WHITMORE
PRIMARY SCHOOL AND NURSERY

Art Overview 2026 – 27

Year		End of Year Objectives					
		Expressive Art and Design Planning and Evaluating	**Expressive Art and Design Painting**	**Expressive Arts and Design Drawing**	**Expressive Arts and Design Print Making**	**Physical Development Malleable**	**Physical Development Construction**
EYFS	**N**	*With support I can decide what I want to create* *With support I can choose my own resources* *I can use vocabulary linked to the activity I am doing* *I can share my work with an adult and say what it is*	*I can experiment with a variety of tools such as brushes, fingers, twigs, vehicles, rollers, sponges, hands, feet* *I can use different sized brushes such as large rollers, large brushes*	*I enjoy using fingers, hands, chalk, pens, pencils to make marks* *I can distinguish between drawing and writing* *I am beginning to draw shapes for a person*	*I can take rubbings – leaves, bark, coins, corrugated card, natural resources, bubble wrap*	*I can make big balls using whole palm, squeezing*	*I can construct with large blocks, planks, recycled materials, Duplo, train set* *I am able to build a tower and fix some things together*
	R	*I can select my own resources and use my own ideas to produce a piece of work* *I can look at the work of a famous artist and begin to use it to inspire elements of my own work* *I can look and talk about my art work and describe the techniques and media used* *I can use vocabulary linked to the activity I am doing*	*I can recognise and name the primary colours* *I can match colours to artefacts and objects* *I can use marbles, cotton buds, small/medium brushes, small rollers and fingers to paint* *I can explore working with paint on different surfaces – paper, card, and different sized and shaped paper*	*I can draw on different surfaces and different sized paper vertically and horizontally* *I can draw from imagination, observations and illustrations* *I can draw a person with at least 6 body parts* *I can talk about what I have drawn in detail*	*I can print using objects that are manmade & natural* *I can create patterns using objects* *I can use stencils to create a picture*	*I can roll malleable materials flat* *I can use tools such as rolling pins with side handles, rolling pins with no handles, cutters and scissors* *I can knead and squeeze malleable materials* *I can use knuckles and make thumb pots* *I can cut out shapes with cutters*	*I am able to select construction for a particular purpose and join using glue, paper clips, Sellotape, staples, paper fasteners*
Notes		**In EYFS, art is taught throughout the year in free flow activities and adult-led activities. Children are expected to be able to encounter and complete the above objectives by the end of the year.**					
Links to future learning		Art teaching in EYFS focusses on allowing children to explore and use media and materials, to develop their skills and vocabulary. This provides the foundation for the techniques and concepts they will encounter in future years. Children will safely use and explore a variety of materials, tools and techniques throughout the year. Art teaching in EYFS focusses on allowing children to explore and use media and materials, to develop their skills and vocabulary. This provides the foundation for the techniques and concepts they will encounter in future years. Children will safely use and explore a variety of materials, tools and techniques throughout the year.					

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I	**3D Art/Sculpture** *I can work with a variety of different materials such as dough, clay, cardboard and papier-mâché* *I understand the difference between 2 dimensional and 3 dimensional* *With support I can join materials* *I can use tools appropriately including scissors and clay tools and I can use rolling, pinching and kneading to shape my work (clay/dough)* *I can add simple decoration (for example painting, sticking or collaging)* *I can verbalise my ideas about what I am going to create before I begin my work*		**Drawing** *I can hold the pencil correctly using the 'tripod' grasp* *My pictures of humans are not stick people but begin to show a body being 3-dimensional, such as a head joined to a body* *I can use 2 dimensional shapes to help me draw* *My pictures show some structure* *With support or scaffolded ideas, I can add detail to my drawings* *I can ask and answer simple questions about what I have seen*		**Painting** *I hold a paintbrush correctly like a pencil using the 'tripod' grasp* *I can experiment with a variety of different paints, different brush sizes and tools* *I know the names of colours and I can experiment with unstructured colour mixing* *With guidance I can mix primary colours to make secondary colours and create colour wheels and say which colours work well together* *With support, I can explore lightening and darkening paint by adding black or white* *I can express my opinions on what I like/dislike about works of art*	
Artists studied	**James Sigle** *Junk robots* **Henry Moore** *Clay forms*		**Romeo Britto**		**Piet Mondrian**	
Key vocabulary and notes	Model Join 3D Sculpture		Drawing Line 2 dimensional (2D)		Colour wheel Primary colours Secondary colours Tone	
Links to prior learning	Children will experiment throughout the year with a variety of materials		Children expand on their knowledge of mark making from EYFS		Building on experimenting with different tools in EYFS	
Links to future learning	Children will work on producing a 3-dimensional model / form that stays upright and intact		Children's drawings start to have a greater level of realism		Colour wheels and colour theory will be built on in future lessons	

