



# The Grange Primary School

## Art Overview

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## Art Overview

### Our Curriculum Drivers

Emotional Awareness	Enterprise	Independence	Knowledge of the World
Art at TGPS develops our pupils' emotional awareness through the creative nature of the subject. Pupils are encouraged to express themselves through the application of artistic skills; and express their thoughts, feelings and opinions through evaluative critique.	Art at TGPS develops our pupils' enterprise skills by encouraging creative design techniques and the use of evaluative skills to improve the effectiveness of a design.	Art at TGPS develops our pupils' independence through the opportunities for self-led creativity after the teaching and learning of different artistic skills and techniques. Pupils are encouraged to think critically about their own work in order to independently improve designs.	Art at TGPS develops our pupils' knowledge of the world through exposure to a range of artists and their work. Pupils will learn about the artist's geographical, social and religious backgrounds and understand how these influenced the artists. Art provides many cultural capital opportunities through art evaluation.

### Art Long Term Plan

Art is taught in every year group from FS1 to Year 6. All year groups are taught drawing, painting and sculpture. The skills taught are progressive through each year group so that prior learning is used and built upon. Each year group (Y1 to Y6) has an additional unit of art to be taught - either collage or **sculpture**. Additional units are taught in alternating year groups so that pupils have the opportunity to learn new skills, building on prior knowledge with a year's gap to support long term memory retention and support pupils to make connections.

Year group	Collage	Drawing	Painting	Printing	Sculpture
<b>EYFS</b>	All areas of Art are taught through continuous provision opportunities				
<b>1</b>	✓	✓	✓		✓
<b>2</b>		✓	✓	✓	✓
<b>3</b>	✓	✓	✓		✓
<b>4</b>		✓	✓	✓	✓
<b>5</b>	✓	✓	✓		✓
<b>6</b>		✓	✓	✓	✓

The progression of Art at TGPS and the learning objectives have been developed from Chris Quigley's progression of skills in order to best meet the needs of our pupils and to support them in their development as artists. This will ensure that they are best equipped to enter Key Stage 3 and foster a life-long love and appreciation for Art.

# Learning Objectives

## Year 1 Art Learning Objectives

### Collage

Prior Knowledge		Future Knowledge
<p><u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u>            Experiment with using scissors to cut materials.            Experiment with a range of materials to create an effect.            Explore and talk about the texture of things.</p> <p><u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u>            Use scissors to cut materials with control.            Use a small range of materials to create a desired effect.            Experiment with a range of 'sticking' tools (glue stick, PVA glue, sellotape) to combine a small range of materials.            Experiment with creating different textures from a range of materials.</p>		<p><u>Year 3</u>            Begin to select and arrange materials for a striking effect.            Identify, name and use coiling and overlapping collage techniques.</p> <p><u>Year 5</u>            Identify, name and use mosaic technique.            Use a variety of mosaic materials (including recycled materials).</p>
Learning Objective	Specific	Possible Cross Curricular Links
L.O. To critique famous collage artwork.	See suggested artists section. Ensure artwork includes elements of the cutting, tearing, glueing, sorting and arranging skills that Y1 pupils will be taught. Use of artist critique resources and strategies (available on the shared drive)	Computing (Google Arts and Culture) English - Speaking and Listening PSHE
L.O. To understand the amount of sticking tools needed to make an effect. L.O. To use a sort and arrange different materials that are cut, torn and glued.	Experiment with varied applications with a variety of materials. Must include use of a glue stick, PVA glue and sellotape - further sticking tools can be used <u>in addition</u> (teacher judgement).	DT (Materials)
	Practise cutting and tearing skills prior to creating a piece. Practise sorting and arranging skills prior to creating a piece. Variety of materials needed (e.g. paper, card, wallpaper, newspaper, magazines etc.)	

L.O. To create a collage.	Create a piece of art inspired by existing collage artwork which includes skills taught.	Make links to topic/celebration days where possible (e.g. Black History - Faith Ringgold quilts)
L.O. To critique my artwork.	Use of critique resources and strategies to self-critique collage.	English - Speaking and Listening PSHE
<b>Subject Specific Vocabulary</b>		
collage, PVA glue, sort, arrange, materials, cut, glued, tear, torn		

## Drawing

Prior Knowledge	Future Knowledge
<p><u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u> Begin to experiment in holding a pencil, developing a preferred hand and grip. Capture experiences using a range of media.</p> <p><u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u> Hold a pencil correctly, using a tripod grip. Create simple representations of events on different surfaces (paper, card etc.). Create simple representations of people and objects that demonstrate observations (e.g. body and facial features).</p>	<p><u>Year 2</u> Begin to vary hand and wrist placement to improve control and vary pressure (e.g. upright hand to laid on page). Draw lines of different size, thickness and orientation with varying pressure. Understand shading by creating a 4 box scale of light to dark, using cross-hatching and stippling. Use cross-hatching and stippling to show light and shadow. Experiment with coloured pencils to create tints and shades using white and black. Represent people and objects, with careful observation of features and proportions.</p> <p><u>Year 3</u> Experiment with hand placement and pressure on pencil with control, using pinky finger and wrist to steady hand in a laid position with pencil movement coming from the rest of the hand. Understand pencil hardness by creating a 5 box scale of light to dark, using different pencil densities. Begin to sketch lightly without the need for a rubber to correct mistakes. Use shading techniques from KS1 and different pencils to show light and shadow. Begin to represent people and objects with careful thought and awareness. Begin to draw a proportionate body with appropriate features.</p> <p><u>Year 4</u> Begin to control pressure and movements from the top of the pencil. Carefully select hand/ wrist placement and pressure to produce a desired effect.</p>

<p>Use pencils of different hardness and shading techniques to show line, tone, light, shadow and texture.  Sketch lightly without the need for a rubber to correct mistakes.  Develop an accurate representation of people and objects with careful thought and awareness.  Develop accurate drawing of a proportionate face with appropriate features.</p> <p><u>Year 5</u>  Control pressure and movements from the top of the pencil.  Begin to use a variety of hand/wrist placements and pressures to achieve effects.  Understand tonal shading by creating box scales of light to dark, using gradient techniques (e.g. smudging).  Use a variety of techniques to add interesting tonal effects (reflections, shadows, direction of sunlight etc).  Begin to represent detailed people and objects with careful thought, awareness and techniques.  Begin to draw a proportionate face with detailed features.</p> <p><u>Year 6</u>  Use a variety of hand/wrist placements and pressures to achieve effects.  Use a choice and range of techniques to depict movement, perspective, shadows and reflection.  Choose a style of drawing suitable for the work (e.g. realistic or impressionistic)  Represent detailed people and objects with careful thought, awareness and techniques.  Draw a proportionate face with detailed features.</p>		
Learning Objective	Specific	Possible Cross Curricular Links
L.O. To critique famous drawings.	<p>See suggested artists section.  Ensure artwork includes elements of the controlled lines and neat colouring skills that Y1 pupils will be taught.  Use of artist critique resources and strategies (available on the shared drive).</p>	<p>Computing (Google Arts and Culture)  English - Speaking and Listening  PSHE</p>
L.O. To draw lines with control.	<p>Hold a pencil correctly, using a tripod grip.  Create lines of different:</p> <ul style="list-style-type: none"> <li>• Size</li> <li>• Thickness</li> <li>• Orientation</li> <li>• Density (HB, 3B, 3H pencils)</li> </ul>	<p>DT (Materials)  Maths (Comparison/Measure)</p>

L.O. To colour neatly following the lines.	Colouring in work created by others (e.g. mindfulness colouring). Create a simple drawing then colour in own work.	Make links to topic/celebration days where possible (e.g. Science - plants)
L.O. To use linear and hatching to show light and shadow.	Create a 4 box scale of light to dark, using linear and hatching. Use of HB, 3B, 3H pencil densities. Create a simple drawing then use linear and hatching to show light and shadow.	DT (Materials) Maths (Comparison/Measure)
L.O. To represent people and objects.	Draw a person (character or famous person) with careful observation of features and proportions: <ul style="list-style-type: none"> <li>• Head</li> <li>• Torso</li> <li>• Arms</li> <li>• Hands</li> <li>• Legs</li> <li>• Feet</li> </ul> Draw an object (linked to learning), with careful observation of features and proportions.	Make links to topic/celebration days where possible (e.g. historical figure, English JC unit, Science concepts etc.)
L.O. To create a coloured drawing.	Create a piece of art inspired by existing drawing artwork which includes skills taught. Y1 pupils must colour in their own work.	Make links to topic/celebration days where possible (e.g. historical figure, English JC unit, Science concepts etc.)
L.O. To critique my friend's artwork.	Use of critique resources and strategies to peer-critique drawing.	English - Speaking and Listening PSHE
<b>Subject Specific Vocabulary</b>		
drawing, tripod grip, orientation, 4 box scale, shading, shade, linear, hatching, observe, HB pencil, 3B pencil, 3H pencil		

## Painting

Prior Knowledge	Future Knowledge
<u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u> Begin to experiment in holding different types of paint brushes. Begin to identify and name colours.	<u>Year 2</u> Hold a paintbrush correctly, using a tripod grip, varying hand placement on the brush to improve control. Use thick and thin brushes. Carefully select purposeful applications of paint to brush to make an appropriate effect.

<p>Begin to explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <p>Explore colours and how they can be changed.</p> <p><u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u></p> <p>Experiment in holding different types of paint brushes, applying a tripod grip.</p> <p>Identify and name the colours of a rainbow and white and black.</p> <p>Experiment with mixing colours.</p> <p>Choose colour and paint brushes to create a desired effect.</p>		<p>Identify and name the secondary colours.</p> <p>Create a colour wheel using primary and secondary colours.</p> <p>Add white to colours to make tints and black to colours to make shades.</p> <p><u>Year 3</u></p> <p>Experiment with hand placement and pressure on paint brushes to produce controlled shapes and lines.</p> <p>Experiment with varied applications of water and watercolour paint to brush to understand the amount needed to make an effect.</p> <p>Use watercolour paint to produce washes for backgrounds.</p> <p>Begin to use watercolour paint to add detail.</p> <p>Effectively mix primary colours to make secondary colours and black and white to make grey.</p> <p>Identify, name and create warm and cool colours.</p> <p><u>Year 4</u></p> <p>Carefully select purposeful hand placement and pressure on paint brushes to produce controlled textures and patterns.</p> <p>Carefully select the application of water and watercolour paint to brush to make an effect.</p> <p>Use watercolour paint to produce washes for backgrounds then add clear detail.</p> <p>Mix and add grey to primary and secondary colours to make tones.</p> <p>Experiment with creating mood with colour.</p> <p><u>Year 5</u></p> <p>Sketch lightly before painting to combine line and colour.</p> <p>Use varied brush techniques and the qualities of paint to create texture.</p> <p>Identify and name the tertiary colours.</p> <p>Create a colour wheel using primary, secondary and tertiary colours.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p><u>Year 6</u></p> <p>Combine line and colour.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Use varied brush techniques, colour palette and the qualities of watercolour, oil and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p>
Learning Objective	Specific	Possible Cross Curricular Links
L.O. To critique famous paintings.	See suggested artists section.	Computing (Google Arts and Culture)

	Ensure artwork includes elements of the controlled lines and primary colours that Y1 pupils will be taught. Use of artist critique resources and strategies (available on the shared drive).	English - Speaking and Listening PSHE
L.O. To create paint lines with control and purpose.	Hold a paintbrush correctly, using a tripod grip. Create lines of different: <ul style="list-style-type: none"> <li>• Lengths (long and short)</li> <li>• Thickness (broad and thin)</li> </ul> Use thick and thin brushes to additionally achieve different lines.	Maths (Comparison/Measure)
L.O. To understand the amount of paint needed to make an effect.	Experiment with varied applications of paint to brush. Focus on moving paint across the page with sustained application.	Maths (Measure)
L.O. To identify and name the primary colours.	Create a labelled colour circle using the primary colours.	
L.O. To create a painting.	Create a piece of art inspired by existing painting artwork which includes skills taught.	Make links to topic/celebration days where possible (e.g. The Great Fire of London etc.)
L.O. To critique my artwork.	Use of critique resources and strategies to self-critique painting.	English - Speaking and Listening PSHE
<b>Subject Specific Vocabulary</b>		
painting, painter, brush stroke, poster paint, canvas, portrait, landscape, primary colour, red, blue, yellow, colour circle		

