



# ART



# Milestone 1

**By the end of Year 1 pupils should have a basic grasp of all of this content.**

**By the end of Year 2 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.**

## **Art and Design Years 1 and 2**

In Years 1 and 2 pupils:

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.
- 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 a combination of materials that are cut, torn and glued.
- Sort and arrange materials.
- Mix materials to create texture.
- 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.
- 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.
- 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.
- Use weaving to create a pattern.
- Join materials using glue and/or a stitch.
- Use plaiting.
- Use dip dye techniques.
- Use a wide range of tools to create different textures, lines, tones, colours and shapes.
- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.



# Milestone 2

**By the end of Year 3 pupils should have a basic grasp of all of this content.**

**By the end of Year 4 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.**

### **Art and Design Years 3 and 4**

In Years 3 and 4 pupils:

- 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.
- 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.
- Select and arrange materials for a striking effect.
- Ensure work is precise.
- Use coiling, overlapping, tessellation, mosaic and montage.
- 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.
- Use different hardnesses 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.
- 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.
- Shape and stitch materials.
- Use basic cross stitch and back stitch.
- Colour fabric.
- Create weavings.
- Quilt, pad and gather fabric.

- Create images, video and sound recordings and explain why they were created.
- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others.



# Milestone 3

**By the end of Year 5 pupils should have a basic grasp of all of this content.**

**By the end of Year 6 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.**

### **Art and Design Years 5 and 6**

In Years 5 and 6 pupils:

- 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.
- 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.
- Develop a personal style of painting, drawing upon ideas from other artists.
- Mix textures (rough and smooth, plain and patterned).
- Combine visual and tactile qualities.
- Use ceramic mosaic materials and techniques.
- 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.
- 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.
- 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.
- Show precision in techniques.
- Choose from a range of stitching techniques.
- Combine previously learned techniques to create pieces.

- Enhance digital media by editing (including sound, video, animation, still images and installations).
- 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.