

Art and Design



Concept		Milestone 1 (KS1)	Milestone 2 (Y3/4)	Milestone 3 (Y5/6)
<p>Develop ideas This concept involves understanding how ideas develop through an artistic process.</p>		<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. • Undertake preliminary work, experimenting and developing drafts.
<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>	Painting	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. • Use textured paint by adding materials (sand or plaster) 	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture.

				<ul style="list-style-type: none"> • Develop a personal style of painting, drawing upon ideas from other artists.
	Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
	Sculpture	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.

	Drawing	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. • Observe and draw shapes from observations. • Experiment with a range of media, including pencils, rubbers, crayons, pencil crayons, felt tips, ball points and chalk. 	<ul style="list-style-type: none"> • Use different hardness of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. • Make marks and lines with different drawing implements e.g. charcoal, pastels, various pens etc. 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
	Print	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.

	Textiles	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
	Digital media	<ul style="list-style-type: none"> • Use a wide range of digital tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).

<p>Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>		<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. • Show awareness of the way artists, craftspeople and designers have reflected different times and cultures. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.
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These Milestones build on the art and design experienced by the children in EYFS and are met through units of work with the following focus areas in KS1 and KS2:

Year A

Year B

Year 1/2

Aut A Painting focus- Weather - Turner artist focus

Spr A 3D sculpture and textiles focus- Sculpture- Great barrier reef representation

Sum A Painting with mixed media focus (sand)- At the seaside - Impressionist painting- Claude Monet artist focus

Aut B Drawing focus- Tudor houses

Spr B Printing focus- Scenes of the Sea - Katsushika Hokusai artist focus

Collage focus- under the sea scene Henri Matisse artist focus

Sum B Textiles focus- Food - Jason Mecier artist focus

Year 3/4

Aut Collage focus – In the Jungle

Spr Drawing focus – linked to science – botanical drawings

Sum Painting focus (with perspective) – Cityscape Art

Aut Cave Art – including printing and pastels (linked to history)

Spr Impressionism

Sum Environmental art (including sculpture) Andy Goldsworthy

Year 5-6

Autumn - Painting and drawing (link to history – ancient civilisations) - Making Death Masks

Spring - Sculpture (link to history – ancient civilisations) - Modelling with clay

Summer Digital Media - (link to science work on forces) - Amazed by architecture

Autumn - Printing – (link to history work – WW2 propaganda) - Pop art

Spring – Textiles (in conjunction with DT work)

Summer - Collage (link to Geography theme)