## Sculpture

Prior Knowledge	Future Knowledge
<u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u> Explore and use tools for different purposes. Explore different malleable materials (e.g. dough, plasticine, sand, slime etc.). Explore different construction materials (e.g. lego, crates).	<u>Year 2</u> Use cutting and carving techniques to create shapes using a range of malleable materials (e.g. salt dough, soap, pipe cleaners, straws etc.). Use a variety of materials to create sculptures including lines and texture.
<u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u> Select and use the tools and techniques needed to shape, assemble and join materials.	<u>Year 3</u> Create basic human forms using malleable materials (tin foil and clay). Express the four basic emotions (happiness, sadness, fear, anger) by manipulating sculptures

Manipulate materials to achieve a desired effect. Share creations and explain the process used.		of the human form.  <u>Year 4</u> Create proportionate human forms using a variety of malleable materials (see EYFS to Y3) to provide interesting detail. Express further emotions (e.g. surprise, disgust) by manipulating sculptures of the human form.  <u>Year 5</u> Create proportionate human forms using frameworks (such as wire or moulds) to provide stability and form. Use visual and tactile materials (e.g. tinfoil, tissue paper, wallpaper) to build up layers on frameworks to create texture and pattern.  <u>Year 6</u> Create thought-provoking forms using frameworks. Apply a range of sculpture materials and techniques to create life-like qualities, including feelings, expression or movement.
Learning Objective	Specific	Possible Cross Curricular Links
L.O. To critique famous sculptures.	See suggested artists section. Ensure artwork includes elements of the shaping techniques that Y1 pupils will be taught. Use of artist critique resources and strategies (available on the shared drive).	Computing (Google Arts and Culture) English - Speaking and Listening PSHE
L.O. To create shapes using dough.	Use rolling and moulding techniques.	DT (Materials)
L.O. To create and combine shapes to make a 3D sculpture.	Use manipulative techniques (e.g. cutting, folding, rolling, scrunching, slotting). Use paper.	Make links to topic/celebration days where possible (e.g. DT/History - fire engines etc.)
L.O. To critique my 3D artwork.	Use of critique resources and strategies to self-critique printing.	English - Speaking and Listening PSHE
Subject Specific Vocabulary		
sculpture, sculptor, mould, roll, pinch, shape, dough		

## Year 2 Art Learning Objectives

### Drawing

Prior Knowledge	Future Knowledge
<p><u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u> Begin to experiment in holding a pencil, developing a preferred hand and grip. Capture experiences using a range of media.</p> <p><u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u> Hold a pencil correctly, using a tripod grip. Create simple representations of events on different surfaces (paper, card etc.). Create simple representations of people and objects that demonstrate observations (e.g. body and facial features).</p> <p><u>Year 1</u> Hold a pencil correctly, using a tripod grip. Draw lines of different size, thickness and orientation with control. Colour neatly following the lines (including own work). Understand shading by creating a 4 box scale of light to dark, using linear and hatching. Use linear and hatching to show light and shadow. Begin to represent people and objects, with careful observation of features and proportions.</p>	<p><u>Year 3</u> Experiment with hand placement and pressure on pencil with control, using pinky finger and wrist to steady hand in a laid position with pencil movement coming from the rest of the hand. Understand pencil hardness by creating a 5 box scale of light to dark, using different pencil densities. Begin to sketch lightly without the need for a rubber to correct mistakes. Use shading techniques from KS1 and different pencils to show light and shadow. Begin to represent people and objects with careful thought and awareness. Begin to draw a proportionate body with appropriate features.</p> <p><u>Year 4</u> Begin to control pressure and movements from the top of the pencil. Carefully select hand/ wrist placement and pressure to produce a desired effect. Use pencils of different hardness and shading techniques to show line, tone, light, shadow and texture. Sketch lightly without the need for a rubber to correct mistakes. Develop an accurate representation of people and objects with careful thought and awareness. Develop accurate drawing of a proportionate face with appropriate features.</p> <p><u>Year 5</u> Control pressure and movements from the top of the pencil. Begin to use a variety of hand/wrist placements and pressures to achieve effects. Understand tonal shading by creating box scales of light to dark, using gradient techniques (e.g. smudging). Use a variety of techniques to add interesting tonal effects (reflections, shadows, direction of sunlight etc). Begin to represent detailed people and objects with careful thought, awareness and techniques. Begin to draw a proportionate face with detailed features.</p>

		<u>Year 6</u> Use a variety of hand/wrist placements and pressures to achieve effects. Use a choice and range of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic) Represent detailed people and objects with careful thought, awareness and techniques. Draw a proportionate face with detailed features.
Learning Objective	Specific	Possible Cross Curricular Links
L.O. To critique famous drawings.	See suggested artists section. Ensure artwork includes elements of the controlled lines, shading and representational skills that Y2 pupils will be taught. Use of artist critique resources and strategies (available on the shared drive).	Computing (Google Arts and Culture) English - Speaking and Listening PSHE
L.O. To draw different lines with varying pressure.	Hold a pencil correctly, moving the tripod grip slightly upwards on the pencil. Hand and wrist placement - upright hand compared to laid on page. Create lines of different: <ul style="list-style-type: none"> <li>• Size</li> <li>• Thickness</li> <li>• Orientation</li> <li>• Density (HB, 3B, 3H pencils)</li> </ul>	Maths (Comparison/Measure)
L.O. To use cross-hatching and stippling to show light and shadow.	Create a 4 box scale of light to dark, using cross-hatching and stippling. Use of HB, 3B, 3H pencil densities. Create a simple drawing then use cross-hatching and stippling to show light and shadow.	DT (Materials) Maths (Comparison/Measure)
L.O. To create tints and shades using white and black.	Experiment with coloured pencils: <ul style="list-style-type: none"> <li>• Black base with colour on top</li> <li>• Colour base with black on top</li> <li>• White base with colour on top</li> <li>• Colour base with white on top</li> </ul> Experiment with pressure of all pencils to create light and dark tints and shades.	
L.O. To represent people and objects.	Draw a person (character or famous person) with careful observation of	Make links to topic/celebration days where

	<p>features and proportions:</p> <ul style="list-style-type: none"> <li>• Head - including hair, eyes, eyebrows, nose, mouth and ears</li> <li>• Torso</li> <li>• Arms</li> <li>• Hands</li> <li>• Legs</li> <li>• Feet</li> </ul> <p>Increasingly moving from oval shapes to more proportioned clear shapes. Draw an object (linked to learning), with careful observation of features and proportions.</p>	possible (e.g. historical figure, English JC unit, Science concepts etc.)
L.O. To create a coloured drawing.	Create a piece of art inspired by existing drawing artwork which includes skills taught.	Make links to topic/celebration days where possible (e.g. historical figure, English JC unit, Science concepts etc.)
L.O. To critique my friend's artwork.	Use of critique resources and strategies to peer-critique drawing.	English - Speaking and Listening PSHE
<b>Subject Specific Vocabulary</b>		
hand placement, wrist placement, pressure, hatching, cross-hatching, stippling, facial feature, proportion		

## Painting

Prior Knowledge	Future Knowledge
<p><u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u></p> <p>Begin to experiment in holding different types of paint brushes. Begin to identify and name colours. Begin to explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore colours and how they can be changed.</p> <p><u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u></p> <p>Experiment in holding different types of paint brushes, applying a tripod grip. Identify and name the colours of a rainbow and white and black. Experiment with mixing colours.</p>	<p><u>Year 3</u></p> <p>Experiment with hand placement and pressure on paint brushes to produce controlled shapes and lines. Experiment with varied applications of water and watercolour paint to brush to understand the amount needed to make an effect. Use watercolour paint to produce washes for backgrounds. Begin to use watercolour paint to add detail. Effectively mix primary colours to make secondary colours and black and white to make grey. Identify, name and create warm and cool colours.</p> <p><u>Year 4</u></p> <p>Carefully select purposeful hand placement and pressure on paint brushes to produce controlled textures and patterns.</p>

<p>Choose colour and paint brushes to create a desired effect.</p> <p><u>Year 1</u></p> <p>Hold a pencil correctly, using a tripod grip.</p> <p>Draw lines of different size, thickness and orientation with control.</p> <p>Colour neatly following the lines (including own work).</p> <p>Understand shading by creating a 4 box scale of light to dark, using linear and hatching.</p> <p>Use linear and hatching to show light and shadow.</p> <p>Begin to represent people and objects, with careful observation of features and proportions.</p>			<p>Carefully select the application of water and watercolour paint to brush to make an effect.</p> <p>Use watercolour paint to produce washes for backgrounds then add clear detail.</p> <p>Mix and add grey to primary and secondary colours to make tones.</p> <p>Experiment with creating mood with colour.</p> <p><u>Year 5</u></p> <p>Sketch lightly before painting to combine line and colour.</p> <p>Use varied brush techniques and the qualities of paint to create texture.</p> <p>Identify and name the tertiary colours.</p> <p>Create a colour wheel using primary, secondary and tertiary colours.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p><u>Year 6</u></p> <p>Combine line and colour.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Use varied brush techniques, colour palette and the qualities of watercolour, oil and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p>		
Learning Objective		Specific		Possible Cross Curricular Links	
L.O. To critique famous paintings.		See suggested artists section. Ensure artwork includes elements of the pressure, application and secondary colours skills that Y2 pupils will be taught. Use of artist critique resources and strategies (available on the shared drive).		Computing (Google Arts and Culture) English - Speaking and Listening PSHE	
L.O. To apply varying pressure using different brushes.		Hold a paintbrush correctly, using a tripod grip, varying hand placement (upwards) on the brush to improve control. Use thick and thin brushes.		Maths (Comparison/Measure)	
L.O. To carefully select the amount of paint needed to make an effect.		Carefully select purposeful applications of paint to brush to make an appropriate effect. Experiment with varied applications of paint to brush. Focus on: <ul style="list-style-type: none"><li>• Moving paint across the page with sustained application</li><li>• Adding/removing paint on the brush to create small and large paint effects</li></ul>		Maths (Measure)	

L.O. To identify and name the secondary colours.	Create a labelled colour wheel using the primary and secondary colours. Mix primary colours to make secondary colours.	
L.O. To create tints and shades.	Add white to colours to make tints and black to colours to make shades. Experiment with creating light and dark tints and shades through varied application of white and black.	
L.O. To create a painting.	Create a piece of art inspired by existing painting artwork which includes skills taught.	Make links to topic/celebration days where possible (e.g. historical figure, English JC unit, Geography - physical and human features etc.)
L.O. To critique my artwork.	Use of critique resources and strategies to self-critique painting.	English - Speaking and Listening PSHE
<b>Subject Specific Vocabulary</b>		
hand placement, mix, add, secondary colour, purple, green, orange, black, white, colour wheel, paint palette, tint, shade, Pointillism, stipple		

## Printing

Prior Knowledge		Future Knowledge
<u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u> Use hands, fingers and feet to create prints. Begin to identify and comment on print in the environment.  <u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u> Use paint to print on different surfaces. Print with a purpose in mind. Use a small range of objects to create prints. Identify and comment on print in the environment.		<u>Year 4</u> Use polystyrene and printing ink to create relief prints.  <u>Year 6</u> Create visually-interesting prints using screen printing.
Learning Objective	Specific	Possible Cross Curricular Links
L.O. To critique famous printings.	See suggested artists section. Ensure artwork includes elements of the printing skills that Y2 pupils will be taught.	Computing (Google Arts and Culture) English - Speaking and Listening PSHE

	Use of artist critique resources and strategies (available on the shared drive).	
L.O. To press, roll, rub and stamp to make prints.	Use a range of objects to create prints (e.g. fruit, vegetables, sponges etc.) using the stated techniques. Use: <ul style="list-style-type: none"> <li>• Paint</li> <li>• Chalk</li> <li>• Pastel</li> <li>• Oil pastel</li> </ul>	PSHE (Healthy Me) DT (Cooking and Nutrition)
L.O. To create a printing.	Create a piece of artwork which mimics print from the natural and built environment (e.g. wallpaper, nature, food wrappers etc.), using taught printing skills.	Make links to topic/celebration days where possible (e.g. Science - living things and their habitats, Geography - human and physical features etc.)
L.O. To critique my friend's artwork.	Use of critique resources and strategies to peer-critique printing.	English - Speaking and Listening PSHE
<b>Subject Specific Vocabulary</b>		
mimic, replicate, observe, natural, built, environment, roll, rub, chalk, pastel, oil pastel		

