



## KINNERLEY C.E. PRIMARY SCHOOL ART CURRICULUM OBJECTIVES

Source: Planbee



	OWLETS (YN/YR)					
	Autumn		Spring		Summer	
Year A	MY LITTLE WORLD!	PRINCESSES AND KNIGHTS	DINOSAURS	PIRATES	HOLIDAYS NEAR AND FAR	MINI BEASTS AND MINI WORLDS
	See EYFS document					
Year B	SUPERHEROES!	I LIKE TO PLAY!	THIS IS MY HOME	BABY ANIMALS ON THE FARM	JUNGLE ADVENTURES	LET'S GO SEE...

Area of Art Colour Key

DRAWING - LINE,  
PATTERN AND  
TEXTURE

PAINTING, PRINTING  
AND COLOUR

COLLAGE, SCULPTURE  
AND 3-D ART

RESPONDING TO  
ARTWORK AND USING  
A SKETCHBOOK

	BARN OWLS (Y1/Y2)					
	Autumn		Spring		Summer	
Year A	ALL ABOUT ME	CASTLES	AMAZING ANIMALS	ARCTIC ADVENTURES	SUN SEA AND SAND	THE SECRET WORLD OF PLANTS
	Y1 SELF-PORTRAIT		Y1 COLOUR CREATIONS (Link with Animal Art )			Y2 HENRI ROUSSEAU
	<ul style="list-style-type: none"> <li>I can discuss how artists have created different effects</li> <li>I can investigate how to make different marks using sketching pencils</li> <li>I can comment on how different grades of sketching pencil make different marks</li> <li>I can make a choice about which pencil I need to use for a purpose</li> <li>I can use a variety of media to create</li> </ul>		<ul style="list-style-type: none"> <li>I can name a variety of colours</li> <li>I can choose a favourite colour and give reasons for my choices</li> <li>I know what primary colours are</li> <li>I know what secondary colours are</li> <li>I can mix primary colours to make secondary colours</li> <li>I know how to create lighter shades of colour</li> <li>I know how to create darker shades of colour</li> <li>I can</li> </ul>			<ul style="list-style-type: none"> <li>I can sketch and draw plants and flowers in the style of Rousseau</li> <li>I can sketch and create a 'portrait-landscape'</li> <li>I can use my imagination to generate ideas for my sketch</li> <li>I can use natural materials to create prints</li> <li>I can create prints inspired by Rousseau's paintings</li> </ul>

	<p>different effects • I can apply a variety of techniques when drawing</p> <ul style="list-style-type: none"> <li>• I can evaluate my work and the work of others and identify strengths and weaknesses</li> <li>• I can experiment with different kinds of paint and what effects I can create with them. • I can comment on the effects different paints create • I can say which kind of paint I prefer</li> <li>• I can use clay to create a self portrait • I can show an understanding and use of some basic clay skills • I can begin to use tools to help me manipulate clay • I can use coloured paper to create a collage self-portrait</li> <li>• I can explore portraits by a variety of artists, including Matisse, Kahlo, Rembrandt, Van Gogh, Opie and more • I can comment on how portraits by different artists make me feel • I understand that portraits can tell you about the person in them • I can make decisions about what I want my self portrait to say about me • I can say what I like and dislike about different portraits</li> </ul>		<p>use a paintbrush to make basic marks using paint • I can use paint to create artwork in the style of an artist we have studies</p> <p>I can use collage to create artwork inspired by Piet Mondrian • I can use collage and mixed media to create artwork inspired by Wassily Kandinsky</p> <ul style="list-style-type: none"> <li>• I can say if I like or dislike Piet Mondrian's art • I can spot similarities and differences between different pieces by Mondrian • I can create a piece of art inspired by Mondrian • I can comment on Kandinsky's use of colour to create effects • I can create a piece of art inspired by Kandin</li> </ul>			<ul style="list-style-type: none"> <li>• I can use paper to create a shoebox model of one of Rousseau's paintings • I can use paper and other materials to create a mask</li> <li>• I can use glue to help me attach different parts to my mask and/or model</li> <li>• I can say who Henri Rousseau was and recall facts about his life • I can discuss a painting by Henri Rousseau • I can discuss and explain how I feel when looking at a Rousseau painting • I can discuss portraits, landscapes, and Rousseau's genre of 'portrait-landscape'</li> </ul>
Year B	<b>SUPERHEROES!</b>	<b>TOYS</b>	<b>HOUSES AND HOMES</b>	<b>GREAT FIRE OF LONDON</b>	<b>OUR AMAZING WORLD</b>	<b>TRAVEL AND TRANSPORT</b>
	<b>Y1 MARK MAKING</b>			<b>Y2 YAKOI KUSAMA</b>	<b>Y2 EARTH ART</b>	