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2	**Drawing** *I will shade and colour in one direction rather than a series of scribbles and keep colour within the lines* *I will use some shading and blending when using colour pencils (2 colours used, 1 on top of the other)* *My drawings depict 'what is seen' not 'what is known' (drawing what is in front of them and not from imagination)* *I can independently add detail to drawings from observations, imagination and illustrations* *I can clearly verbalise my artistic likes/dislikes* *I can clearly verbalise what I enjoyed and what I have found difficult*		**Painting** *I can begin to apply tone to add depth or form such as shadows* *I can begin to mix colours to make shades and tones and predict the results and can understand what will happen if I add a lot of black or white to another colour* *I can add white to colours to make tints and black to colours to make tones* *I can explore painting on different surfaces (e.g. different types and colours of paper, wood, plastic, foil, fabric)* *I can identify some similarities and differences between artworks.* *I can think critically by discussing the effect of my artwork*		**Print Making** *I can explore creating simple pictures through printing with a range of hard and soft materials* *I can use equipment and media correctly to produce a clean, non-smudged printed image* *I can experiment with overprinting motifs, shapes and colour* *I can use layers of two or more colours* *I can explain an overview of my planned artwork before I start, using some art vocabulary (examples could be shapes, colours or repeat patterns)* *I can clearly verbalise my artistic likes/dislikes*	
Artists studied	**Henri Matisse**		**Van Gogh**		**Orla Kiely**	
Key vocabulary and notes	Observation Shading Blending		Artist Tints Tone *Tone refers to how light or dark 'something' or a colour is*		Overlapping Overprinting Pattern *Overprinting - allowing a print to dry then printing on it again*	
Links to prior learning	More advanced fine motor skills allow a greater sense of realism		Greater use of colour mixing and experimenting		Children use more colours and create sharper images	
Links to future learning	Observation skills are started, that will be built on in subsequent years		Start to think critically about the effects of art on the viewer, built on in KS2 (e.g. Is this a happy or sad picture? Why do you think this?)		Children will know the difference between a piece of paper being use shading, line direction, mixing and patterns, etc landscape or portrait.	

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3	**Painting** *I can make a plan for how I would like my art to look* *I can explain an overview of my planned artwork before I start, using some art vocabulary (examples could be shapes, colours or decoration)* *I understand, and can explain how, paint acts differently on different surfaces (for example different types and colours of paper, wood, plastic, foil, fabric)* *I can mix colour, shades and tones* *I can use light and dark within painting and begin to explore using complementary colours* *I can start to make links between my own art work and the work of other artists*		**Drawing** *I can start using shading, line direction, mixing and patterns to change the value, intensity and texture* *I can develop intricate patterns with a variety of media* *My drawings start to show scale and perspective* *I can practice observational drawing* *I can show a willingness to edit and rework my art after feedback* *I can describe artwork using artistic language*		**Sculpture** *I can use a variety of materials to make my work and use the appropriate tools and techniques to create my artwork* *I can join materials together* *I can generate more than one idea and then choose one to make* *I can make a 3-dimensional object from my 2-dimensional design* *I can explain an overview of my planned artwork before I start, using some art vocabulary (examples could be shapes, colours or decoration)* *I can verbalise what I enjoyed and what I have found difficult, what works well and how my work can be improved*	
Artists studied	**Herve Tullet** **Marc Chagall**		**Paul Klee** **Alma Thomas**		**Otobong Nkanga** **Andy Goldsworthy**	
Key vocabulary and notes	Hue Tone Tint Shade *Hue - a pure pigment such as red* *Tone - a pure pigment with grey (or both black and white) added* *Tint - a pure pigment with white added (e.g.. pink)* *Complementary colours are as follows: yellow - purple red - green blue - orange*		Hatching Crosshatching Stippling Texture *Value refers to how light or dark a colour is* *Intensity refers to the brightness or dullness of a colour* *Scale/Perspective - something closer appears bigger than something far away)*		Pattern Shape Nature Man made *For Nkanga use cardboard and doweling* *For Goldsworthy use coloured matchsticks and found leaves / sticks*	
Links to prior learning	Colour theory and mixing skills from KS1 developed and improved		Perspective and scale introduced – building on form and structure from KS1		Children can produce an upright model	
Links to future learning	Themes and links between artworks introduced, as well as cultural influences on artists (Some examples include War artists/Industrial Revolution/ invention of the camera. Most artists are influenced by and reflect the world around them)		Children use their developing fine motor skills to draw quicker and more accurately		Children show greater independence when working on 3D models	