## Sculpture

Prior Knowledge	Future Knowledge
<u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u> Explore and use tools for different purposes. Explore different malleable materials (e.g. dough, plasticine, sand, slime etc.). Explore different construction materials (e.g. lego, crates).  <u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u> Select and use the tools and techniques needed to shape, assemble and join materials. Manipulate materials to achieve a desired effect. Share creations and explain the process used.	<u>Year 3</u> Create basic human forms using malleable materials (tinfoil and clay). Express the four basic emotions (happiness, sadness, fear, anger) by manipulating sculptures of the human form.  <u>Year 4</u> Create proportionate human forms using a variety of malleable materials (see EYFS to Y3) to provide interesting detail. Express further emotions (e.g. surprise, disgust) by manipulating sculptures of the human form.  <u>Year 5</u>

		<p>Create proportionate human forms using frameworks (such as wire or moulds) to provide stability and form.</p> <p>Use visual and tactile materials (e.g. tinfoil, tissue paper, wallpaper) to build up layers on frameworks to create texture and pattern.</p> <p><u>Year 6</u></p> <p>Create thought-provoking forms using frameworks.</p> <p>Apply a range of sculpture materials and techniques to create life-like qualities, including feelings, expression or movement.</p>
Learning Objective	Specific	Possible Cross Curricular Links
L.O. To critique famous sculptures.	<p>See suggested artists section.</p> <p>Ensure artwork includes elements of the shaping techniques that Y2 pupils will be taught.</p> <p>Use of artist critique resources and strategies (available on the shared drive).</p>	<p>Computing (Google Arts and Culture)</p> <p>English - Speaking and Listening</p> <p>PSHE</p>
L.O. To create shapes using malleable materials.	<p>Use cutting and carving techniques to create shapes, lines and texture.</p> <p>Use a range of malleable materials:</p> <ul style="list-style-type: none"> <li>• Salt dough</li> <li>• Soap</li> <li>• Pipe cleaners</li> <li>• Straws</li> </ul>	DT (Materials)
L.O. To create a sculpture using a variety of materials.	Create a piece of artwork using taught sculpture skills (lines, textures and malleable materials).	Make links to topic/celebration days where possible (e.g. Geography - physical and human features, historical figures etc.)
L.O. To critique my sculpture.	Use of critique resources and strategies to self-critique printing.	English - Speaking and Listening PSHE
Subject Specific Vocabulary		
cut, carve, modelling tool, straw, card, line, texture, salt dough		

## Year 3 Art Learning Objectives

### Collage

Prior Knowledge		Future Knowledge
<p><u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u>            Experiment with using scissors to cut materials.            Experiment with a range of materials to create an effect.            Explore and talk about the texture of things.</p> <p><u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u>            Use scissors to cut materials with control.            Use a small range of materials to create a desired effect.            Experiment with a range of 'sticking' tools (glue stick, PVA glue, sellotape) to combine a small range of materials.            Experiment with creating different textures from a range of materials.</p> <p><u>Year 1</u>            Experiment with varied applications of 'sticking' tools (glue stick, PVA glue, sellotape etc.) to understand the amount needed to make an effect.            Use a combination of materials that are cut, torn and glued.            Sort and arrange materials.</p>		<p><u>Year 5</u>            Identify, name and use mosaic technique.            Use a variety of mosaic materials (including recycled materials).</p>
Learning Objective	Specific	Possible Cross Curricular Links
L.O. To critique famous collage artwork.	See suggested artists section. Ensure artwork includes elements of the selecting, arranging and collage skills that Y3 pupils will be taught. Use of artist critique resources and strategies (available on the shared drive)	Computing (Google Arts and Culture) English - Speaking and Listening PSHE
L.O. To select and arrange materials for a striking effect.	Experiment with arranging materials to create a striking effect, including prior learning: <ul style="list-style-type: none"> <li>● Overlapping</li> <li>● Mix</li> <li>● Layer</li> </ul>	

	<ul style="list-style-type: none"> <li>Texture</li> </ul>	
L.O. To use collage techniques.	Identify, name and use coiling and overlapping collage techniques.	
L.O. To create a collage.	Create a piece of art inspired by existing collage artwork which includes skills taught.	Make links to topic/celebration days where possible (e.g. celebration days)
L.O. To critique my artwork.	Use of critique resources and strategies to self-critique collage.	English - Speaking and Listening PSHE
<b>Subject Specific Vocabulary</b>		
striking effect, coiling, overlapping		

## Drawing

Prior Knowledge	Future Knowledge
<p><u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u> Begin to experiment in holding a pencil, developing a preferred hand and grip. Capture experiences using a range of media.</p> <p><u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u> Hold a pencil correctly, using a tripod grip. Create simple representations of events on different surfaces (paper, card etc.). Create simple representations of people and objects that demonstrate observations (e.g. body and facial features).</p> <p><u>Year 1</u> Hold a pencil correctly, using a tripod grip. Draw lines of different size, thickness and orientation with control. Colour neatly following the lines (including own work). Understand shading by creating a 4 box scale of light to dark, using linear and hatching. Use linear and hatching to show light and shadow. Begin to represent people and objects, with careful observation of features and proportions.</p>	<p><u>Year 4</u> Begin to control pressure and movements from the top of the pencil. Carefully select hand/ wrist placement and pressure to produce a desired effect. Use pencils of different hardness and shading techniques to show line, tone, light, shadow and texture. Sketch lightly without the need for a rubber to correct mistakes. Develop an accurate representation of people and objects with careful thought and awareness. Develop accurate drawing of a proportionate face with appropriate features.</p> <p><u>Year 5</u> Control pressure and movements from the top of the pencil. Begin to use a variety of hand/wrist placements and pressures to achieve effects. Understand tonal shading by creating box scales of light to dark, using gradient techniques (e.g. smudging). Use a variety of techniques to add interesting tonal effects (reflections, shadows, direction of sunlight etc). Begin to represent detailed people and objects with careful thought, awareness and techniques. Begin to draw a proportionate face with detailed features.</p>

<u>Year 2</u> Begin to vary hand and wrist placement to improve control and vary pressure (e.g. upright hand to laid on page). Draw lines of different size, thickness and orientation with varying pressure. Understand shading by creating a 4 box scale of light to dark, using cross-hatching and stippling. Use cross-hatching and stippling to show light and shadow. Experiment with coloured pencils to create tints and shades using white and black. Represent people and objects, with careful observation of features and proportions.	<u>Year 6</u> Use a variety of hand/wrist placements and pressures to achieve effects. Use a choice and range of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic) Represent detailed people and objects with careful thought, awareness and techniques. Draw a proportionate face with detailed features.	
Learning Objective	Specific	Possible Cross Curricular Links
L.O. To critique famous drawings.	See suggested artists section. Ensure artwork includes elements of the sketching, pencil densities, shading and representational skills that Y3 pupils will be taught. Use of artist critique resources and strategies (available on the shared drive).	Computing (Google Arts and Culture) English - Speaking and Listening PSHE
L.O. To draw different lines with varying pressure.	Hold a pencil correctly, moving the tripod grip upwards on the pencil. Hand and wrist placement - using pinky finger and wrist to steady hand in a laid position with pencil movement coming from the rest of the hand. Create lines of different: <ul style="list-style-type: none"><li>• Size</li><li>• Thickness</li><li>• Orientation</li><li>• Density (HB, 3B, 3H, 6B, 6H pencils)</li></ul>	Maths (Comparison/Measure) DT (Materials)
L.O. To sketch lightly.	Once hand and wrist placement has been taught, loosen grip whilst maintaining placement. Create simple drawings to practise sketching lightly without the need for a rubber to correct mistakes.	
L.O. To understand pencil hardness.	Create a 5 box scale of light to dark using different pencil densities (HB, 3B, 3H, 6B, 6H pencils).	Maths (Comparison) DT (Materials)
L.O. To show light and shadow.	Create a simple drawing then use KS1 shading techniques to show light and shadow: <ul style="list-style-type: none"><li>• Linear</li><li>• Hatching</li></ul>	Science (Light)

	<ul style="list-style-type: none"> <li>• Cross-hatching</li> <li>• Stippling</li> </ul> <p>Use different pencil densities to show light and shadow (HB, 3B, 3H, 6B, 6H pencils).</p>	
L.O. To create a drawing.	<p>Create a piece of art inspired by existing drawing artwork which includes skills taught.</p> <p>Drawing must represent people and objects.</p> <p>People must be represented with careful observation of features and proportions:</p> <ul style="list-style-type: none"> <li>• Head - including hair, eyes, eyebrows, nose, mouth and ears</li> <li>• Torso</li> <li>• Arms</li> <li>• Hands</li> <li>• Legs</li> <li>• Feet</li> </ul> <p>Objects must be in proportion to the people and the environment.</p>	Make links to topic/celebration days where possible (e.g. a figure from history, links to JC unit etc.)
L.O. To critique my friend's artwork.	Use of critique resources and strategies to peer-critique drawing.	English - Speaking and Listening PSHE
<b>Subject Specific Vocabulary</b>		
laid position, movement, 5 box scale, pencil hardness, pencil density, 6H, 6B, sketch, sketch lightly, proportionate		

## Painting

Prior Knowledge	Future Knowledge
<p><u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u></p> <p>Begin to experiment in holding different types of paint brushes.</p> <p>Begin to identify and name colours.</p> <p>Begin to explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <p>Explore colours and how they can be changed.</p>	<p><u>Year 4</u></p> <p>Carefully select purposeful hand placement and pressure on paint brushes to produce controlled textures and patterns.</p> <p>Carefully select the application of water and watercolour paint to brush to make an effect.</p> <p>Use watercolour paint to produce washes for backgrounds then add clear detail.</p> <p>Mix and add grey to primary and secondary colours to make tones.</p> <p>Experiment with creating mood with colour.</p> <p><u>Year 5</u></p>

<p><u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u></p> <p>Experiment in holding different types of paint brushes, applying a tripod grip. Identify and name the colours of a rainbow and white and black. Experiment with mixing colours. Choose colour and paint brushes to create a desired effect.</p> <p><u>Year 1</u></p> <p>Hold a pencil correctly, using a tripod grip. Draw lines of different size, thickness and orientation with control. Colour neatly following the lines (including own work). Understand shading by creating a 4 box scale of light to dark, using linear and hatching. Use linear and hatching to show light and shadow. Begin to represent people and objects, with careful observation of features and proportions.</p> <p><u>Year 2</u></p> <p>Hold a paintbrush correctly, using a tripod grip, varying hand placement on the brush to improve control. Use thick and thin brushes. Carefully select purposeful applications of paint to brush to make an appropriate effect. Identify and name the secondary colours. Create a colour wheel using primary and secondary colours. Add white to colours to make tints and black to colours to make shades.</p>			<p>Sketch lightly before painting to combine line and colour. Use varied brush techniques and the qualities of paint to create texture. Identify and name the tertiary colours. Create a colour wheel using primary, secondary and tertiary colours. Combine colours, tones and tints to enhance the mood of a piece. Create a colour palette based upon colours observed in the natural or built world.</p> <p><u>Year 6</u></p> <p>Combine line and colour. Use brush techniques and the qualities of paint to create texture.</p> <p>Use varied brush techniques, colour palette and the qualities of watercolour, oil and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece.</p>		
Learning Objective		Specific	Possible Cross Curricular Links		
L.O. To critique famous paintings.		See suggested artists section. Ensure artwork includes elements of the placement, control, pressure, application and secondary colours skills that Y3 pupils will be taught. Use of artist critique resources and strategies (available on the shared drive).	Computing (Google Arts and Culture) English - Speaking and Listening PSHE		
L.O. To produce controlled shapes and lines.		Experiment with hand placement and pressure on paint brushes: <ul style="list-style-type: none"> <li>• Hand upright</li> <li>• Hand laid</li> <li>• Tripod grip moving up to the top of the paintbrush</li> <li>• Firm grip</li> <li>• Light grip</li> </ul>	Maths (Position and Direction)		

