combine and manipulate materials for a deliberate personal effect.	Independently select media for a brief. Use photography, photomontage, scale or grid transfer where relevant to the chosen study.

Knowledge of artists

Year	What children understand	What children do with this knowledge	Cycle B evidence
Reception	Artists use many tools and materials and find ideas in different things. Some art is temporary.	Enjoy looking, notice materials and talk about a choice.	Identify a mark or colour in a shared artwork and try an idea.
Year 1	Artists choose materials for effects; people in different places and times can share ideas.	Compare painting, drawing and sculpture and connect a technique to their own work.	Compare a paper form and a painting; identify the material used.
Year 2	Art can be figurative or abstract and can respond to a brief or communicate something.	Use vocabulary to discuss art and select a material for an effect.	Explain a house texture, portrait mark or map design choice.
Year 3	Past art reflects available materials and gives clues about its time; our interpretations may differ.	Use evidence to discuss past techniques and consider how work is displayed.	Explain a prehistoric image trial, separating what is visible from a possible interpretation.
Year 4	Materials, composition and display can affect meaning; designers collect visual ideas.	Compare works using vocabulary and collate a theme.	Connect artist observations to portrait, sculpture or building plans.
Year 5	Culture, events and technology may influence artists; viewers interpret through experience.	Research and discuss approaches and intended effects on viewers.	Use contextual research and visual evidence to explain a choice in a portrait or design.
Year 6	Art forms change as artists test ideas and technologies. Materials and symbols can express memory or views.	Interpret and evaluate across disciplines, connecting context, process and personal response.	Compare interpretations and explain how a chosen material or symbol supports an intention.

Evaluating and analysing

Year	Knowledge and understanding	Expected evaluation	Useful teacher prompt
Reception	Art involves exploring, choosing and changing.	Talk about their work, identify something that went well and begin explaining a preference.	Which part would you like to show me?
Year 1	Art can be made in different ways by different people.	Describe and compare features of their own and others' work.	What is similar about these marks?
Year 2	People make art for stories, ideas, feelings, decoration and other purposes.	Explain an opinion, discuss how something was made and suggest an improvement.	What could you change to make that join work?
Year 3	An artwork can have more than one meaning and people can disagree.	Interpret a possible meaning and use a problem solving process to improve work.	What in the image supports your idea?
Year 4	Time, place and display influence how art is understood.	Use more precise vocabulary and evaluate during planning and making with growing independence.	How has your trial changed your plan?
Year 5	Art may express identity, emotion or beliefs and prompt questions.	Discuss process and effect; use material knowledge to test alternatives and improve.	Which version best communicates your intention, and why?
Year 6	Interpretation and value vary; art can communicate social or environmental views.	Give reasoned evaluations using context and intention; independently test alternatives and refine.	How might another viewer interpret this, and what evidence supports that reading?

The 5 strands with making skills mapped to the Cycle B topics in teaching order

Mars Class (Reception / Year 1) autumn and early spring

One shared stimulus and demonstration. The different outcomes below are taught within the same practical lesson. Artist Study focuses are proposed applications where the overview leaves the selection open.

Autumn 1 Drawing: Marvellous Marks (EY) and Drawing: Exploring Line and Shape (Y1)

Shared knowledge	Reception	Year 1
Line, shape and pressure change a mark. Tools can produce different effects.	Explore large and small marks and talk about a chosen tool or shape.	Recognise shapes in an object; vary line and pressure and combine shapes in an observed drawing.

Evidence and vocabulary: A free mark trial and a later observation; explain a tool choice. Key words: line, shape, pressure, light, dark.

Autumn 2 Sculpture and 3D: Creation Station (EY) and Sculpture and 3D: Paper Play (Y1)

Shared knowledge	Reception	Year 1
Paper can be flat or formed in space. Rolling, folding and joining change what a material can do.	Shape soft materials and arrange paper or natural forms; try a way to join two pieces.	Fold, roll and cut paper; choose a secure join to build a three-dimensional arrangement.

Evidence and vocabulary: Photograph a trial join and the model; explain what helped it stand. Key words: fold, roll, join, form, sculpture.