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4		**Print Making** *I can demonstrate experience at impressed printing* *I can combine techniques to explore both mono printing and relief printing* *I can generate ideas in my sketchbook and choose one to develop* *I can demonstrate overprinting* *I can explain my planned artwork in detail, and in writing, making reference to technique and materials* *I can start to think critically by suggesting improvements to other people's work*		**Drawing** *I understand the different grades of pencil and I can experiment with these and other implements to achieve variations in tone (charcoal/chalk/ink)* *I can create a range of tone using a variety of drawing techniques such as hatching, cross hatching, stippling and other forms of mark making* *I can use shading, line direction, mixing, pattern to change the value, intensity and texture* *My drawings show scale (something closer appears bigger than something far away)* *My drawings show perspective and depth* *I can use an artistic vocabulary to describe my work and techniques I have used*	**Painting** *I can use watercolour paint to produce washes for backgrounds and then add detail either with paint or another medium* *I can mix colours effectively for a purpose and justify my choices* *I can describe how artists have used colour in their work* *I can use light and dark within painting and show an understanding of complimentary colours (for example using blue shadows on a bowl of oranges)* *I can make a plan for how I would like my art to look* *I can express what works well and how my work can be improved*	
Artists studied		**Andrea Lauren**		**Giuseppe Archiboldo** **Freida Kahlo**	**Georgia O'Keefe**	
Key vocabulary and notes		Overprinting Relief printing Impressed printing Mono-printing *Notes:* *Impressed printing - carving out of a surface (such as polystyrene) before printing* *Mono-printing - creating one printed image* *Relief printing - using a raised surface for printing (eg adding string/ cardboard to printing block)* *Overprinting - allowing a print to dry then printing on it again*		Perspective Depth Mark making Stippling *Notes: 9H - HB - 9B and how they are used. H for light, B for dark*	Wash Background Complimentary colours Tertiary colours	
Links to prior learning		Children use their knowledge of how paint acts on different surfaces from year 3, and apply it in a new context		Children can us shading, line direction and patterns in their drawing Children need to be taught hatching, cross-hatching and stippling, but they do not need to use all three in their final artwork	Children apply their previously acquired knowledge of dark, light and complementary colours	
Links to future learning		Children gain a wider knowledge of printing, so they can work more independently in subsequent years		Children start to use different grades of pencils to create different effects – this is built on in subsequent years	Children start to have a greater emphasis on art history when looking at artists, and the different things that influenced them (Some examples include War artists/Industrial Revolution/ invention of the camera. Most artists are influenced by and reflect the world around them)	