L.O. To mix paint to make secondary colours and grey.	Effectively mix primary colours to make secondary colours. Effectively mix black and white to make grey.	
L.O. To identify and name warm and cool colours.	Mix paint effectively to create warm and cool shades of the primary and secondary colours.	
L.O. To understand the amount of paint and water needed to make an effect.	Use watercolour paints. Experiment with varied applications of paint and water to brush. Focus on: <ul style="list-style-type: none"> <li>• Moving paint across the page with sustained application</li> <li>• Adding/removing paint on the brush to create small and large paint effects</li> </ul>	Maths (Measure)
L.O. To produce washes for backgrounds.	Use watercolour paints. Moving paint horizontally across the page to create a consistent wash of colour. Experiment with blending colour washes.	Maths (Position and Direction)
L.O. To add detail to a background.	Use watercolour paints. Focus on preventing paint bleeding into the background.	
L.O. To create a painting.	Create a piece of art inspired by existing painting artwork which includes skills taught.	Make links to topic/celebration days where possible (e.g. History or RE landscape)
L.O. To critique my artwork.	Use of critique resources and strategies to self-critique painting.	English - Speaking and Listening PSHE
<b>Subject Specific Vocabulary</b>		
application, watercolour paint, colourwash, background, foreground, detail, effective, grey, experiment, warm colour, cool colour		

## Sculpture

Prior Knowledge	Future Knowledge
<u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u> Explore and use tools for different purposes. Explore different malleable materials (e.g. dough, plasticine, sand, slime etc.). Explore different construction materials (e.g. lego, crates).	<u>Year 4</u> Create proportionate human forms using a variety of malleable materials (see EYFS to Y3) to provide interesting detail. Express further emotions (e.g. surprise, disgust) by manipulating sculptures of the human

<p><u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u></p> <p>Select and use the tools and techniques needed to shape, assemble and join materials.</p> <p>Manipulate materials to achieve a desired effect.</p> <p>Share creations and explain the process used.</p>			<p>form.</p>		
<p><u>Year 1</u></p> <p>Use rolling and moulding techniques to create shapes using dough.</p> <p>Use manipulative techniques (e.g. cutting, folding, rolling, scrunching) to create and combine shapes to make 3D sculptures using paper.</p>			<p><u>Year 5</u></p> <p>Create proportionate human forms using frameworks (such as wire or moulds) to provide stability and form.</p> <p>Use visual and tactile materials (e.g. tinfoil, tissue paper, wallpaper) to build up layers on frameworks to create texture and pattern.</p>		
<p><u>Year 2</u></p> <p>Use cutting and carving techniques to create shapes using a range of malleable materials (e.g. salt dough, soap, pipe cleaners, straws etc.).</p> <p>Use a variety of materials to create sculptures including lines and texture.</p>			<p><u>Year 6</u></p> <p>Create thought-provoking forms using frameworks.</p> <p>Apply a range of sculpture materials and techniques to create life-like qualities, including feelings, expression or movement.</p>		
Learning Objective		Specific		Possible Cross Curricular Links	
L.O. To critique famous sculptures.		See suggested artists section. Ensure artwork includes elements of the shaping techniques that Y2 pupils will be taught. Use of artist critique resources and strategies (available on the shared drive).		Computing (Google Arts and Culture) English - Speaking and Listening PSHE	
L.O. To create basic human forms.		Use malleable materials (tinfoil and clay) to create human forms.		Science	
L.O. To express emotions by manipulating sculpture.		Express the four basic emotions (happiness, sadness, fear, anger) by manipulating sculptures of the human form from malleable materials.		PSHE English - Writing	
L.O. To critique my sculpture.		Use of critique resources and strategies to self-critique printing.		English - Speaking and Listening PSHE	
Subject Specific Vocabulary					
sculpt, combine, malleable, solid, clay, manipulate, human form					

## Year 4 Art Learning Objectives

### Drawing

Prior Knowledge	Future Knowledge
<p><u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u>            Begin to experiment in holding a pencil, developing a preferred hand and grip.            Capture experiences using a range of media.</p> <p><u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u>            Hold a pencil correctly, using a tripod grip.            Create simple representations of events on different surfaces (paper, card etc.).            Create simple representations of people and objects that demonstrate observations (e.g. body and facial features).</p> <p><u>Year 1</u>            Hold a pencil correctly, using a tripod grip.            Draw lines of different size, thickness and orientation with control.            Colour neatly following the lines (including own work).            Understand shading by creating a 4 box scale of light to dark, using linear and hatching.            Use linear and hatching to show light and shadow.            Begin to represent people and objects, with careful observation of features and proportions.</p> <p><u>Year 2</u>            Begin to vary hand and wrist placement to improve control and vary pressure (e.g. upright hand to laid on page).            Draw lines of different size, thickness and orientation with varying pressure.            Understand shading by creating a 4 box scale of light to dark, using cross-hatching and stippling.            Use cross-hatching and stippling to show light and shadow.            Experiment with coloured pencils to create tints and shades using white and black.            Represent people and objects, with careful observation of features and proportions.</p> <p><u>Year 3</u>            Experiment with hand placement and pressure on pencil with control, using pinky finger and</p>	<p><u>Year 5</u>            Control pressure and movements from the top of the pencil.            Begin to use a variety of hand/wrist placements and pressures to achieve effects.            Understand tonal shading by creating box scales of light to dark, using gradient techniques (e.g. smudging).            Use a variety of techniques to add interesting tonal effects (reflections, shadows, direction of sunlight etc).            Begin to represent detailed people and objects with careful thought, awareness and techniques.            Begin to draw a proportionate face with detailed features.</p> <p><u>Year 6</u>            Use a variety of hand/wrist placements and pressures to achieve effects.            Use a choice and range of techniques to depict movement, perspective, shadows and reflection.            Choose a style of drawing suitable for the work (e.g. realistic or impressionistic)            Represent detailed people and objects with careful thought, awareness and techniques.            Draw a proportionate face with detailed features.</p>

<p>wrist to steady hand in a laid position with pencil movement coming from the rest of the hand.</p> <p>Understand pencil hardness by creating a 5 box scale of light to dark, using different pencil densities.</p> <p>Begin to sketch lightly without the need for a rubber to correct mistakes.</p> <p>Use shading techniques from KS1 and different pencils to show light and shadow.</p> <p>Begin to represent people and objects with careful thought and awareness.</p> <p>Begin to draw a proportionate body with appropriate features.</p>		
Learning Objective	Specific	Possible Cross Curricular Links
L.O. To critique famous drawings.	<p>See suggested artists section.</p> <p>Ensure artwork includes elements of the sketching, pencil densities, shading and representational skills that Y4 pupils will be taught.</p> <p>Use of artist critique resources and strategies (available on the shared drive).</p>	<p>Computing (Google Arts and Culture)</p> <p>English - Speaking and Listening</p> <p>PSHE</p>
L.O. To draw different lines with control.	<p>Control pressure and movements from the top of the pencil.</p> <p>Carefully select hand/ wrist placement in relation to the top of the pencil - pencil to sit in the palm of the hand with the fingers placed along the pencil's length.</p> <p>Sketch lightly without the need for a rubber to correct mistakes.</p> <p>Create lines of different:</p> <ul style="list-style-type: none"> <li>• Size</li> <li>• Thickness</li> <li>• Orientation</li> <li>• Density (HB, 3B, 3H, 6B, 6H pencils)</li> </ul> <p>Create simple drawings to practise sketching lightly without the need for a rubber to correct mistakes.</p>	<p>Maths (Comparison/Measure)</p> <p>DT (Materials)</p>
L.O. To use pencil hardness and shading techniques.	<p>Use pencils of different hardness (HB, 3B, 3H, 6B, 6H pencils) and shading techniques (linear, hatching, cross-hatching and stippling) to show line, tone, light, shadow and texture.</p>	DT (Materials)
L.O. To create a drawing.	<p>Create a piece of art inspired by existing drawing artwork which includes skills taught.</p> <p>Drawing must represent people and objects.</p> <p>People must be represented with accurate and careful observation of features and proportions:</p>	<p>Make links to topic/celebration days where possible (e.g. R.E. - representing religious stories)</p>

	<ul style="list-style-type: none"> <li>• Head - including proportionate and careful representations of hair, eyes, eyebrows, nose, mouth and ears</li> <li>• Torso</li> <li>• Arms</li> <li>• Hands</li> <li>• Legs</li> <li>• Feet</li> <li>• Details to clothing</li> </ul> <p>Objects must be in proportion to the people and the environment. Sketch lightly without the need for a rubber to correct mistakes.</p>	
L.O. To critique my peer's artwork.	Use of critique resources and strategies to peer-critique drawing.	English - Speaking and Listening PSHE
<b>Subject Specific Vocabulary</b>		
tone, light, shadow, accurate, realistic		

## Painting

Prior Knowledge	Future Knowledge
<p><u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u>            Begin to experiment in holding different types of paint brushes.            Begin to identify and name colours.            Begin to explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.            Explore colours and how they can be changed.</p> <p><u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u>            Experiment in holding different types of paint brushes, applying a tripod grip.            Identify and name the colours of a rainbow and white and black.            Experiment with mixing colours.            Choose colour and paint brushes to create a desired effect.</p> <p><u>Year 1</u></p>	<p><u>Year 5</u>            Sketch lightly before painting to combine line and colour.            Use varied brush techniques and the qualities of paint to create texture.            Identify and name the tertiary colours.            Create a colour wheel using primary, secondary and tertiary colours.            Combine colours, tones and tints to enhance the mood of a piece.            Create a colour palette based upon colours observed in the natural or built world.</p> <p><u>Year 6</u>            Combine line and colour.            Use brush techniques and the qualities of paint to create texture.</p> <p>Use varied brush techniques, colour palette and the qualities of watercolour, oil and acrylic paints to create visually interesting pieces.            Combine colours, tones and tints to enhance the mood of a piece.</p>

<p>Hold a pencil correctly, using a tripod grip.          Draw lines of different size, thickness and orientation with control.          Colour neatly following the lines (including own work).          Understand shading by creating a 4 box scale of light to dark, using linear and hatching.          Use linear and hatching to show light and shadow.          Begin to represent people and objects, with careful observation of features and proportions.</p> <p><u>Year 2</u>          Hold a paintbrush correctly, using a tripod grip, varying hand placement on the brush to improve control.          Use thick and thin brushes.          Carefully select purposeful applications of paint to brush to make an appropriate effect.          Identify and name the secondary colours.          Create a colour wheel using primary and secondary colours.          Add white to colours to make tints and black to colours to make shades.</p> <p><u>Year 3</u>          Experiment with hand placement and pressure on paint brushes to produce controlled shapes and lines.          Experiment with varied applications of water and watercolour paint to brush to understand the amount needed to make an effect.          Use watercolour paint to produce washes for backgrounds.          Begin to use watercolour paint to add detail.          Effectively mix primary colours to make secondary colours and black and white to make grey.          Identify, name and create warm and cool colours.</p>		
Learning Objective	Specific	Possible Cross Curricular Links
L.O. To critique famous paintings.	<p>See suggested artists section.          Ensure artwork includes elements of the controlled and emotive skills that Y4 pupils will be taught.          Use of artist critique resources and strategies (available on the shared drive).</p>	<p>Computing (Google Arts and Culture)          English - Speaking and Listening          PSHE</p>
L.O. To produce controlled textures and patterns.	<p>Carefully select hand placement and pressure on paint brushes:</p> <ul style="list-style-type: none"> <li>• Hand upright</li> <li>• Hand laid</li> <li>• Tripod grip moving up to the top of the paintbrush</li> <li>• Firm grip</li> </ul>	<p>Maths (Position and Direction)          DT (Materials)</p>

	<ul style="list-style-type: none"> <li>• Light grip</li> </ul> <p>Textures include:</p> <ul style="list-style-type: none"> <li>• Soft</li> <li>• Hard</li> <li>• Rough</li> <li>• Smooth</li> <li>• Light</li> <li>• Shadow</li> </ul> <p>Patterns can be created through pupil response to shared artwork.</p>	
L.O. To add grey to primary and secondary colours to make tones.	<p>Effectively mix black and white to make grey.</p> <p>Effectively mix the primary colours with grey.</p> <p>Effectively mix primary colours to make secondary colours.</p> <p>Effectively mix the secondary colours with grey.</p>	
L.O. To create a painting.	<p>Create a piece of art inspired by existing painting artwork which includes skills taught.</p> <p>Pupils must use tones to create mood with colour.</p>	Make links to topic/celebration days where possible (e.g. History - Remembrance Day poppies, RE - World Religion Day)
L.O. To critique my artwork.	Use of critique resources and strategies to self-critique painting.	English - Speaking and Listening PSHE
<b>Subject Specific Vocabulary</b>		
control, tone, mood		