Spring 1 Painting and Mixed Media: Paint my World (EY)

Shared knowledge	Reception	Year 1
Colour, tools and movement create different marks. Mixing changes colours.	Choose colours and explore marks with fingers, brushes or found tools; notice a colour change.	Choose brush sizes, control direction and cover an area; compare a tool trial with a chosen effect.

Evidence and vocabulary: Colour and tool trials followed by a painting; describe what changed. Key words: colour, mix, brush, texture, mark.

Mars Class (Reception / Year 1) late spring and summer

One shared stimulus and demonstration. The different outcomes below are taught within the same practical lesson. Artist Study focuses are proposed applications where the overview leaves the selection open.

Spring 2 Painting and Mixed Media: Colour Splash (Y1)

Shared knowledge	Reception	Year 1
In the traditional paint model red, yellow and blue mix to create orange, green and purple. Paint and water amounts affect marks.	Experiment with mixing and say or show what happened; no expectation to memorise a full colour wheel.	Mix and name secondary colours; control paint loading and choose a mixed colour for an image.

Evidence and vocabulary: Mixing samples and a colour choice in an artwork; check explanation after the lesson. Key words: primary, secondary, mix, thick, thin.

Summer 1 Craft and Design: Let's Get Crafty (EY)

Shared knowledge	Reception	Year 1
Materials behave differently when cut, folded, threaded or joined. Craft involves deliberate material choices.	Explore safe cutting and threading, join pieces and develop a personal creation.	Cut and join with more control; compare ways to thread, wrap or fasten a material for an effect.

Evidence and vocabulary: A material trial and photograph of a creation; pupil explains a choice or change. Key words: cut, thread, fold, wrap, material.

Summer 2 Craft and Design: Woven Wonders (Y1)

Shared knowledge	Reception	Year 1
Weaving interlaces materials with a repeated over and under pattern; materials can vary in colour and texture.	Explore threading strips and weaving with large materials, with adult support as needed.	Weave on a simple loom with increasing independence; select and combine materials and repair a missed interlace.

Evidence and vocabulary: Early and later weaving samples; show where the over and under sequence repeats. Key words: weave, loom, over, under, pattern.

Venus Class (Year 2 / Year 3) autumn and early spring

One shared stimulus and demonstration. The different outcomes below are taught within the same practical lesson. Artist Study focuses are proposed applications where the overview leaves the selection open.

Autumn 1 Drawing: Understanding Tone and Texture and Drawing: Developing Drawing Skills

Shared knowledge	Year 2	Year 3
Tone is light and dark. Pressure, overlapping marks and line qualities can suggest texture; shapes help structure drawings.	Use pressure to shade light and dark areas; combine shapes and refine a texture drawing.	Select marks for tone, pattern and texture; use light sketching and shading to begin suggesting form.

Evidence and vocabulary: Mark and tone trials, an observed drawing and a comparison explaining an improvement. Key words: tone, texture, outline, shading, form.

Autumn 2 Sculpture and 3D: Clay Houses

Shared knowledge	Year 2	Year 3
Clay can be flattened, shaped, impressed and joined. Scoring and slip help secure joins; relief projects from a background.	Make a clay house relief using rolled or flattened parts, textured marks and secure joins.	Plan a house form or relief, test join quality and stability, and refine texture for a chosen effect.

Evidence and vocabulary: Annotated sketch or oral plan, trial join and a photograph before and after refinement. Key words: clay, score, slip, relief, texture.

Spring 1 Painting and Mixed Media: Prehistoric Painting

Shared knowledge	Year 2	Year 3
Prehistoric makers used available pigments and surfaces. Animal images can be made with shapes, textured grounds and handmade tools.	Use shapes for an animal, mix an earthy palette and select tools to create surface texture.	Compare evidence of past materials, test safe substitute pigments and tools, and use contrast and placement intentionally.

Evidence and vocabulary: Tool and colour trials, animal image and an explanation separating evidence from a guess about meaning. Key words: pigment, surface, contrast, outline, prehistoric.

