

Children to cultivate a love and appreciation of art in all its forms and develop skills that enable them to create art of their own, discover their own strengths and 'soar on wings like eagles.'

Area of Focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>History of artists and their art</i></p> <p><i>Discuss/ research the life and influences of artists: wider historical and geographical issues that may influence, create bias, determine perspective, mood and intention of art...</i></p>	<p><i>Learn about the work of a range of artists, craft makers and designers, describing what they can see and making comparisons between works on a similar theme.</i></p> <p><i>Identify links, likes and dislikes in own works and suggests how they can be improved.</i></p> <p><i>Begin to use key vocabulary to demonstrate knowledge and understanding: work of art, artist, idea, starting point, focus, observation, design, improve, shape...</i></p>	<p><i>Learn about the work of a range of artists, craft makers and designers, giving reasons for opinions.</i></p> <p><i>Identify similarities and differences between works on the same theme, considering processes and results.</i></p> <p><i>Make links to own works.</i></p>	<p><i>Learn about a range of artists, architects and designers in history, identifying some of their key ideas, techniques and working practices.</i></p> <p><i>Create copies and own art in the style of... by copying techniques. Critic own work and make suggestions for improvements.</i></p> <p><i>Begin to use sketchbooks to create, adapt and refine ideas.</i></p> <p><i>Question and make observations from starting points and respond positively to suggestions.</i></p> <p><i>Use key vocabulary consistently to demonstrate knowledge and understanding: line, pattern, form, record, detail, question, observe, refine...</i></p>	<p><i>Learn about a range of artists, architects and designers in history, identifying some of their key ideas, techniques and working practices; and researching processes and how these were used in the finished product.</i></p> <p><i>Create copies and own art in the style of... by copying techniques. Critic own work and make suggestions for improvements; and then retry.</i></p>	<p><i>Learn about a range of artists, architects and designers in history, identifying some of their key ideas, techniques and working practices; and researching processes and how these were used in the finished product.</i></p> <p><i>Explain and justify preferences towards style and artists.</i></p> <p><i>Using enhanced, magnified imagery and precise techniques create copies and own art; and begin to replicate pigment using where appropriate traditional materials</i></p>	<p><i>Learn about a range of artists, architects and designers in history, identifying some of their key ideas, techniques and working practices; and researching processes and how these were used in the finished product.</i></p> <p><i>Explain and justify preferences towards style and artists.</i></p> <p><i>Analyse trends and themes, for example: studying art in one period of time in different places or art over time in one place.</i></p> <p><i>Explain and justify preferences towards style and artists.</i></p> <p><i>Using enhanced, magnified imagery and precise techniques create copies and own art; and begin to replicate pigment using where appropriate traditional materials</i></p>