## Printing

Prior Knowledge	Future Knowledge
<p><u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u></p> <p>Use hands, fingers and feet to create prints.</p> <p>Begin to identify and comment on print in the environment.</p> <p><u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u></p> <p>Use paint to print on different surfaces.</p>	<p><u>Year 6</u></p> <p>Create visually-interesting prints using screen printing.</p>

Print with a purpose in mind. Use a small range of objects to create prints. Identify and comment on print in the environment.  <u>Year 2</u> Mimic print from the natural and built environment (e.g. wallpaper, nature, food wrappers etc.). Press, roll, rub and stamp to make prints.		
Learning Objective	Specific	Possible Cross Curricular Links
L.O. To critique famous printings.	See suggested artists section. Ensure artwork includes elements of the relief printing skills that Y4 pupils will be taught. Use of artist critique resources and strategies (available on the shared drive).	Computing (Google Arts and Culture) English - Speaking and Listening PSHE
L.O. To create relief prints.	Use polystyrene and printing ink. Etch pattern/drawing into polystyrene, ensuring deep grooves are made. Use rollers to apply paint to large uncarved sections of the polystyrene tile. Use paint brushes to apply paint to create detail to uncarved sections of the polystyrene tile. Flip and press into paper.	Make links to topic where possible (e.g. History - Remembrance Day, JC unit links, DT - enterprise logo)
L.O. To critique my peer's artwork.	Use of critique resources and strategies to peer-critique printing.	English - Speaking and Listening PSHE
Subject Specific Vocabulary		
relief print, printing ink, printing ink roller, inking tray, polystyrene		

## Sculpture

Prior Knowledge	Future Knowledge
<u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u> Explore and use tools for different purposes.	<u>Year 5</u> Create proportionate human forms using frameworks (such as wire or moulds) to provide stability and form.

<p>Explore different malleable materials (e.g. dough, plasticine, sand, slime etc.). Explore different construction materials (e.g. lego, crates).</p> <p><u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u> Select and use the tools and techniques needed to shape, assemble and join materials. Manipulate materials to achieve a desired effect. Share creations and explain the process used.</p> <p><u>Year 1</u> Use rolling and moulding techniques to create shapes using dough. Use manipulative techniques (e.g. cutting, folding, rolling, scrunching) to create and combine shapes to make 3D sculptures using paper.</p> <p><u>Year 2</u> Use cutting and carving techniques to create shapes using a range of malleable materials (e.g. salt dough, soap, pipe cleaners, straws etc.). Use a variety of materials to create sculptures including lines and texture.</p> <p><u>Year 3</u> Create basic human forms using malleable materials (tinfoil and clay). Express the four basic emotions (happiness, sadness, fear, anger) by manipulating sculptures of the human form.</p>			<p>Use visual and tactile materials (e.g. tinfoil, tissue paper, wallpaper) to build up layers on frameworks to create texture and pattern.</p> <p><u>Year 6</u> Create thought-provoking forms using frameworks. Apply a range of sculpture materials and techniques to create life-like qualities, including feelings, expression or movement.</p>		
Learning Objective		Specific	Possible Cross Curricular Links		
L.O. To critique famous sculptures.		<p>See suggested artists section. Ensure artwork includes elements of the shaping techniques that Y2 pupils will be taught. Use of artist critique resources and strategies (available on the shared drive).</p>	Computing (Google Arts and Culture) English - Speaking and Listening PSHE		
L.O. To create proportionate human forms.		<p>Use a variety of malleable materials (tinfoil and clay) to create human forms:</p> <ul style="list-style-type: none"> <li>• Dough/Salt dough</li> <li>• Soap</li> <li>• Pipe cleaners</li> <li>• Straws</li> <li>• Tinfoil</li> </ul>	DT (Materials)		

	<ul style="list-style-type: none"> <li>Clay</li> </ul> Provide interesting and proportionate detail to the human form.	
L.O. To express emotions by manipulating sculpture.	Express further emotions (e.g. surprise, disgust) by manipulating sculptures of the human form from malleable materials.	PSHE
L.O. To critique my sculpture.	Use of critique resources and strategies to self-critique printing.	English - Speaking and Listening PSHE
<b>Subject Specific Vocabulary</b>		
convey, expression, body position, proportionate, detail		

## Year 5 Art Learning Objectives

### Collage

Prior Knowledge		Future Knowledge
<p><u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u>            Experiment with using scissors to cut materials.            Experiment with a range of materials to create an effect.            Explore and talk about the texture of things.</p> <p><u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u>            Use scissors to cut materials with control.            Use a small range of materials to create a desired effect.            Experiment with a range of 'sticking' tools (glue stick, PVA glue, sellotape) to combine a small range of materials.            Experiment with creating different textures from a range of materials.</p> <p><u>Year 1</u>            Experiment with varied applications of 'sticking' tools (glue stick, PVA glue, sellotape etc.) to understand the amount needed to make an effect.            Use a combination of materials that are cut, torn and glued.            Sort and arrange materials.</p> <p><u>Year 3</u>            Begin to select and arrange materials for a striking effect.            Identify, name and use coiling and overlapping collage techniques.</p>		<p><u>Key Stage 3</u>            Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.            Use a range of techniques and media, including painting.            Increase their proficiency in the handling of different materials.            Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.            Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>
Learning Objective	Specific	Possible Cross Curricular Links
L.O. To critique famous collage artwork.	See suggested artists section. Ensure artwork includes elements of the collage skills that Y4 pupils will be taught. Use of artist critique resources and strategies (available on the shared drive)	Computing (Google Arts and Culture) English - Speaking and Listening PSHE
L.O. To use collage techniques.	Identify, name and use mosaic technique.	History (Ancient Greeks/Romans - recap from

		Y4)
L.O. To create a collage.	Create a piece of art inspired by existing collage artwork which includes skills taught. Use a variety of mosaic materials (including recycled materials).	Make links to topic where possible (e.g. Science - animals or plants)
L.O. To critique my artwork.	Use of critique resources and strategies to self-critique collage.	English - Speaking and Listening PSHE
<b>Subject Specific Vocabulary</b>		
mosaic, ceramic, tile cutter, tile, glue, grout		

## Drawing

Prior Knowledge	Future Knowledge
<p><u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u> Begin to experiment in holding a pencil, developing a preferred hand and grip. Capture experiences using a range of media.</p> <p><u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u> Hold a pencil correctly, using a tripod grip. Create simple representations of events on different surfaces (paper, card etc.). Create simple representations of people and objects that demonstrate observations (e.g. body and facial features).</p> <p><u>Year 1</u> Hold a pencil correctly, using a tripod grip. Draw lines of different size, thickness and orientation with control. Colour neatly following the lines (including own work). Understand shading by creating a 4 box scale of light to dark, using linear and hatching. Use linear and hatching to show light and shadow. Begin to represent people and objects, with careful observation of features and proportions.</p> <p><u>Year 2</u></p>	<p><u>Year 6</u> Use a variety of hand/wrist placements and pressures to achieve effects. Use a choice and range of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic) Represent detailed people and objects with careful thought, awareness and techniques. Draw a proportionate face with detailed features.</p>

<p>Begin to vary hand and wrist placement to improve control and vary pressure (e.g. upright hand to laid on page).</p> <p>Draw lines of different size, thickness and orientation with varying pressure.</p> <p>Understand shading by creating a 4 box scale of light to dark, using cross-hatching and stippling.</p> <p>Use cross-hatching and stippling to show light and shadow.</p> <p>Experiment with coloured pencils to create tints and shades using white and black.</p> <p>Represent people and objects, with careful observation of features and proportions.</p> <p><u>Year 3</u></p> <p>Experiment with hand placement and pressure on pencil with control, using pinky finger and wrist to steady hand in a laid position with pencil movement coming from the rest of the hand.</p> <p>Understand pencil hardness by creating a 5 box scale of light to dark, using different pencil densities.</p> <p>Begin to sketch lightly without the need for a rubber to correct mistakes.</p> <p>Use shading techniques from KS1 and different pencils to show light and shadow.</p> <p>Begin to represent people and objects with careful thought and awareness.</p> <p>Begin to draw a proportionate body with appropriate features.</p> <p><u>Year 4</u></p> <p>Begin to control pressure and movements from the top of the pencil.</p> <p>Carefully select hand/ wrist placement and pressure to produce a desired effect.</p> <p>Use pencils of different hardness and shading techniques to show line, tone, light, shadow and texture.</p> <p>Sketch lightly without the need for a rubber to correct mistakes.</p> <p>Develop an accurate representation of people and objects with careful thought and awareness.</p> <p>Develop accurate drawing of a proportionate face with appropriate features.</p>		
Learning Objective	Specific	Possible Cross Curricular Links
L.O. To critique famous drawings.	<p>See suggested artists section.</p> <p>Ensure artwork includes elements of the sketching, shading and representational skills that Y4 pupils will be taught.</p> <p>Use of artist critique resources and strategies (available on the shared drive).</p>	<p>Computing (Google Arts and Culture)</p> <p>English - Speaking and Listening</p> <p>PSHE</p>
L.O. To understand tonal shading.	<p>Create box scales of light to dark, using the smudging gradient technique and pencils of different densities (HB, 3B, 3H, 6B, 6H pencils).</p>	<p>Maths (Comparison)</p> <p>DT (Materials)</p>

L.O. To create tonal effects.	Create simple drawings before adding tonal effects (such as reflections, shadows, direction of sunlight etc.) through tonal shading.	
L.O. To draw a proportionate face with detailed features.	<p>Control pressure and movements from the top of the pencil. Carefully select hand/ wrist placement in relation to the top of the pencil - pencil to sit in the palm of the hand with the fingers placed along the pencil's length.</p> <p>Using previously-taught sketching/drawing techniques, create detailed features separately:</p> <ul style="list-style-type: none"> <li>• Eyes and eyebrows</li> <li>• Nose</li> <li>• Mouth</li> </ul> <p>Create a proportionate face with detailed features to bring techniques together.</p>	Science PSHE
L.O. To critique my peer's artwork.	Use of critique resources and strategies to peer-critique drawing.	English - Speaking and Listening PSHE
<b>Subject Specific Vocabulary</b>		
tonal shading, gradient, smudging, tonal effect, reflection, direction of sunlight, detail		

## Painting

**Note: To be taught after drawing.**

Prior Knowledge	Future Knowledge
<p><u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u> Begin to experiment in holding different types of paint brushes. Begin to identify and name colours. Begin to explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore colours and how they can be changed.</p> <p><u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u></p>	<p><u>Year 6</u> Combine line and colour. Use brush techniques and the qualities of paint to create texture.</p> <p>Use varied brush techniques, colour palette and the qualities of watercolour, oil and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece.</p>

Experiment in holding different types of paint brushes, applying a tripod grip.  
Identify and name the colours of a rainbow and white and black.  
Experiment with mixing colours.  
Choose colour and paint brushes to create a desired effect.

#### Year 1

Hold a pencil correctly, using a tripod grip.  
Draw lines of different size, thickness and orientation with control.  
Colour neatly following the lines (including own work).  
Understand shading by creating a 4 box scale of light to dark, using linear and hatching.  
Use linear and hatching to show light and shadow.  
Begin to represent people and objects, with careful observation of features and proportions.

#### Year 2

Hold a paintbrush correctly, using a tripod grip, varying hand placement on the brush to improve control.  
Use thick and thin brushes.  
Carefully select purposeful applications of paint to brush to make an appropriate effect.  
Identify and name the secondary colours.  
Create a colour wheel using primary and secondary colours.  
Add white to colours to make tints and black to colours to make shades.

#### Year 3

Experiment with hand placement and pressure on paint brushes to produce controlled shapes and lines.  
Experiment with varied applications of water and watercolour paint to brush to understand the amount needed to make an effect.  
Use watercolour paint to produce washes for backgrounds.  
Begin to use watercolour paint to add detail.  
Effectively mix primary colours to make secondary colours and black and white to make grey.  
Identify, name and create warm and cool colours.