Venus Class (Year 2 / Year 3) late spring and summer

One shared stimulus and demonstration. The different outcomes below are taught within the same practical lesson. Artist Study focuses are proposed applications where the overview leaves the selection open.

Spring 2 Painting and Mixed Media: Artist Study

Shared knowledge	Year 2	Year 3
Proposed painting study: an artist can communicate an idea through colour, marks and arrangement. Figurative and abstract responses are both possible.	Describe features in selected works, trial a technique and explain a colour or tool choice.	Use simple research, compare possible meanings and adapt a technique for a personal response.

Evidence and vocabulary: Artist and artwork record, trials, personal painting and one justified improvement. Key words: artist, figurative, abstract, technique, response.

Summer 1 Craft and Design: Map it Out

Shared knowledge	Year 2	Year 3
A map can be an artistic interpretation of a journey. Shape, texture, colour and symbols represent selected features. Relief printing transfers a prepared raised surface.	Draw a journey, choose materials for texture and explore layered collage or a simple relief print.	Research visual sources, plan a composition and adapt a print or layered map after evaluating a trial.

Evidence and vocabulary: Route sketch, samples, final map artwork and an explanation of what a symbol represents. Key words: journey, symbol, layer, relief print, composition.

Summer 2 Craft and Design: Artist Study

Shared knowledge	Year 2	Year 3
Proposed craft study: artists and designers transform materials for a purpose or audience. A brief helps guide a design.	Respond to a simple brief, compare materials and explain a practical improvement.	Use simple artist research and annotated tests to plan, make and revise a personal craft response.

Evidence and vocabulary: Named maker and work, material tests, design and explanation of how the outcome meets the brief. Key words: maker, brief, material, design, evaluate.

Saturn Class (Year 4 / Year 5) and Jupiter Class (Year 5 / Year 6) Autumn 1

Drawing depth emotion movement and expressing ideas

Line, tone, texture, composition and relative size can suggest depth, feeling or movement. Artists select expressive marks rather than always copying precise outlines.

Shared topic in both classes. The Year 5 column applies equally in Saturn and Jupiter. The steps below are proposed applications of the supplied progression, not separate teaching groups.

Strand	Year 4 in Saturn	Year 5 in either class	Year 6 in Jupiter
Generating ideas	Compare two possible compositions from a shared stimulus.	Develop several layouts from research and choose an expressive intention.	Originate a personal response and justify the chosen layout against alternatives.
Using sketchbooks	Trial marks, shadows and relative sizes; note a planned effect.	Record observation, tonal gradients, cross hatching and foreground studies.	Systematically test line, tone and scale; revisit evidence when refining.
Making skills	Combine marks and graded tone to suggest form; use proportion and foreground or background.	Use expressive lines and smooth tonal changes; organise foreground, middle ground and background.	Select and combine drawing methods for intent; explore scaling or one point perspective if it supports the image.
Knowledge of artists	Compare how selected artists use marks and composition.	Discuss the influence of context and how marks guide a viewer.	Evaluate different approaches and interpretations using visual and contextual evidence.
Evaluating and analysing	Explain a change using line, tone or composition vocabulary.	Test an alternative and explain its effect on movement, mood or depth.	Justify revisions against intention and consider another viewer's interpretation.

Evidence: Keep tonal and expressive trials, two layouts and the developed drawing. Ask pupils to identify a deliberate mark or spatial choice.

Key vocabulary: line, tone, gradient, cross hatching, composition, foreground, proportion.

Saturn Class (Year 4 / Year 5) and Jupiter Class (Year 5 / Year 6) Autumn 2

Sculpture and 3D Mega Materials

Materials have different properties and require different tools and joins. Carving removes material; construction joins parts. Form, negative space, scale and display influence the viewer's experience.

Shared topic in both classes. The Year 5 column applies equally in Saturn and Jupiter. The steps below are proposed applications of the supplied progression, not separate teaching groups.