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5		**3D Art / Sculpture** *I understand scale and what size a sculpture can be* *I can use appropriate tools and techniques to create my artwork including carving* *I can generate a number of ideas and then choose one to make explaining my reasons using appropriate art language and with to the work of historical artists or other cultures* *I can secure work to continue at a later date* *I can plan my work in detail with preliminary studies in sketchbooks* *I can think critically by suggesting improvements to other people's artwork*	**Drawing** *I can use a range of media, (i.e., ink, paint, chalk, charcoal and pastels)* *I can use different tools to draw with (i.e., pencil, nib, sharpened stick, blunt stick)* *I can use different techniques for different purposes* *I can develop close observation skills* *I can draw a picture with a third dimension and simple perspective* *I can reference the artwork, techniques and materials I have studied before*		**Painting** *I can use brush techniques and different paints to create texture* *I can begin to paint using layers rather than 'colouring in'* *I can use colour to create a mood in a piece of artwork* *I can use a variety of tools to, apply paint (i.e. brush, glue spreader, palette knife, cardboard strip, stick)* *I can mix colour, shades and tones with confidence* *I can clearly verbalise what I enjoyed and what I have found difficult I can express what works well and how my work can be improved*	
Artists studied		**Constantin Brancusi** **Claes Oldenburg** **Ron Mueck**	**WASPA** **Rembrandt (self-portraits/drawing)** **Kathe Kollowitz** **Carne Griffiths**		**Yayoi Kusama**	
Key vocabulary and notes		Design Carving Scale *Note: Carve Brancusi style sculptures out of soap Oldenburg and Mueck both play around with scale. Oldenburg makes oversized sculptures of food and Mueck make both very small (but extremely detailed) or very large sculptures of people Use recycled materials and mod-roc*	Medium Media Tone Tonal range		Texture Warm colours Cool colours Layers	
Links to prior learning		Children will apply all of their prior sculpture knowledge to help them choose the appropriate tools to complete a piece of artwork	Children choose their media based on prior learning		Children use their wider knowledge of the world to help them understand the development of artistic styles	
Links to future learning		Children use their sketchbooks to create detailed plans, which they will do in all subsequent units	Children can select the media most appropriate to their work		Children's colour mixing is independent. allowing them to create more complex pieces in year 6 and beyond	

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6		**Print Making** *I can develop my own style by selecting tools and methods depending on desired effect and texture required* *I can develop my own style using tonal contrast and mixed media* *I can recognise positive and negative shapes and create these using print* *I can start to overlay prints with other media for example printing over collage or different types of paper* *I can generate a number of ideas in my sketchbook and choose one to develop* *I can analyse my work and express what works well and how my work can be improved with an artistic vocabulary*		**Drawing** *I can use and combine a range of media, different grade pencils and different techniques for different purposes suitable for the work* *I can create realistic depictions of what I am drawing (i.e. drawing realistic eyes when doing a portrait rather than cartoon eyes)* *I can add an appropriate amount of design and detail in reference to the artist I am studying* *I can learn and use new techniques I can draw simple perspective using a single focal point and horizon I can regularly ask and answer perceptive questions in artistically valid ways* *I can plan in detail with preliminary studies in sketchbooks, linking to what I have studied before and explaining my choices* *I can analyse my own and others' responses to art, with justification, and can extrapolate and link to my own work if appropriate*		**Painting** *I can combine colours, tone and tints to enhance the mood of a piece of artwork* *I can paint using layers rather than 'colouring in'* *I can mix and match colours to create atmosphere and light effects for a purpose (i.e., night time)* *I can purposely control the type of marks made and experiment with different effects and textures* *I can constructively critique my peers' work and, if appropriate, help bring about the improvements* *I can regularly ask and answer perceptive questions in artistically valid ways*
Artists studied		**Gustave Courbet**		**Stephan Wiltshire** **Also: Deanna Petherbridge** **Gaudi** **Lowry** **John Virtue**		**Friedensreich Hunderwasser**
Key vocabulary and notes		Tonal contrast Positive shape Negative shape *Tonal contrast means how dark or light a colour or a shade is. In tonal drawings, paintings or printing the picture space is made using a range of lighter or darker shades of one colour. Negative space is the space around and between objects. Instead of focusing on drawing the actual object, for a negative space drawing, the focus is on what's between and around the object*		Landscape Architecture Proportions		Contrasting Atmosphere Composition
Links to prior learning		Children use their previously developed critiquing skills to help them be reflective about their own behaviour and how they can help others improve		Children can use their skills with different pencils and other media with the new drawing techniques they learn		Children will independently apply all their painting and planning knowledge to create a high-quality piece of work with minimal support
Links to future learning		Children can use their skills of self-reflection to help them improve their own, and others', artwork		Children can plan their work, choose appropriate media and skills to produce a finished piece of work.		Children will be able to make links with their KS1 and KS2 learning in KS3 and beyond