#### Year 4

Carefully select purposeful hand placement and pressure on paint brushes to produce controlled textures and patterns.  
Carefully select the application of water and watercolour paint to brush to make an effect.  
Use watercolour paint to produce washes for backgrounds then add clear detail.  
Mix and add grey to primary and secondary colours to make tones.  
Experiment with creating mood with colour.

Learning Objective	Specific	Possible Cross Curricular Links
L.O. To critique famous paintings.	See suggested artists section. Ensure artwork includes elements of the colour and emotive skills that Y5 pupils will be taught. Use of artist critique resources and strategies (available on the shared drive).	Computing (Google Arts and Culture) English - Speaking and Listening PSHE
L.O. To create texture using paint.	Use varied brush techniques (e.g. dabbing, press and swipe, stippling, marbling). Use different qualities of paint (e.g. oil, acrylic, watercolour).	
L.O. To identify and name the tertiary colours.	Create a labelled colour wheel using the primary, secondary and tertiary colours. Mix primary colours to make secondary colours. Mix primary and secondary colours to make tertiary colours.	
L.O. To create a colour palette.	Mix paints to create a colour palette. Colours should be matched to the natural and built world.	Science / DT / Geography
L.O. To create a painting.	Use drawing techniques (hand placement and pressure) to sketch lightly before painting to combine line and colour. Use a natural and/or built world colour palette to create the piece. Combine colours, tones and tints to enhance the mood of a piece. Create a piece of art inspired by existing painting artwork which includes skills taught. Pupils must use tones to create mood with colour.	Make links to topic where possible (e.g. Science - living things and their habitats/animals including humans)
L.O. To critique my artwork.	Use of critique resources and strategies to self-critique painting.	English - Speaking and Listening PSHE
<b>Subject Specific Vocabulary</b>		
vary/varied, quality, tertiary colour, vermilion (red/orange), amber (yellow/orange), chartreuse (yellow/green), teal (blue/green), violet (blue/purple), magenta (red/purple), enhance, colour palette		

## Sculpture

Prior Knowledge		Future Knowledge	
<p><u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u> Explore and use tools for different purposes. Explore different malleable materials (e.g. dough, plasticine, sand, slime etc.). Explore different construction materials (e.g. lego, crates).</p> <p><u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u> Select and use the tools and techniques needed to shape, assemble and join materials. Manipulate materials to achieve a desired effect. Share creations and explain the process used.</p> <p><u>Year 1</u> Use rolling and moulding techniques to create shapes using dough. Use manipulative techniques (e.g. cutting, folding, rolling, scrunching) to create and combine shapes to make 3D sculptures using paper.</p> <p><u>Year 2</u> Use cutting and carving techniques to create shapes using a range of malleable materials (e.g. salt dough, soap, pipe cleaners, straws etc.). Use a variety of materials to create sculptures including lines and texture.</p> <p><u>Year 3</u> Create basic human forms using malleable materials (tin foil and clay). Express the four basic emotions (happiness, sadness, fear, anger) by manipulating sculptures of the human form.</p> <p><u>Year 4</u> Create proportionate human forms using a variety of malleable materials (see EYFS to Y3) to provide interesting detail. Express further emotions (e.g. surprise, disgust) by manipulating sculptures of the human form.</p>		<p><u>Year 6</u> Create thought-provoking forms using frameworks. Apply a range of sculpture materials and techniques to create life-like qualities, including feelings, expression or movement.</p>	
Learning Objective	Specific	Possible Cross Curricular Links	
L.O. To critique famous sculptures.	See suggested artists section.	Computing (Google Arts and Culture)	

	Ensure artwork includes elements of the human form, texture and pattern techniques that Y5 pupils will be taught. Use of artist critique resources and strategies (available on the shared drive).	English - Speaking and Listening PSHE
L.O. To create proportionate human forms.	Use wire frameworks to provide stability and form. Use visual and tactile materials (e.g. tinfoil, tissue paper, wallpaper) to build up layers on frameworks to create texture and pattern. Use paint to add detail on layers.	Science (Animals including humans)
L.O. To critique my sculpture.	Use of critique resources and strategies to self-critique sculpture.	English - Speaking and Listening PSHE
<b>Subject Specific Vocabulary</b>		
framework, stability, tactile, visual, texture, pattern		

## Year 6 Art Learning Objectives

### Drawing

Prior Knowledge	Future Knowledge
<p><u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u>            Begin to experiment in holding a pencil, developing a preferred hand and grip.            Capture experiences using a range of media.</p> <p><u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u>            Hold a pencil correctly, using a tripod grip.            Create simple representations of events on different surfaces (paper, card etc.).            Create simple representations of people and objects that demonstrate observations (e.g. body and facial features).</p> <p><u>Year 1</u>            Hold a pencil correctly, using a tripod grip.            Draw lines of different size, thickness and orientation with control.            Colour neatly following the lines (including own work).            Understand shading by creating a 4 box scale of light to dark, using linear and hatching.            Use linear and hatching to show light and shadow.            Begin to represent people and objects, with careful observation of features and proportions.</p> <p><u>Year 2</u>            Begin to vary hand and wrist placement to improve control and vary pressure (e.g. upright hand to laid on page).            Draw lines of different size, thickness and orientation with varying pressure.            Understand shading by creating a 4 box scale of light to dark, using cross-hatching and stippling.            Use cross-hatching and stippling to show light and shadow.            Experiment with coloured pencils to create tints and shades using white and black.            Represent people and objects, with careful observation of features and proportions.</p> <p><u>Year 3</u>            Experiment with hand placement and pressure on pencil with control, using pinky finger and wrist to steady hand in a laid position with pencil movement coming from the rest of the</p>	<p><u>Key Stage 3</u>            Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.            Use a range of techniques and media, including painting.            Increase their proficiency in the handling of different materials.            Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.            Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>

<p>hand.</p> <p>Understand pencil hardness by creating a 5 box scale of light to dark, using different pencil densities.</p> <p>Begin to sketch lightly without the need for a rubber to correct mistakes.</p> <p>Use shading techniques from KS1 and different pencils to show light and shadow.</p> <p>Begin to represent people and objects with careful thought and awareness.</p> <p>Begin to draw a proportionate body with appropriate features.</p> <p><u>Year 4</u></p> <p>Begin to control pressure and movements from the top of the pencil.</p> <p>Carefully select hand/ wrist placement and pressure to produce a desired effect.</p> <p>Use pencils of different hardness and shading techniques to show line, tone, light, shadow and texture.</p> <p>Sketch lightly without the need for a rubber to correct mistakes.</p> <p>Develop an accurate representation of people and objects with careful thought and awareness.</p> <p>Develop accurate drawing of a proportionate face with appropriate features.</p> <p><u>Year 5</u></p> <p>Control pressure and movements from the top of the pencil.</p> <p>Begin to use a variety of hand/wrist placements and pressures to achieve effects.</p> <p>Understand tonal shading by creating box scales of light to dark, using gradient techniques (e.g. smudging).</p> <p>Use a variety of techniques to add interesting tonal effects (reflections, shadows, direction of sunlight etc).</p> <p>Begin to represent detailed people and objects with careful thought, awareness and techniques.</p> <p>Begin to draw a proportionate face with detailed features.</p>		
Learning Objective	Specific	Possible Cross Curricular Links
L.O. To critique famous drawings.	<p>See suggested artists section.</p> <p>Ensure artwork includes elements of the movement and perspective drawing skills that Y6 pupils will be taught.</p> <p>Use of artist critique resources and strategies (available on the shared drive).</p>	<p>Computing (Google Arts and Culture)</p> <p>English - Speaking and Listening</p> <p>PSHE</p>
L.O. To depict movement.	Analyse athlete movements in still images - how do we know they are moving?	PE (Movement)

	<p>Focus on parts of the body that show movement and sketch these through prior taught skills:</p> <ul style="list-style-type: none"> <li>• Using a variety of hand/wrist placements and pressures to achieve effects</li> <li>• Using a choice and range of techniques to represent detailed people and objects with careful thought, awareness and techniques</li> </ul>	
L.O. To depict perspective.	<p>Analyse still images of the local environment (e.g. Ashby High Street) - how can we tell what's close and what's far away.</p> <p>Represent the local environment through perspective and sketch through prior taught skills:</p> <ul style="list-style-type: none"> <li>• Using a variety of hand/wrist placements and pressures to achieve effects</li> <li>• Using a choice and range of techniques to represent detailed people and objects with careful thought, awareness and techniques</li> </ul>	Geography (Local Area)
L.O. To critique my peer's artwork.	Use of critique resources and strategies to peer-critique drawing.	English - Speaking and Listening PSHE
<b>Subject Specific Vocabulary</b>		
depict, perspective, movement		

## Painting

Prior Knowledge	Future Knowledge
<p><u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u></p> <p>Begin to experiment in holding different types of paint brushes.</p> <p>Begin to identify and name colours.</p> <p>Begin to explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <p>Explore colours and how they can be changed.</p>	<p><u>Key Stage 3</u></p> <p>Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.</p> <p>Use a range of techniques and media, including painting.</p> <p>Increase their proficiency in the handling of different materials.</p> <p>Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</p> <p>Learn about the history of art, craft, design and architecture, including periods, styles and</p>

### FS2 (Fine Motor Skills / Expressive Arts and Design)

Experiment in holding different types of paint brushes, applying a tripod grip.

Identify and name the colours of a rainbow and white and black.

Experiment with mixing colours.

Choose colour and paint brushes to create a desired effect.

#### Year 1

Hold a pencil correctly, using a tripod grip.

Draw lines of different size, thickness and orientation with control.

Colour neatly following the lines (including own work).

Understand shading by creating a 4 box scale of light to dark, using linear and hatching.

Use linear and hatching to show light and shadow.

Begin to represent people and objects, with careful observation of features and proportions.

#### Year 2

Hold a paintbrush correctly, using a tripod grip, varying hand placement on the brush to improve control.

Use thick and thin brushes.

Carefully select purposeful applications of paint to brush to make an appropriate effect.

Identify and name the secondary colours.

Create a colour wheel using primary and secondary colours.

Add white to colours to make tints and black to colours to make shades.

#### Year 3

Experiment with hand placement and pressure on paint brushes to produce controlled shapes and lines.

Experiment with varied applications of water and watercolour paint to brush to understand the amount needed to make an effect.

Use watercolour paint to produce washes for backgrounds.

Begin to use watercolour paint to add detail.

Effectively mix primary colours to make secondary colours and black and white to make grey.

Identify, name and create warm and cool colours.

#### Year 4

Carefully select purposeful hand placement and pressure on paint brushes to produce controlled textures and patterns.

Carefully select the application of water and watercolour paint to brush to make an effect.

Use watercolour paint to produce washes for backgrounds then add clear detail.

Mix and add grey to primary and secondary colours to make tones.

major movements from ancient times up to the present day.