<u>Drawing</u>	<i>Experiment with and control marks made with a range of media (pencils, felt tips, pencil crayons, wax crayons, chalks and pastels) on different surfaces (playground, lining paper, sugar paper, card, A4 paper). Draw lines and shapes from observations, teddy, flower, car... , and by drawing around simple templates and within simple stencils (around the face of 3D shapes to create a 2D shape, numbers, letters, basic wooden/ plastic animals...).</i>	<i>Investigate tone by drawing light/ dark lines, patterns and shapes and comparing the results when different pressures are used including using the sides of the pencils to shade to create tones in one direction, for example when drawing and labelling a plant, creating the solar system etc. in Science. Investigate pattern and texture by describing, comparing and recreating.</i>	<i>Experiment tone, marks and lines with a wider range of media (charcoal, biro, fine and broad tipped pens, ink, oil pastels, different grades of pencil) to achieve varied thicknesses of lines and tones including beginning to create outlines, forms, shadows and reflections (portraits, Science/ R.E.- light and shadows, rocks...)</i>	<i>Explore space by considering composition: overlapping objects, for example, foreground and background (still life... species in their habitats) Develop close observation and minute detail, for example, sketching application of circuits, vibrations...)</i>	<i>Use different techniques for different purposes, for example, hatching, cross-hatching, creating accurate shadows and reflections, shading and blending (columns, spheres, limbs...). Develop greater accuracy with proportion and spatial awareness, for example, portraits, still life, buildings...)</i>	<i>Develop perspective by using a single focal point and horizontal line. Develop further accuracy of composition, scale and proportion, for example. Fore, middle and backgrounds. Develop a range of lines to show expression, mood and movement. Experiment with calligraphy and its effects.</i>
<u>Printing</u>	<i>Print with objects (vegetables, leaves, buttons, feathers, cork, textured wallpaper, sides of scrap wood, spoons, sponges, blocks, commercially available stamps, hands, fingers, string...) and explore texture (bubble wrap, scrunched paper, foil, tinsel...)</i>	<i>Mono-printing including using photocopied images and texts, focusing on line and colour effects. Develop techniques of rolling, pressing, rubbing and stamping and relief printing.</i>	<i>Design and carve polystyrene tiles and block print to create individual prints and repeating patterned ones.</i>	<i>Design and carve stencils in card. Then screen print using these stencils.</i>	<i>Design and carve lino tiles using a range of nibs and carving tools, and print with them- single tiled pattern and repeating patterns.</i>	<i>Create relief tile. Engrave detail into tile using a wider range of carving and engraving tools. Etch and engrave in foil building up complexity.</i>
<u>Digital Art</u>	<i>Use simple graphics packages and software to create simple shapes on computers.</i>	<i>Use simple graphics packages and software to create simple shapes on computers to create images with different effects using a variety of available tools.</i>	<i>Use a stylus to create images on computers/ tablets focusing on line, shape, form and colour.</i>	<i>Create textures on computers/ tablets; and manipulate images; take photos – micro, macro and regular (consider composition, focus etc. (crop, overlay, enhance...)</i>	<i>Capture moving images to record the world around them.</i>	<i>Cut, edit and paste mini clips to create a short film; and begin to add sound effects and music to complement it.</i>

<p><u>Painting</u></p>	<p>Experiment with using different types of tools: brushes of different materials (natural, man-made) and lengths, head sizes... and developing different types of brushstrokes. Name and mix primary colours to create different hues of secondary colours. Create textured paint by adding sand/ grit to it.</p>	<p>Mix different tones of one colour by adding white, then repeating by adding black. Mix and match colours to paint objects. Select tools to suit scale of desired effect. Colourwash, sweep, dab, intended variety of brushstrokes to create specific effects...</p>	<p>Experiment with different effects and textures including blocking in colour, washes and blends. Experiment with different techniques as inspired by the studied artists. Select colours and tools to create Sgraffito works (painting base colours, covering in a top colour and scratching patterns to reveal the base). Develop making frescos and abstracts.</p>	<p>Experiment with different effects and textures including different thicknesses and viscosities of paint, scratches and splashes. Mix primary and secondary colours to provide a wide range of colours and shades to replicate colours of art studied and to paint in the style of studied artists (land, sea and cityscapes...) Experiment with marbling onto card</p>	<p>Create imaginative work from a range of sources. Choose colours, tones and shades to represent subtleties of mood. Create colours to separate foreground from background. Further develop replicating/ creating land, sea and cityscapes in relation to light sources, weathers, moods...</p>	<p>Identify, mix and use primary, secondary, complementary and contrasting colours including where appropriate using traditional ingredients. Use colours, shades and shadows to further create atmosphere, light, emotions, reflections, refractions and mood. To experiment with</p>
<p><u>Sculpture</u></p>	<p>Develop rolling, cutting and pinching to create sculptures and pots in clay/ Plasticine/ salt dough... Use vocabulary: shape, form...</p>	<p>Develop coil techniques to create sculptures and pots from different materials (salt dough, clay...). Combine elements using slips and blending techniques. Paint in acrylics, dry and recover in PVA to enhance durability and better waterproof.</p>	<p>Develop slab work techniques to create sculptures. Develop hand modelling techniques, scoring, carving and engraving. Create glazes to improve aesthetic appearance of sculpture. Create 'fossils' to link with 'Science Rocks' topic</p>	<p>Cut, make and combine shapes to make recognisable forms and add clay and other materials to add detail. Create moulds out of clay/ plasticine. Then use these moulds to create plaster cast objects. Use vocabulary: buckle, peak, brim, edging, terrace, architect, architecture...</p>	<p>Create forms with balloons and strips of cardboard, and then cover with papier maché; trim, decorate and use PVA to increase durability. Further develop making more intricate clay designs using a wider range of tools.</p>	<p>Create forms using chicken wire and cover in Modroc. Develop accuracy with snipping and joining wire with snips, wire cutters, twisting exposed wires and adding wires/ twine.</p>