	<ul style="list-style-type: none"> <li>• I can explore ways of drawing lines between two points</li> <li>• I can experiment with how I hold a pencil when sketching</li> <li>• I can discuss what a line is</li> <li>• I can use adjectives to describe lines</li> <li>• I can experiment with pressure when drawing pencil lines</li> <li>• I can experiment with different kinds of pencils and observe the different marks they make</li> <li>• I can create different repeated line patterns</li> <li>• I can discuss and comment on the texture in artwork</li> <li>• I can use rubbing to recreate texture</li> <li>• I can hold a paintbrush correctly when painting</li> <li>• I know what 'loading' the paintbrush is</li> <li>• I know how to create a smooth sweeping brushstroke</li> <li>• I can use paint to create differently shaped lines</li> <li>• I can use my paintbrush to create lines of different thicknesses</li> <li>• I can experiment with different ways to make marks using a paintbrush</li> </ul> <p>I can explore how Kandinsky used different lines in his artwork</p> <ul style="list-style-type: none"> <li>• I can discuss how a line or a dot can be a piece of art using the story 'The Dot' by Peter H Reynolds</li> <li>• I can</li> </ul>			<p>(Link with Sparks and Flames )</p> <p>I can experiment with different materials to make marks</p> <ul style="list-style-type: none"> <li>• I can make attempts to mimic the art of a famous artist</li> <li>• I can experiment with different mediums to create a polka dot pattern</li> <li>• I can experiment with the kind of polka dot patterns I am making</li> <li>• I can follow instructions to create the basis for my sketching</li> <li>• I can make visual observations to inform my sketches</li> <li>• I can experiment with different mediums to create a polka dot pattern</li> <li>• I can experiment with the kind of polka dot patterns I am making</li> <li>• I can describe and make observations on a piece of artwork's colour and pattern</li> <li>• I can make choices about the tools I will use when painting</li> <li>• I can develop my scissor/cutting skills when cutting out circles</li> <li>• I can use paper art to recreate an installation piece by Yayoi Kusama</li> <li>• I can comment on the shape/form of 3-D objects and sculptures</li> <li>• I can use the rolling technique effectively to manipulate clay</li> <li>• I can recreate the form of a pumpkin, inspired by Kusama's</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify repeating patterns in rangoli patterns</li> <li>• I can identify repeating patterns in mandala patterns</li> <li>• I can spot the symmetry in mandala patterns</li> </ul> <p>I know that natural materials can be used to make different mark making materials, including paints</p> <ul style="list-style-type: none"> <li>• I can experiment with different ways to paint a rock</li> <li>• I can comment on the colours of natural materials and how this can add to my artwork</li> <li>• I can use given colours to finish a mandala pattern</li> <li>• I can describe what a sculpture is</li> <li>• I can comment on what different sculptures are made from</li> <li>• I can use natural materials such as twigs and sticks to create a sculpture</li> <li>• I can recreate rangoli patterns using natural materials such as leaves</li> <li>• I can use clay to create imprints of natural materials such as leaves</li> <li>• I can describe what weaving is</li> <li>• I can create a simple loom</li> <li>• I can weave using interesting natural materials</li> <li>• I can recreate a mandala using natural materials</li> <li>• I can use natural materials to create a collage scene</li> </ul>	
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	<p>discuss the artworks of Paul Klee and say what I like and dislike about them</p> <ul style="list-style-type: none"> <li>• I can spot different mark making techniques in Klee's work</li> <li>• I can attempt to recreate some of the mark making in Klee's artwork</li> </ul>			<p>sculptures • I can join in discussions about a famous artist's work • I can remember and give some facts about Yayoi Kusama • I can respond appropriately to a piece of art by Yayoi Kusama • I can say if I like or dislike a piece of artwork</p>	<ul style="list-style-type: none"> <li>• I can name ways that rocks were used in ancient artworks</li> <li>• I understand what is meant by 'abstract' artwork</li> <li>• I can comment on the patterns created in woven rugs and tapestry</li> <li>• I can discuss and explore mandalas with the class</li> <li>• I can comment on the shapes, colours and patterns I can see in a mandala</li> </ul>	
SNOWY OWLS (Y3/Y4)						
	Autumn		Spring		Summer	
Year A	FOOD GLORIOUS FOOD	THE ROMANS ARE COMING!	THE RAINFOREST	CHOCOLATE – YUM!	SEA AND COAST	OFF ON HOLIDAYS?
	Y3 STILL LIFE WILLIAM MORRIS			Y4 RECYCLED ART		Y3 SEURAT & POINTILLISM
	<ul style="list-style-type: none"> <li>• I can recreate a wallpaper pattern in the style of William Morris</li> <li>• I can explain what still life sketching is</li> <li>• I can use soft, light sketching techniques to create a still life sketch</li> <li>• I can adjust my pencil grip when sketching</li> <li>• I can use careful observation skills to create a still life sketch</li> <li>• I can make observations about different sketching mediums</li> <li>• I understand how shading is linked to the light source in a drawing</li> <li>• I can identify repeating patterns in wallpaper designs</li> <li>• I can describe the process of block printing</li> </ul>			<ul style="list-style-type: none"> <li>• I can be inspired by a material's texture and pattern</li> <li>• I can be inspired by a material's colours</li> <li>• I can experiment with and observe how different paints create different effects in my artwork</li> <li>• I can select a suitable type of paint to decorate and finish my artwork</li> <li>• I can experiment with different ways I can join materials to make a 3-D piece of art</li> <li>• I can select a suitable joining method when working with different materials</li> <li>• I can look at different materials and make suggestions about how I could use</li> </ul>		<ul style="list-style-type: none"> <li>• I can give a good description of what pointillism is</li> <li>• I can experiment with a range of pointillism techniques</li> <li>• I can apply pointillism techniques using different mediums</li> <li>• I can evaluate techniques and mediums and say which one I prefer</li> <li>• I can use a variety of tools to create a pointillism painting</li> <li>• I can use a variety of mediums to create a pointillism painting</li> <li>• I can identify primary and secondary colours and explain how secondary colours are made</li> <li>• I can identify tertiary colours on the colour wheel</li> <li>• I can</li> </ul>