<p>Experiment with creating mood with colour.</p> <p><u>Year 5</u></p> <p>Sketch lightly before painting to combine line and colour.</p> <p>Use varied brush techniques and the qualities of paint to create texture.</p> <p>Identify and name the tertiary colours.</p> <p>Create a colour wheel using primary, secondary and tertiary colours.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p>		
Learning Objective	Specific	Possible Cross Curricular Links
L.O. To critique famous paintings.	<p>See suggested artists section.</p> <p>Ensure artwork includes elements of the colour and emotive skills that Y6 pupils will be taught.</p> <p>Use of artist critique resources and strategies (available on the shared drive).</p>	<p>Computing (Google Arts and Culture)</p> <p>English - Speaking and Listening</p> <p>PSHE</p>
L.O. To use brush techniques and the qualities of paint to create texture.	<p>Use watercolour, oil and acrylic paints.</p> <p>Use a variety of brush techniques (e.g. stippling).</p>	
L.O. To create a varied colour palette.	<p>Create a palette by:</p> <ul style="list-style-type: none"> <li>• Mixing paints to create block colours, tints and tones</li> <li>• Using watercolour, oil and acrylic paints</li> </ul>	
L.O. To combine line, colour and texture to create a painting.	<p>Create a painting which combines pencil and paint.</p> <p>Use a varied colour palette to enhance the mood of a piece.</p> <p>Use a variety of paint types and brush techniques to create texture.</p>	<p>Make links to topic where possible (e.g. Science - evolution)</p>
L.O. To critique my artwork.	<p>Use of critique resources and strategies to self-critique painting.</p>	<p>English - Speaking and Listening</p> <p>PSHE</p>
Subject Specific Vocabulary		
personal style, oil paint, acrylic paint, quality		

## Printing

Prior Knowledge		Future Knowledge
<p><u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u> Use hands, fingers and feet to create prints. Begin to identify and comment on print in the environment.</p> <p><u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u> Use paint to print on different surfaces. Print with a purpose in mind. Use a small range of objects to create prints. Identify and comment on print in the environment.</p> <p><u>Year 2</u> Mimic print from the natural and built environment (e.g. wallpaper, nature, food wrappers etc.). Press, roll, rub and stamp to make prints.</p> <p><u>Year 4</u> Use polystyrene and printing ink to create relief prints.</p>		<p><u>Key Stage 3</u> Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. Use a range of techniques and media, including painting. Increase their proficiency in the handling of different materials. Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>
Learning Objective	Specific	Possible Cross Curricular Links
L.O. To critique famous printings.	See suggested artists section. Ensure artwork includes elements of the screen printing skills that Y6 pupils will be taught. Use of artist critique resources and strategies (available on the shared drive).	Computing (Google Arts and Culture) English - Speaking and Listening PSHE
L.O. To create a print using screen printing.	Observe the screen printer in use and evaluate how printing was created. Design print ensuring that areas to be included/removed are identified. Use screen printing to create screen print.	Make links to topic where possible (e.g. PSHE/Jigsaw, Science - animals including humans)
L.O. To critique my peer's artwork.	Use of critique resources and strategies to peer-critique printing.	English - Speaking and Listening PSHE
Subject Specific Vocabulary		

## **Sculpture**

Prior Knowledge	Future Knowledge
<p><u>FS1 (Fine Motor Skills / Expressive Arts and Design)</u> Explore and use tools for different purposes. Explore different malleable materials (e.g. dough, plasticine, sand, slime etc.). Explore different construction materials (e.g. lego, crates).</p> <p><u>FS2 (Fine Motor Skills / Expressive Arts and Design)</u> Select and use the tools and techniques needed to shape, assemble and join materials. Manipulate materials to achieve a desired effect. Share creations and explain the process used.</p> <p><u>Year 1</u> Use rolling and moulding techniques to create shapes using dough. Use manipulative techniques (e.g. cutting, folding, rolling, scrunching) to create and combine shapes to make 3D sculptures using paper.</p> <p><u>Year 2</u> Use cutting and carving techniques to create shapes using a range of malleable materials (e.g. salt dough, soap, pipe cleaners, straws etc.). Use a variety of materials to create sculptures including lines and texture.</p> <p><u>Year 3</u> Create basic human forms using malleable materials (tinfoil and clay). Express the four basic emotions (happiness, sadness, fear, anger) by manipulating sculptures of the human form.</p> <p><u>Year 4</u> Create proportionate human forms using a variety of malleable materials (see EYFS to Y3) to provide interesting detail. Express further emotions (e.g. surprise, disgust) by manipulating sculptures of the human form.</p>	<p><u>Key Stage 3</u> Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. Use a range of techniques and media, including painting. Increase their proficiency in the handling of different materials. Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>

<p><u>Year 5</u></p> <p>Create proportionate human forms using frameworks (such as wire or moulds) to provide stability and form.</p> <p>Use visual and tactile materials (e.g. tinfoil, tissue paper, wallpaper) to build up layers on frameworks to create texture and pattern.</p>		
Learning Objective	Specific	Possible Cross Curricular Links
L.O. To critique famous sculptures.	See suggested artists section. Ensure artwork includes elements of the human form, texture and pattern techniques that Y5 pupils were taught so that these can be built upon in Y6. Use of artist critique resources and strategies (available on the shared drive).	Computing (Google Arts and Culture) English - Speaking and Listening PSHE
L.O. To create a life-like sculpture.	Use frameworks to create the human form (Y5 recap). Apply a range of sculpture materials and techniques to create life-like qualities, including feelings, expression or movement.	Science (Animals including humans) PSHE Make links to topic where possible (e.g. figure from history, PE - athletes)
L.O. To critique my sculpture.	Use of critique resources and strategies to self-critique sculpture.	English - Speaking and Listening PSHE
Subject Specific Vocabulary		
life-like, qualities, movement		

## Suggested Artist Focus

Suggested Artist Focus			
Technique	<p>Note: The below artists are suggested foci when teaching the different techniques and their relevant skills. Many of these artists use more than one technique, therefore these can be explored and taught across the teaching year in order to embed knowledge of great artists and their work. Our children should be exposed to a range of artists, so this list is a starting point and is not exhaustive of the artworks and artists which they will evaluate, critique and draw inspiration from during their time at The Grange Primary School. It is expected that teachers will choose artists and artworks to expose the children to which are relevant to the skills being taught and to make meaningful links to their topic/celebration days, where possible.</p>		
	Suggested artists and backgrounds	Focus piece (examples)	Links to wider curriculum (examples)
Collage	<u>Hannah Höch</u> A feminist Dada artist, who specialised in photomontages and collage work revolving around the German government and gender issues.	<ul style="list-style-type: none"> <li>Das schöne Mädchen (The Beautiful Girl)</li> <li>Für ein Fest gemacht (Made for a Party)</li> <li>Kleine Sonne (Little Sun)</li> </ul>	<ul style="list-style-type: none"> <li>Computing - Digital tools</li> <li>Geography - Use of maps to locate artist</li> <li>History - Remembrance Day / VE Day / World War II</li> <li>PSHE - Discussions around artwork and artist, celebrating differences, philosophy for children</li> </ul>
	<u>Faith Ringgold</u> Black, female artist, best known for her narrative quilts. She is a political activist who portrays the civil rights movement and USA from a female perspective.	<ul style="list-style-type: none"> <li>Tar Beach</li> <li>Jazz Stories</li> <li>Coming to Jones Road</li> <li>American People</li> <li>Freedom of Speech</li> </ul>	<ul style="list-style-type: none"> <li>British Values (Individual Liberty, Tolerance and Mutual Respect)</li> <li>Geography - Use of maps to locate artist</li> <li>History - Black History month</li> <li>Music - Jazz</li> <li>PSHE - Discussions around artwork and artist, celebrating differences, philosophy for children</li> </ul>
	<u>Kurt Schwitters</u> Known as the 'King of Collages' and started the collage movement. He used a variety of 'found' materials to create his pieces, particularly recycled materials to portray the changing world and eco issues.	<ul style="list-style-type: none"> <li>British Made</li> <li>Kleine Dada Soiree</li> <li>Merz</li> <li>Untitled (several pieces with this name)</li> </ul>	<ul style="list-style-type: none"> <li>Computing - Digital tools</li> <li>Geography - Use of maps to locate artist</li> <li>PSHE - Discussions around artwork and artist, climate change, the changing world and eco issues, celebrating differences, philosophy for children</li> <li>Science - Everyday materials</li> </ul>
Digital Media	<u>Nik Ainley</u> British digital illustrator, who has worked for brands such as Nike, Starbucks and National Geographic to produce artwork for their advertising campaigns. He produces 2D and 3D images.	<ul style="list-style-type: none"> <li>Fluid</li> <li>Only This and Nothing More</li> <li>Starlight</li> <li>Zero Calories</li> </ul>	<ul style="list-style-type: none"> <li>Computing - Digital tools</li> <li>English - Persuasive writing</li> <li>Enterprise - Advertising</li> <li>Geography - Use of maps to locate artist</li> <li>PSHE - Discussions around artwork and artist, philosophy for children</li> </ul>
	<u>Hal Lasko</u> Worked as a graphic designer before turning to Microsoft Paint at 85 years old in response to his incurable eye	<ul style="list-style-type: none"> <li>Full Moon</li> <li>Looking Up</li> <li>Metropolis</li> </ul>	<ul style="list-style-type: none"> <li>Computing - Digital tools</li> <li>Geography - Use of maps to locate artist</li> <li>PSHE - Discussions around artwork and artist, health and positive</li> </ul>

	disease. Uses pixels in a pointillism style to create digital pieces.	<ul style="list-style-type: none"> <li>Woods in Avon</li> </ul>	<ul style="list-style-type: none"> <li>mindset, celebrating differences, philosophy for children</li> <li>Science - Plants</li> </ul>
	<u>Annie Leibovitz</u> Female photographer who uses different applications of colour to photograph significant figures and celebrities in intimate surroundings. She often photographs for advertising campaigns.	<ul style="list-style-type: none"> <li>Ella Fitzgerald</li> <li>John Lennon</li> <li>Queen Elizabeth II</li> <li>Willie Nelson</li> <li>Olympics and other sporting athletes</li> <li>President Barack Obama</li> <li>Nelson Mandela</li> </ul>	<ul style="list-style-type: none"> <li>Computing - Digital tools</li> <li>English - Persuasive writing</li> <li>Enterprise - Advertising</li> <li>Geography - Use of maps to locate artist</li> <li>History - Modern significant figures and Black History (e.g. Mandela's first photo since release from prison)</li> <li>Music - Modern musicians</li> <li>PE - Modern athletes</li> <li>PSHE - Discussions around artwork and artist, philosophy for children</li> </ul>
<b>Drawing</b>	Note: Many artists (painters, printers and sculptors in particular) use drawings to draft and design their ideas before moving onto using different techniques for their final piece. It is important for our children to look at the design process which artists take, therefore the identified artists below can also be shared and their works combined when covering other techniques.		
	<u>Edgar Degas</u> A French Impressionist artist, who produced work through drawing, painting, printing and sculpture. He specialised in works of the human body and movement.	<ul style="list-style-type: none"> <li>Dancer with Arms Outstretched</li> <li>Racehorse</li> <li>Rosa Adelaide Aurora Degas, the Duchess Morbilli</li> <li>Self-Portrait</li> <li>Three Studies of a Dancer</li> </ul>	<ul style="list-style-type: none"> <li>Geography - Use of maps to locate artist</li> <li>PE - Dance and movement</li> <li>PSHE - Discussions around artwork and artist, philosophy for children</li> <li>Science - Animals including humans</li> </ul>
	<u>Vincent van Gogh</u> Dutch artist, who suffered from poor mental health, eventually taking his own life. He created over 2100 pieces of art. Well known for using single brush strokes to build up and create visual masterpieces. His paintings only became famous after his death. He specialised in creating pieces that portrayed what he could see (i.e. landscapes and people).	<ul style="list-style-type: none"> <li>Chair (drawing)</li> <li>Entrance Gate to a Farm with Haystacks</li> <li>Nursery on Schenkweg</li> <li>Road in Etten</li> <li>Starry Night (drawing)</li> </ul>	<ul style="list-style-type: none"> <li>British Values (Mutual Respect)</li> <li>Geography - Use of maps to locate artist, physical geographical features</li> <li>Music - 'Vincent' by Don McLean</li> <li>PSHE - Discussions around artwork and artist, mental health and wellbeing, celebrating differences, philosophy for children</li> <li>Science - Animals including humans, living things and their habitats</li> </ul>
	<u>Leonardo da Vinci</u> Italian, artist, scientist and inventor who lived and worked during the Renaissance period. Considered by many as the most intelligent person of all time, in the 15th century he invented and sketched a helicopter like machine.	<ul style="list-style-type: none"> <li>Landscape Drawing for Santa Maria Della Neve</li> <li>Muscles of the Back</li> <li>Muscles of the Torso</li> <li>Sketch of a Roaring Lion</li> <li>The Vitruvian Man</li> </ul>	<ul style="list-style-type: none"> <li>British Values (Mutual Respect)</li> <li>DT - Structures and Mechanisms</li> <li>Enterprise - Inventions</li> <li>Geography - Use of maps to locate artist</li> <li>Maths - Geometry, Measurement, Ratio</li> <li>PSHE - Discussions around artwork and artist, philosophy for children</li> </ul>