Strand	Year 4 in Saturn	Year 5 in either class	Year 6 in Jupiter
Generating ideas	Develop a sculptural idea from the shared examples.	Research material possibilities and propose a form and viewer effect.	Develop a personal concept and weigh alternative materials and display sites.
Using sketchbooks	Draw a plan and retain tool, texture or join tests.	Compare small models and annotate decisions about form, stability and scale.	Use systematic tests to select and refine structure, surface and display.
Making skills	Explore safe soap carving, modelled wire or constructed forms; match tools to materials.	Combine or transform suitable materials with controlled joins; assess a small model before developing it.	Independently select and combine construction or carving approaches to convey an idea; revise weak structures.
Knowledge of artists	Compare material and display choices in selected sculptures.	Explain how context, scale or material may shape the viewer's experience.	Compare artists' intentions and responses; connect material and symbolic choices to the personal concept.
Evaluating and analysing	Check stability and effect at more than one viewing angle.	Use trial results and viewer feedback to improve form, surface or display.	Evaluate against intention and explain a reasoned compromise between stability, materials and effect.

Evidence: Keep a design, test or small model, construction photos and the final display. Ask why a particular join or viewpoint was chosen.

Key vocabulary: form, negative space, carve, construct, stability, scale, display.

Saturn Class (Year 4 / Year 5) and Jupiter Class (Year 5 / Year 6) Spring 1

Painting and mixed media Portraits

A portrait can communicate identity through colour, pose, composition and materials. Observation, abstraction and mixed media offer different ways to represent a person.

Shared topic in both classes. The Year 5 column applies equally in Saturn and Jupiter. The steps below are proposed applications of the supplied progression, not separate teaching groups.

Strand	Year 4 in Saturn	Year 5 in either class	Year 6 in Jupiter
Generating ideas	Choose features or objects to include in a portrait.	Research self-portrait approaches and plan how to communicate an aspect of identity.	Originate a personal interpretation and compare alternative visual symbols or compositions.
Using sketchbooks	Trial facial proportions, colour blends and collage arrangements.	Record observations, research and alternative combinations of drawing, paint or collage.	Systematically test media and compositions; record how choices support meaning.
Making skills	Use controlled brushwork, tints, shades and proportion to develop a mixed media portrait.	Combine media deliberately; use colour contrast, texture and expressive marks to support identity or mood.	Control layers and transitions while adapting media to intent; balance visual coherence with purposeful distortion or abstraction.
Knowledge of artists	Describe how selected portrait artists arrange an image.	Connect self-portrait choices to the artist's context and the viewer's experience.	Interpret and evaluate identity or symbolism with evidence, recognising possible alternative readings.
Evaluating and analysing	Discuss which material or colour choice works and revise one part.	Compare an alternative and explain how effectively the portrait communicates the idea.	Independently refine the outcome and justify choices using intention, process and context.

Evidence: Keep a portrait plan, media trials, the developed image and a short explanation. Pupils may use an imagined identity rather than disclose personal experiences.

Key vocabulary: portrait, identity, proportion, tint, shade, mixed media, symbol.

Saturn Class (Year 4 / Year 5) and Jupiter Class (Year 5 / Year 6) Spring 2

Painting and mixed media Artist Study

Proposed focus: investigate how two selected artworks use paint, colour, texture and composition to communicate a theme. Adapt an approach into a personal painting rather than only copying a finished image.

Shared topic in both classes. The Year 5 column applies equally in Saturn and Jupiter. The steps below are proposed applications of the supplied progression, not separate teaching groups.

Strand	Year 4 in Saturn	Year 5 in either class	Year 6 in Jupiter
Generating ideas	Develop a theme from the selected artworks and plan an image.	Use research to propose and select an individual response.	Choose a personal enquiry within the shared theme and justify the artistic direction.
Using sketchbooks	Record observations and trial brushwork, colour and composition.	Compare media or paint consistencies, annotate effects and refine a plan.	Systematically test alternatives and use results to revise decisions throughout making.
Making skills	Blend colours and use tints, shades and textured marks with increasing control.	Select brush pressure, speed, dry brush, layering or contrast for an intended effect.	Control brushes, layers and colour relationships for meaning; use water control and wet techniques if watercolour is selected.
Knowledge of artists	Compare techniques and discuss possible messages using art vocabulary.	Connect an artist's approach with cultural or historical context and intended viewer effect.	Evaluate how context, technique and interpretation interact; compare contrasting readings.
Evaluating and analysing	Review progress during making and explain a useful change.	Use technical trials to improve how effectively the image conveys the intended feeling or idea.	Independently test alternatives, justify revisions and evaluate the relationship between intention and viewer response.