	<p>I can explain how different colours are achieved when using block printing to create a design • I can design and create a relief printing tile to be used for block printing • I can use a printing tile I have made to create a repeating pattern • I can identify why a print may not have come out correctly • I can create a half drop pattern with my printing</p> <p>• I can find similarities and differences between the different works of William Morris • I can analyse an existing piece of artwork using language associated with Art and Design • I can describe what the Arts and Crafts movement was and explain why it was founded • I can comment on why I had to make changes to my design</p>			<p>them in my artwork • I can use a material's existing shape to inspire my artwork • I can create a simple animal sculpture from recycled materials</p> <p>I can explore different pieces of recycled art • I can comment on the message that a piece of art might be portraying • I can say if I like or dislike a piece of art and why</p>		<p>identify complementary colours on the colour wheel • I can mix colours using the pointillism method • I can make decisions about the subjects and colours of my artwork, giving reasons for my choices</p> <p>I can explain who George Seurat was and why he was famous • I can state how I feel about a piece of artwork and justify my thoughts • I can experiment with a range of techniques and methods for creating Pointillism • I can state which method I prefer and why • I can name some Pointillist artists • I can identify Pointillism in pieces of art</p> <p>• I can give reasons for my choices of colour and subject in my artwork • I can apply what I have learnt about Pointillism to create my own piece of artwork • I can evaluate my finished artwork and compare it to that of my peers</p>
Year B	<b>GET READY, GET FIT!</b>	<b>LIGHTS, CAMERA, ACTION!</b>	<b>WALK LIKE AN EGYPTIAN</b>	<b>YOU'RE MY HERO!</b>	<b>HOW DOES YOUR GARDEN GROW?</b>	<b>MORE INVADERS!</b>
	<b>Y3 FAMOUS BUILDINGS</b>		<b>Y4 SONIA DELAUNAY</b>		<b>Y4 PLANT ART</b>	
	<p>• I can create areas of light and dark in my sketches using different shading methods such as hatching, cross-hatching, stippling and scumbling • I can vary</p>		<p>• I can explain the difference between complementary and harmonious colours • I can experiment with the use and effect of colours in</p>		<p>• I can use my observational skills to create a detailed sketch of part of a plant • I understand that constant observation is important</p>	