		<ul style="list-style-type: none"> <li>Water Lifting Devices</li> </ul>	<ul style="list-style-type: none"> <li>RE - Christianity (Christmas and Easter)</li> <li>Science - Animals including humans, living things and their habitat, states of matter</li> </ul>
Painting	<u>Georgia O'Keeffe</u> American, female artist who was a pioneer in modern art. Using shape and colour to create paintings. Best known for painting flowers and desert landscapes.	<ul style="list-style-type: none"> <li>Black Iris</li> <li>Black Mesa landscape</li> <li>Deer's skull with Pedernal</li> <li>Jimson Weed</li> </ul>	<ul style="list-style-type: none"> <li>Geography - Use of maps to locate artist, physical geographical features</li> <li>PSHE - Discussions around artwork and artist, celebrating differences, philosophy for children</li> <li>Science - Living things and their habitats, plants</li> </ul>
	<u>Pablo Picasso</u> Spanish artist, best known for his abstract style and being a founder of the Cubist movement. He produced over 20,000 pieces of artwork using different techniques. When he painted, he predominately used the colour blue to reflect his depressive state.	<ul style="list-style-type: none"> <li>Girl Before a Mirror</li> <li>Head of a Woman</li> <li>Jacqueline Kneeling</li> <li>Mediterranean Landscape</li> <li>Self Portrait</li> <li>Science and Charity</li> </ul>	<ul style="list-style-type: none"> <li>Geography - Use of maps to locate artist, physical and human geographical features</li> <li>PSHE - Discussions around artwork and artist, mental health and well-being, philosophy for children</li> <li>Science - Animals including humans, living things and their habitats</li> </ul>
	<u>Georges Seurat</u> French artist, best known for creating the painting technique known as Pointillism. He believed that a painter could use colour to create harmony in art like a musician uses melody and notes to create harmony.	<ul style="list-style-type: none"> <li>A River Bank</li> <li>A Sunday on La Grande Jatte</li> <li>Bathers at Asnieres</li> <li>La Parade du Cirque</li> <li>The Eiffel Tower</li> </ul>	<ul style="list-style-type: none"> <li>Geography - Use of maps to locate artist, physical geographical features</li> <li>Modern Foreign Languages - French</li> <li>Music - Harmony, melody and notes (imaginative)</li> <li>PSHE - Discussions around artwork and artist, philosophy for children</li> </ul>
Printing	<u>David Hockney</u> British artist from Bradford. A painter, printmaker and photographer. Best known for his 'pop art' style work using bright and bold colours. More recently, Hockney has created art using digital tools.	<ul style="list-style-type: none"> <li>Apples, Pears &amp; Grapes</li> <li>Grey Blooms</li> <li>Man Reading Stendahl</li> <li>The Drooping Plant</li> <li>The Juggler</li> <li>The Tall Tree</li> </ul>	<ul style="list-style-type: none"> <li>British Values (Mutual Respect)</li> <li>Computing - Digital tools</li> <li>Geography - Use of maps to locate artist</li> <li>PE - Swimming</li> <li>PSHE - Discussions around artwork and artist, philosophy for children</li> <li>Science - Living things and their habitats, animals including humans, seasonal changes</li> </ul>
	<u>Roy Lichtenstein</u> American member of the 'Pop Art' movement, he often used screen-printing skills and stencils to create his artwork, using a range of media to produce them. He liked to use modern pointillism styles to create artwork which reflected the dots and colours produced by computer printers' ink.	<ul style="list-style-type: none"> <li>I Love Liberty</li> <li>Reflections on Crash</li> <li>Sandwich and Soda</li> <li>Whaam!</li> </ul>	<ul style="list-style-type: none"> <li>Computing - Digital tools</li> <li>Geography - Use of maps to locate artist</li> <li>PSHE - Discussions around artwork and artist, philosophy for children</li> </ul>
	<u>Andy Warhol</u> American-born, member of the LGBTQ+ community, artist	<ul style="list-style-type: none"> <li>Birmingham Race Riot</li> <li>Campbell's Soup Cans</li> </ul>	<ul style="list-style-type: none"> <li>British Values (all areas)</li> <li>DT - Cooking and Nutrition</li> </ul>

	and printer, best known for his art inspired by popular culture known as 'Pop Art'. Warhol's most famous prints were inspired by everyday items such as tins of soup as well as famous celebrities.	<ul style="list-style-type: none"> <li>• Coca Cola</li> <li>• Cow Wallpaper</li> <li>• Marilyn Diptych</li> <li>• Orange Prince</li> <li>• Reigning Queens</li> <li>• Shot Marilyns</li> <li>• Triple Elvis</li> </ul>	<ul style="list-style-type: none"> <li>• Geography - Use of maps to locate artist</li> <li>• History - Black History (Birmingham Race Riot), monarchy</li> <li>• Music - Modern musicians</li> <li>• PSHE - Discussions around artwork and artist, celebrating differences, philosophy for children</li> <li>• Science - Animals including humans</li> </ul>
<b>Sculpture</b>	<u>Banksy</u> British artist, born in Bristol, whose identity is unknown. Best known for his graffiti work and street art. A political activist, whose work often mirrors his political views.	<ul style="list-style-type: none"> <li>• Dismaland</li> <li>• Stonehenge</li> </ul>	<ul style="list-style-type: none"> <li>• British Values (all areas)</li> <li>• Geography - Use of maps to locate artist, physical and human (environmental impact)</li> <li>• History - Events related to political focus, Stone Age</li> <li>• PSHE - Discussions around artwork and artist, philosophy for children</li> <li>• Science - Living things and their habitats</li> </ul>
	<u>Dame Barbara Hepworth</u> British female sculptor, born in Wakefield, Yorkshire. She was inspired by nature and the world around her and produced abstract artwork to demonstrate shapes, bumps and ridges of roads, hills and fields. She wanted to capture how it felt to be in both the ancient landscape and in the modern world.	<ul style="list-style-type: none"> <li>• Landscape Sculpture</li> <li>• Oval Sculpture</li> <li>• Sea Form (Atlantic)</li> <li>• The Family of Man</li> <li>• Two Forms</li> </ul>	<ul style="list-style-type: none"> <li>• Geography - Use of maps to locate artist, physical and human geographical features</li> <li>• PSHE - Discussions around artwork and artist, philosophy for children</li> <li>• Science - Living things and their habitats, light, plants</li> </ul>
	<u>Michelangelo</u> Italian artist, architect and poet who worked during the Renaissance period. His work largely centred around biblical figures and are displayed in many Christian places of worship around Italy.	<ul style="list-style-type: none"> <li>• Brutus</li> <li>• David</li> <li>• Madonna and Child</li> <li>• Pietà</li> <li>• St Peter's Basilica (architecture)</li> </ul>	<ul style="list-style-type: none"> <li>• English - Poetry</li> <li>• Geography - Use of maps to locate artist, human geographical features</li> <li>• PSHE - Discussions around artwork and artist, philosophy for children</li> <li>• RE - Christianity (figures)</li> <li>• Science - Animals including humans</li> </ul>

## Art Resources

The following critique resources are available on the shared drive. These have been created for use by KS1 and KS2 and are expected to be used flexibly to ensure differentiation takes place to meet the needs and abilities of our pupils.

### Artist Critique

- Artist critique sheet for KS1
- Artist critique sheet for LKS2
- Artist critique sheet for UKS2
- Artist critique sentence stems bank

### Self and Peer Critique

- Critique sheet for KS1
- Critique sheet for KS2

### Additional Resources

Type of Resource	Resource	Resource Description	Area of Art Focus	Suitable for	topic/celebration days Links
Website	<a href="https://www.tate.org.uk/kids">https://www.tate.org.uk/kids</a>	Modern art for children. Interactive and informative.	All areas	EYFS, KS1, KS2	Can be applied across foundation subjects.
	<a href="https://www.bbc.co.uk/teach/class-clips-video/art-and-design-painting-techniques/z7h76v4">https://www.bbc.co.uk/teach/class-clips-video/art-and-design-painting-techniques/z7h76v4</a>	Videos showing different techniques.	All areas	EYFS, KS1, KS2	
	<a href="https://www.natgeokids.com/uk/teacher-category/art/">https://www.natgeokids.com/uk/teacher-category/art/</a>	Ideas for art activities.	All areas	EYFS, KS1, KS2	
	<a href="https://www.purplemash.com/">https://www.purplemash.com/</a>	Digital art resources	Digital Art Some artists	EYFS, KS1, KS2	
	<a href="http://toytheater.com/category/art/">http://toytheater.com/category/art/</a>	Digital art resources	Digital Art Some artists	EYFS, KS1, KS2	Can be applied across foundation subjects. (Children will need to screenshot for evidence)
	<a href="https://www.theguardian.com/travel/2020/mar/23/10-of-the-worlds-best-virtual-museum-and-art-gallery-tours">https://www.theguardian.com/travel/2020/mar/23/10-of-the-worlds-best-virtual-museum-and-art-gallery-tours</a>	Virtual gallery tours	All areas/eras	EYFS, KS1, KS2	History, Science, DT, in particular. Can be applied across foundation subjects.
	<a href="https://www.twinkl.co.uk/resources/twinkl-plus/twinkl-art-gallery">https://www.twinkl.co.uk/resources/twinkl-plus/twinkl-art-gallery</a>	Ideas for art activities.	All areas	EYFS, KS1, KS2	Can be applied across foundation subjects.
	<a href="https://www.vangoghgallery.com/catalog/catalog.html">https://www.vangoghgallery.com/catalog/catalog.html</a>	Gallery of artwork by Vincent van Gogh	Painting, in particular	EYFS, KS1, KS2	PSHE

	<a href="https://www.leonardodavinci.net/drawings.jsp">https://www.leonardodavinci.net/drawings.jsp</a>	Gallery of artwork by Leonardo da Vinci	Drawing, in particular	EYFS, KS1, KS2	Science
	<a href="https://www.pablocassio.org/">https://www.pablocassio.org/</a>	Gallery of artwork by Pablo Picasso	Painting, in particular	EYFS, KS1, KS2	PSHE
	<a href="https://mymodernmet.com/silk-screen-printing-artists/">https://mymodernmet.com/silk-screen-printing-artists/</a>	Artists who use silk-screen printing techniques	Printing	KS2	Can be applied across foundation subjects.
	<a href="https://www.wikiart.org/">https://www.wikiart.org/</a>	Gallery of artwork by a range of artists	All areas	EYFS, KS1, KS2	Can be applied across foundation subjects.
	<a href="https://artsandculture.google.com/">https://artsandculture.google.com/</a>	Range of art games focusing on artists and famous artwork	All areas	EYFS, KS1, KS2	Can be applied across foundation subjects.
<b>School Trips/Workshops</b>	20:21	Visit/workshop	All areas	KS1 and KS2	Can be applied across foundation subjects.
	Yorkshire Sculpture Park	Visit	Sculpture	KS1 and KS2	
	York Art Gallery	Visit/workshop	All areas	KS2	
	Hepworth Gallery	Visit/workshop	All areas (Sculpture focus)	KS2	
	<a href="https://sway.office.com/vJB2iqqpO3lXanAF?ref=Link">https://sway.office.com/vJB2iqqpO3lXanAF?ref=Link</a>	Workshop	All areas	KS1 and KS2	
<b>CPD</b>	<a href="https://www.twitter.com">https://www.twitter.com</a>	Teachers sharing good practice - search: #edutwitter #primaryart	All areas	EYFS, KS1, KS2	Can be applied across foundation subjects.
	<a href="https://www.nsead.org/courses-advice/courses-conferences/">https://www.nsead.org/courses-advice/courses-conferences/</a>	National Society for Education in Art and Design - CPD courses.	All areas	EYFS, KS1, KS2	
	<a href="mailto:hannahvallis@hepworthwakefield.org">hannahvallis@hepworthwakefield.org</a>	Email for Hannah Vallis, Learning Manager at The Hepworth Gallery in Wakefield.	All areas	EYFS, KS1, KS2	She is skilled in supporting the creation of cross-curricular links using Art.
<b>Miscellaneous</b>	Paul Hamlyn Foundation <a href="https://www.phf.org.uk/">https://www.phf.org.uk/</a>	Funding for arts within disadvantaged communities.	All areas	EYFS, KS1, KS2	N/A
	<a href="https://www.vpo.co.uk/education">https://www.vpo.co.uk/education</a>	Arts resource supplier.	All areas	EYFS, KS1, KS2	N/A