<p><u>Textiles</u></p>	<p>Develop skills in cutting fabrics (felt/ light-weight cotton/ ribbon) with child-friendly, round-tipped scissors, zigzag and other shaped bladed scissors; and joining them with PVA/ glue stick adhesives. Weave strips of coloured paper/ ribbon into a square/ oblong faced lattice once the first edges have been secured for them. With a knot to secure the first stitch, begin to use a wide-eyed, round-tipped needle to create a simple running stitch using pre-cut holed fabric (Binka...) to sew in straight lines. Decorate textiles by gluing sequins, shapes to add interest, colour and detail. Create a book mark,</p>	<p>Develop plaiting, tying and knotting techniques (string/ ribbon/thread/laces). Experiment cutting, trimming, securing and weaving different widths and lengths of paper/card/fabrics to create different designs for different shapes (fish, triangle, bird...). Tie a knot/double stitch to secure the first and last stitches. Thread own wide-eyed, round-tipped needle to join fabrics with pre-cut holes (Binka...) using a running stitch including continuing sewing around corners. Create a small pocket to house a few items (a few pencil crayons...).</p>	<p>Sew fabrics using a medium eyed needle and a back stitch, a running stitch of different sizes, a buttonhole stitch and a blanket stitch. Create pencil cases... Create button holes. Sew on motifs and buttons.</p>	<p>Explore fabric dyeing, tie dyeing, and marbling. Sew fabrics using chain, satin and whip stitches. Stuff fabrics and sew up (lavender bags...)</p>	<p>Explore batik, printing techniques. Sew fabrics and create a simple garment (apron) with a smaller eyed needle using taught stitches with increased precision to also use a catch stitch for hemming.</p>	<p>Refine all stitches to include a darning and a zig zag stitch (make exemplars/ garments/ products).</p>
<p><u>Collage</u></p>	<p>Collect, sort and group media in different ways (colour/ texture) and glue to different backgrounds.</p>	<p>Fold, tear, crumple, scrunch and overlap different media for different effects and purposes (size, colour, texture...).</p>	<p>Experiment with layering to create different effects using a wider range of media.</p>	<p>Combine collage with own printing, painting, drawing...</p>	<p>Experiment with creating 3D structure (picture frame, tray, tile... covered in collage (different media)/ decoupage (cutting out images to collage) and papier collé (collages with only bits of paper).</p>	<p>Create montages with images relating to a single theme or idea.</p>

Links with History of Art focus

Study of movements (examples of types with a few child-friendly websites to support and enthuse):

- *Pop Art (Lichtenstein, Warhol, Ramos, Marjorie Strider, Evelyne Axell, Pauline Boty ...) - Identify its use in different types of literature (comics, billboards, advertisements, packaging...)*

An introduction to Pop Art and some of its artist:

<https://www.tate.org.uk/kids/explore/what-is/pop-art>

<https://www.twinkl.co.uk/teaching-wiki/pop-art>

https://www.ducksters.com/history/art/pop_art.php

<https://littlebinsforlittlehands.com/pop-art-ideas/>

<https://www.artsy.net/article/artsy-editorial-11-female-artists-who-left-their-mark-on-pop-art>

How to draw Pop Art https://www.youtube.com/watch?v=_OZwgVpK60o and

<https://www.youtube.com/watch?v=gMt87lGjLQo>

How to use digital art to create Pop Art from photos <https://www.youtube.com/watch?v=lgbPEMVoCww>

and <https://www.youtube.com/watch?v=7vFdXq-So8g>

- *Postimpressionism in painting (Van Gogh, Seurat, Cezanne, Gauguin, Renoir, Monet, Degas, Manet, Pissarro, Berthe Morisot, Mary Cassatt, Rousseau...)*