my shading further through my use of pressure • I can comment on the patterns created in the architecture of St Basil's Cathedral • I can recreate patterns using oil pastels and ink • I can spot symmetry in the designs of famous buildings • I can use tracing to create a symmetrical piece of art • I can create texture in my artwork to reflect real-life buildings

- I can comment on the colours in the design of St Basil's Cathedral and the effect it has on the design
- I can change the value of a colour by creating tints and shades • I can create colour blocks using oil pastel
- I can choose materials I think would be suitable to make a sculpture or collage of a famous building • I can use my folding and cutting skills to recreate a simplified sculpture of a building
- I understand the role of an architect • I can discuss the shapes and structures of famous buildings around the world • I can say if I like or dislike the design of a building • I can explore the work of Sir Christopher Wren and his design of St Paul's Cathedral • I can

their own artwork • I can choose colours to use in my artwork based on if they are complementary or harmonious

- I can experiment with coloured paper to create a collage • I can make careful choices of the colours I use in my collage to create a complementary or harmonious effect
- I can remember facts about Sonia Delaunay • I can express my opinion about an artist or artwork
- I can discuss and answer questions about an artist and their artwork • I can describe what Orphism art is • I can discuss and explain how Sonia Delaunay created a feeling of movement in her artwork • I can explain my opinion of Sonia Delaunay's fashion designs
- I can create my own designs in the style of Sonia Delaunay • I can recognise the influence Sonia Delaunay's work has had on both fashion and modern art

when creating a detailed sketch of a plant • I understand that attention to detail is important when creating a detailed sketch of a plant • I understand that patience is important when creating a detailed sketch of a plant • I can discuss how to represent a plant as a piece of art • I can follow simple instructions to create a more realistic sketch of a tree • I can compare a sketch from my imagination, and a visually informed sketch and evaluate the differences

- I understand the difference between tints, shades and tones • I can create tints, shades and tones to match a given colour • I can use tints, shades and tones to create a piece of artwork • I can transfer a sketching method into the medium of painting effectively • I understand what depth in an artwork is • I can use colour and size to create the illusion of depth in my artwork
- I understand what a sculpture is and what different materials they can be made from • I can define the differences between decorative and functional sculpture • I