Evidence: Record selected artists and exact artworks, a contextual note, test pages and a developed painting with evaluation. This proposed focus requires teacher selection.

Key vocabulary: palette, brushwork, layer, contrast, interpretation, context, intention.

Saturn Class (Year 4 / Year 5) and Jupiter Class (Year 5 / Year 6) Summer 1

Craft and design Architecture

A building design responds to a brief, users and a site. Observation, proportion, viewpoints and material choices help communicate ideas. An elevation shows a face of a building; a plan shows a view from above.

Shared topic in both classes. The Year 5 column applies equally in Saturn and Jupiter. The steps below are proposed applications of the supplied progression, not separate teaching groups.

Strand	Year 4 in Saturn	Year 5 in either class	Year 6 in Jupiter
Generating ideas	Collect visual ideas and develop a design for a shared building brief.	Research architectural approaches and develop several options addressing users and purpose.	Independently develop a reasoned design response that balances users, site, materials and a visual intention.
Using sketchbooks	Record building observations and compare shapes, patterns and material trials.	Use measurements, observations and artist research to develop drawings and a print design.	Test layout, scale and material options systematically and document refinements against the brief.
Making skills	Use shapes and proportion to draw a building; develop a surface or print sample.	Develop an observational drawing into a monoprint; draw and annotate front or side elevations and a proposed design.	Select drawing, print or modelling methods to communicate the proposal; retain relative proportions when scaling views.
Knowledge of artists	Compare architects' choices and how design affects users.	Discuss how site, culture, technology or resources influence a selected architect's work.	Evaluate contrasting architectural responses and justify influences without simply copying a style.
Evaluating and analysing	Check the design against the brief and improve a practical feature.	Explain trade offs in appearance, materials or users' needs and test an alternative.	Justify final decisions and identify what the drawings or model can and cannot show about the design.

Evidence: Keep the agreed brief, research, an observational drawing, print trial and annotated proposal. A classroom model communicates a design; it is not a structural safety test.

Key vocabulary: architect, brief, proportion, elevation, plan, monoprint, user.

Saturn Class (Year 4 / Year 5) and Jupiter Class (Year 5 / Year 6) Summer 2

Craft and design Artist Study

Proposed focus: investigate a selected artist, maker or designer and develop a material based response for a clear purpose or audience. Build on the architecture block while applying the five strands independently.

Shared topic in both classes. The Year 5 column applies equally in Saturn and Jupiter. The steps below are proposed applications of the supplied progression, not separate teaching groups.

Strand	Year 4 in Saturn	Year 5 in either class	Year 6 in Jupiter
Generating ideas	Use a shared theme and brief to develop a purposeful craft design.	Research approaches and plan a personal response with alternative materials.	Originate a response within the shared brief and justify the intended audience effect.
Using sketchbooks	Collect imagery, trial materials and plan the stages.	Record research and compare design versions, joins, surfaces or print samples.	Use a systematic research and testing record to select, reject and refine options.
Making skills	Combine taught shaping, joining, pattern or printing methods with control.	Select and combine craft, print or constructed media for purpose; sustain and refine making.	Independently adapt methods to intent and resolve technical problems; photography or photomontage is an option if relevant and taught.
Knowledge of artists	Explain how the selected maker's materials and design choices affect use or meaning.	Connect the maker's work to context and explain influences on a personal response.	Evaluate contrasting approaches and discuss how materials, technology or audience shape interpretation.
Evaluating and analysing	Review the design during making and suggest a practical improvement.	Test another solution and explain how it improves the response to the brief.	Justify refinements against intention, technical results and audience feedback; identify a worthwhile next investigation.

Evidence: Record the named maker, specific work and brief, material trials, final outcome and evaluation. The teacher confirms the medium before teaching; optional media are not automatic coverage.

Key vocabulary: craft, designer, audience, prototype, material, refine, evaluate.