<https://kids.kiddle.co/Post-impressionism>

<https://www.ducksters.com/history/art/postimpressionism.php>

https://www.youtube.com/watch?v=nesTK_6j-0c

https://www.youtube.com/watch?v=AJEMxfhNKJ_4

<https://www.youtube.com/watch?v=ZtzXzcQFwO4>

Printable material: <https://homeschoolgiveaways.com/2019/12/printables-to-teach-kids-about-the-post-impressionist/>

How to create in the style of Postimpressionism: <https://www.youtube.com/watch?v=hJN6I2PAc2c>

<https://www.youtube.com/watch?v=5k8MQxsq8U4>

<https://www.youtube.com/watch?v=DHoUARj51pM>

- *Symbolism in murals (cave paintings, Egyptian pyramids murals, in religious buildings... from different cultures, religions ...)*

[https://kids.kiddle.co/Symbolism_\(art\)](https://kids.kiddle.co/Symbolism_(art)) <https://kidworldcitizen.org/early-human-cave-paintings/>
<https://www.ducksters.com/history/art/symbolism.php>
<https://www.tes.com/teaching-resource/symbolism-in-art-unit-of-work-ks2-ks3-12505804>
<https://www.youtube.com/watch?v=DSiM4ibntE>
<https://www.twinkl.co.uk/resource/es2-ss-3-es-altamira-cave-paintings-powerpoint-english>

Islamic symbolism <https://arabiancrafts.com/blogs/news/the-importance-of-dhikr-in-islam>

<https://www.ducksters.com/history/islam/art.php> <https://www.bbc.co.uk/bitesize/topics/ztw2p9q/articles/z63wmbk>

Jewish symbolism https://en.wikipedia.org/wiki/Jewish_symbolism

<https://www.twinkl.co.uk/resource/tp2-r-006-planit-re-year-3-judaism-lesson-6-symbols-and-meanings-lesson-pack>

Indigenous Australian symbolism <https://www.youtube.com/watch?v=OT2GQdhtikU>

<https://japingkaaboriginalart.com/articles/aboriginal-art-symbols/>

<https://art-educ4kids.weebly.com/aboriginal-art-and-patterning.html>

https://kids.kiddle.co/Aboriginal_art

Indian murals (different religions depicted in murals in different religious buildings, caves, sides of walls along streets...)

<https://www.youtube.com/watch?v=m3S2Gpnku3I>

<https://www.youtube.com/watch?v=nY-5o276NUA>

Listen to an online reading of a KS1 story about cave art. Mrs. McGrath reads 'The Cave Paintings of Lascaux' by Roberta Angeletti

<https://www.youtube.com/watch?v=de77bgZGFZs>

How to draw cave art: https://www.youtube.com/watch?v=62_iWoZvLtQ

<https://www.youtube.com/watch?v=wpYCPKqwn-Y> (Twinkl related)

How to draw Egyptian murals: <https://www.youtube.com/watch?v=8j4qiBYxRwY>

<https://www.youtube.com/watch?v=H07HGp6WymU>

<https://www.youtube.com/watch?v=hBQW27Sdxxk> (digital art- drawing on screen)

- *Symbolism in other art: (war, poverty, climate and environmental issues, religions, politics... Nash, Winifred Knight, Georgia O' Keeffe, Banksy,)*

WW1 (Paul Nash) <https://www.twinkl.co.uk/resource/world-war-1-art-ideas-for-ks2-t-h-751>

WW1 <https://www.youtube.com/watch?v=hH43fDFkuhk> https://www.youtube.com/watch?v=svK_wZQOdhiM

<https://www.iwm.org.uk/learning/resources/first-world-war-recruitment-posters>

https://www.youtube.com/watch?v=n7tadG_WgsQ

WW2 <https://www.twinkl.co.uk/resource/t2-t-691-remembrance-day-creativity-lesson-3-silhouette-art-powerpoint>

<https://www.youtube.com/watch?v=qm9l6iSfjqY>

<https://www.npg.org.uk/collections/search/group/1130> (Official WW2 artists)

<https://artuk.org/discover/stories/women-of-the-wars-five-female-artists-who-depicted-womens-contributions>