	choose elements of a building's design to fit a purpose • I can follow a design brief in my own design of a building				<p>understand how slip can be used to join two pieces of clay • I can use tools to make marks in the clay for decorative purposes • I can add or remove bits of clay to create detail • I can make my own simple sculpture from clay • I can use layers of different colour paper to create a collage with depth</p> <p>I can identify an artwork that is visually pleasing to me • I can give my personal opinion of different artwork • I can listen to others' opinions of artworks, and try to see their point of view • I can describe what a botanical illustration is and why they were first created • I can discuss and respond to Georgia O'Keeffe's artwork and how she used tones in her artwork • I understand how artists create the illusion of depth in their artwork • I can design my artwork and give reasons for my choices • I can use my previous experience of different mediums to make decisions about my artwork</p>	
	LONG-EARED OWLS (Y5 / Y6)					
	Autumn		Spring		Summer	
Year A	ANCESTRY.COM	DOCTOR DOCTOR!	FORCES OF NATURE	FAR OFF LANDS!	CAVERNOUS CANYON!	VICTORIOUS VIKINGS?
		Y6 SCULPTING VASES		Y5 CHINESE ART		Y6 EXPRESS YOURSELF

- I can sketch designs to build up a portfolio of ideas • I can take the light sources into account when sketching vases • I can use my preferred shading technique to include dark areas in my sketches • I can include the patterns and shapes in my sketches of vases • I can make detailed observations to sketch vases from different viewpoints
- I can make appropriate choices when decorating vases • I understand how to create different effects using materials • I can make decorative colour and pattern choices to fit a given theme
- I can practise techniques and the effects they create before attempting my final design • I can choose and use appropriate techniques in my clay work
- I can choose appropriate tools to add details to my design • I can add clay to create details for my design • I can experiment and develop my control of tools and techniques • I can choose tools, techniques and details which are most appropriate for my design
- I can use slabs of clay to create a container • I can use the pinching technique

- I can use visual information to make sketches of different styles of traditional Chinese art • I can explain the importance of lines in Chinese art in relation to the Four Gentlemen • I can use drawing and shading skills to recreate a terracotta warrior • I can identify patterns, images and styles associated with Ming porcelain • I can follow simple instructions to draw a Chinese dragon • I understand that I can use construction lines to map out the basic shape of my sketches • I understand what a light source is and how this affects shading • I can practise my shading in relation to a light source
- I can identify some colours commonly used in Chinese art • I can discuss and describe different brushstrokes used in artwork and how they might have been created • I can practise a variety of brushstrokes to improve technique • I can apply my brush control when creating artwork • I understand the importance of line and brushstrokes in Chinese Art • I can create Chinese calligraphy characters using the correct

- I can use sketching to represent different illustrated facial expressions • I can make careful and precise observations to inform my sketching • I can describe how lines and fonts can express an idea • I can make choices based on different lines and fonts to create a desired effect • I can use different pressures and thicknesses to create a desired effect • I can use grids to help me achieve the correct proportions in my sketches based on photographs
- I can explain how colour can help to express different aspects of someone's personality • I can identify emotions they feel, linked to a colour • I can use colour and shape to illustrate emotions, feelings and ideas to create my own colour theory • I can experiment with using my fingerprints to create a unique piece of artwork • I can vary the pressure and amount of paint I use when printing using my fingers to create different effects • I can use overlapping and layering to create shadow in my painting
- I can use wire to create a sculpture of a person • I



to create a container • I can work with control and accuracy • I can follow a design to create a vase

- I can identify different features of a vase's design
- I can describe and assess vases made by designers • I can gather ideas for use in my own work • I can incorporate design ideas or themes into my own designs • I can identify ways in which I could improve my work • I can evaluate and adjust my designs

brushstroke sequence • I can begin to use different paints and inks for different purposes

- I can use simple rolling and pinching techniques to manipulate salt dough • I can form simple shapes to create the base of my model • I can attach two pieces of salt dough with the help of materials such as matchsticks to reinforce joins • I can add pieces of salt dough to my base to create relief details • I can use tools to create details in my salt dough or clay model • I can carve a piece of clay to create the shape of my terracotta warrior • I can use tools to help me shape and manipulate my clay • I can add clay to my model to get the correct shape

- I can identify and record sketches of some themes commonly used in traditional Chinese art • I can discuss traditional Chinese artwork and say what I think and feel about it • I understand the significance of the dragon in Chinese culture • I can explain what the Terracotta Army is and why it is famous • I know when the Ming dynasty was in power and why their porcelain is famous

can convey an emotion or specific body language in my wire sculpture

- I can respond and comment on different pieces of artwork • I can discuss and comment on Kandinsky's colour theory • I can discuss and give my opinions on Chuck Close's painting techniques

Year B	WAR HORSE	FROZEN WORLDS	OUR PLACE IN SPACE - EXTREME EARTH	THIEVES, BEWARE!	GROOVY GREEKS	WHEN STARS ARE SCATTERED
	Y6 LANDSCAPE ART			Y5 STREET ART	Y5 FRIDA KHALO	
	<ul style="list-style-type: none"> <li>• I can use vanishing points, horizon lines and construction lines to create perspective in my artwork</li> <li>• I can sketch a landscape using linear perspective.</li> <li>• I can use lines and patterns to create abstract artwork</li> <li>I can experiment with different watercolour techniques to create effects</li> <li>• I can paint a landscape using watercolours</li> <li>• I can experiment with a variety of mediums, including watercolours and pastels, to explore how the medium changes the effect of a landscape</li> <li>• I can create tints and shades using a variety of different mediums</li> <li>• I can use tints and shades to create atmospheric perspective</li> <li>• I can explain what collage is and how tearing paper can be used to create different effects</li> <li>• I can create a torn paper collage of a landscape scene</li> <li>• I can use different parameters to create torn paper collages, e.g. by altering the size of the paper I am using</li> <li>• I can identify vanishing points and horizon lines in landscape paintings</li> <li>• I can</li> </ul>			<ul style="list-style-type: none"> <li>• I can use sketching and shading to add details to my designs</li> <li>• I can select contrasting colours using the colour wheel to help me</li> <li>• I can choose colours to create the biggest 'standout' effect</li> <li>• I can use use impression printing to create a piece of repeated printed artwork</li> <li>• I can create a stencil</li> <li>• I can use a stencil to create a piece of artwork</li> <li>• I can use more than one stencil to create a layered effect in my artwork</li> <li>• I can take part in a discussion about graffiti and if it is an art form or not</li> <li>• I can design my own tag reflecting what I have seen in existing artwork</li> <li>• I can experiment with the size, value and shape of my designs in my sketchbook</li> <li>• I can use my sketchbook to create designs for street art in a specific area</li> <li>• I can discuss the messages that are portrayed in some pieces of art</li> <li>• I can create my own piece of satirical artwork</li> <li>• I can explore the work of Banksy</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the general proportions of a face</li> <li>• I can use my knowledge of proportions to complete a self-portrait</li> <li>• I understand that I can use light guidelines for my sketches to help structure my sketches</li> <li>• I can use light sketching lines to create my portrait</li> <li>• I can analyse aspects of a painting including mood and colour</li> <li>• I can add paint to a sketched self-portrait to add colour and detail</li> <li>• I can choose colours to express aspects of my personality</li> <li>• I can choose colours to express aspects of communities I belong to</li> <li>• I can describe who Frida Kahlo is and give a brief summary of her work</li> <li>• I can give my opinion of a painting or artist, giving reasons for my ideas</li> <li>• I can describe the differences between a portrait and a self-portrait</li> <li>• I can describe aspects of Mexican folk art</li> <li>• I can identify aspects of the Mexican culture in Kahlo's artwork</li> <li>• I can describe the aspects of the surrealist movement</li> <li>• I can express my opinion of</li> </ul>	

explain how artists use linear and atmospheric perspective in their artwork • I can comment on abstract landscapes and explain what I feel about them • I can create a selection of lines and patterns in my sketchbook to inform my artwork • I can discuss landscape artwork by famous artists, saying what I think and feel about them • I can identify which medium has been used to create a piece of art • I can make decisions about how to create a piece of landscape artwork based on the ideas I have gathered and techniques I have experimented with

surrealism in paintings • I can apply aspects of surrealism to my own artwork