WW2 (Winifred Knight) <https://www.wikiart.org/en/winifred-knights>

- Op Art (Optical Art) - optical illusions. 1960s onwards. The style is characterised by abstract patterns, often in black and white with a stark contrast between background and foreground. (Bridget Riley, Yaacov Agam, Carlos Cruz-Diez, Victor Vasarely, Jesús Rafael Soto...)**

<https://www.youtube.com/watch?v=IjFEcxGcedk>
<https://www.youtube.com/watch?v=rgJAXO7Xr-M>
How to create OP Art: <https://www.youtube.com/watch?v=j016jD3P5A>
<https://www.youtube.com/watch?v=WIQ2Ld5-6m4>
<https://www.youtube.com/watch?v=G50oGfBOFCU>
- Classical style in architecture and pottery (Tuscan, Doric, Ionic, Corinthian, and Composite) - originated in Roman and Greece, and is characterised by symmetry, columns, rectangular windows and marble... Artists- Alexandros of Antioch, Giovanni Angelo Montorsoli, Polycleitus, Leonardo da Vinci (of Renaissance style), Caravaggio (of baroque) and Antonio Canova (of neoclassicism)**

<https://www.twinkl.co.uk/resource/t2-a-015-ks2-art-great-architects-through-time-lesson-teaching-pack>
<http://pasadena-library.net/kids/2018/kids-art-salon-ancient-greek-roman-architecture/>
<https://www.youtube.com/watch?v=Ijk6IHou0zY>
<https://www.twinkl.co.uk/resource/ancient-greek-architecture-ks2-information-powerpoint-t-h-1650526310>
<https://www.nationalgallery.org.uk/artists/michelangelo-merisi-da-caravaggio>
- British Arts and Crafts Movement (1860s-1920s) - The core characteristics of the Arts and Crafts movement are:**

Raw, truthful materials with a focus on their natural qualities.

Simple forms that hero and celebrate the construction of the object.

Designs, motifs, and patterns inspired by nature.

Vernacular designs focused on traditional disciplines and techniques.

Artists: William Morris, Charles Rennie Macintosh, John Ruskin, Frances MacDonalá, Sarah Purser, William De Morgan...

<https://www.youtube.com/watch?v=qufnejd-h14>
<https://www.youtube.com/watch?v=tYfNO2Y4m6c>
<https://www.museunacional.cat/en/william-morris-and-arts-crafts-great-britain>
<https://study.com/academy/lesson/arts-and-crafts-movement-definition-style.html>
- Abstract Expressionism (post war – scale and gesture) - This is the term applied to new forms of abstract art developed by American painters such as Jackson Pollock, Mark Rothko, Franz Kline and Willem de Kooning in the 1940s and 1950s. It is often characterised by gestural brush-strokes or mark-making, and the impression of spontaneity.**

<https://www.youtube.com/watch?v=oG9jQBj1eqE>
<https://www.youtube.com/watch?v=rP9k2xzrqx8>
<https://www.khanacademy.org/humanities/art-1010/post-war-american-art/abex/v/moma-painting-technique-pollock>
<https://www.khanacademy.org/humanities/art-1010/post-war-american-art/abex/v/moma-franz-kline>

- *Pointillism - It was a revolutionary painting technique pioneered by Georges Seurat and Paul Signac in Paris in the mid-1880s. Pointillism is a neo-impressionist painting style, in which artists use small dots of colour that blend together into a picture when viewed from a distance.*
<https://www.twinkl.co.uk/resource/t2-a-143-pointillism-powerpoint-powerpoint>
<https://www.twinkl.co.uk/resource/ks1-all-about-pointillism-information-ppt-t-tp-1636975205>
<https://www.twinkl.co.uk/resource/ks2-ages-7-11-art-creating-artwork-using-pointillism-video-lesson-t-ad-956>
How to - <https://www.twinkl.co.uk/resource/pointillism-step-by-step-art-powerpoint-cfe-ea-124>
<https://www.projectswithkids.com/pointillism-for-kids/>
<https://www.bing.com/videos/search?q=pointillism+for+children&FORM=HDRSC4>