



Curriculum Milestones KS1 Phase and Year Groups Subject - Art

| | | Year 1 | Year 2 | End of KS1 (NC) |
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| Threshold concepts | | Describe the work of notable artists, artisans and designers. Mix primary colours to make secondary colours and create colour wheels. Identify and describe tempo and pulse. | Use some of the ideas of artists studied to create pieces. Add white to colours to make tints and black to colours to make tones. Draw lines of different sizes and thickness. Show pattern and texture by adding dots and lines. | |
| To develop ideas | | Respond to ideas and starting points. Explore ideas and collect visual information. | Explore different methods and materials as ideas develop. | |
| To master techniques | Painting | Mix primary colours to make secondary. Create colour wheels. | Use thick and thin brushes. Add white to colours to make tints and black to colours to make tones. | Pupils should be taught: <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products. - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. |
| | Collage | Use a combination of materials that are cut, torn and glued. Sort and arrange materials. | Mix materials to create texture. | |
| | Sculpture | Use a combination of shapes. Use rolled up paper, straws, paper, card and clay as materials. | Include lines and texture. Use techniques such as rolling, cutting, moulding and carving. | |
| | Drawing | 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. | |
| | Print | Mimic print from the environment (e.g. | Use repeating or overlapping shapes. | |

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| | | wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). | Press, roll, rub and stamp to make prints. | |
| | Textiles | Use weaving to create a pattern. Join materials using glue and/or a stitch. | Use plaiting. Use dip dye techniques. | |
| | Digital media | Use a wide range of tools to create different textures, lines, tones, colours and shapes | Use a wide range of tools to create different textures, lines, tones, colours and shapes | |
| To take inspiration from design throughout history | | Describe the work of notable artists, artisans and designers. | Use some of the ideas of artists studied to create pieces. | Pupils should be taught: <ul style="list-style-type: none"> - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |



**Curriculum Milestones
KS2 Phase and Year Groups
Subject - Art**

| | Year 3 | Year 4 | Year 5 | Year 6 | End of KS1 (NC) |
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| Threshold concepts | Replicate some of the techniques used by notable artists, artisans and designers. Print using layers of two or | Create original pieces that are influenced by studies of others. Use different hardnesses of pencils to show line, | Give details (including own sketches) about the style of some notable artists, artisans and designers. | Create original pieces that show a range of influences and styles. Develop a personal style | |

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| | | more colours. Replicate patterns observed in natural or built environments. Mix colours effectively. | tone and texture. Use hatching and cross hatching to show tone and texture. Use shading to show light and shadow. Experiment with creating mood with colour. | Show how the work of those studied was influential in both society and to other artists. Enhance digital media by editing. To use artistic technique to depict realistic proportion. | of painting, drawing upon ideas from other artists. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). | |
| To develop ideas | | 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. | Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketchbook | 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. | |
| To master techniques | Painting | 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. | Sketch (lightly) before painting to combine line and colour. Combine colours, tones and tints to enhance the mood of a piece. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. | Create a colour palette based upon colours observed in the natural or built world. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. | Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas. - to improve their mastery of art and design |
| | Collage | Select and arrange materials for a striking effect. | Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. | Mix textures (rough and smooth, plain and patterned). | Combine visual and tactile qualities. Use ceramic mosaic materials and techniques. | |
| | Sculpture | Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid | Include texture that conveys feelings, expression or movement. Add materials to provide interesting detail. | Use tools to carve and add shapes, texture and pattern. Use frameworks (such as wire or moulds) to provide | Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Combine visual and tactile | |

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| | | materials). Use clay and other mouldable materials. | | stability and form. | qualities. | techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. |
| | Drawing | Use different hardnesses of pencils to show line, tone and texture. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. | Annotate sketches to explain and elaborate ideas. Use hatching and cross hatching to show tone and texture. | Use a choice of techniques to depict movement, perspective, shadows and reflection. Use lines to represent movement. | Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). | |
| | Print | 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. | 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 | Shape and stitch materials. Use basic cross stitch and back stitch. | Colour fabric Create weavings. Quilt, pad and gather fabric. | Show precision in techniques. Choose from a range of stitching techniques. | Combine previously learned techniques to create pieces. | |
| | Digital media | Create images, video and sound recordings. | Create images, video and sound recordings and explain why they were created. | Enhance digital media by editing (including sound, video, animation, still images and installations) | Enhance digital media by editing (including sound, video, animation, still images and installations). | |
| To take inspiration from design throughout history | | Replicate some of the techniques used by notable artists, artisans and designers. | Create original pieces that are influenced by studies of others. | 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. | Pupils should be taught: <ul style="list-style-type: none"> - about great artists, architects and designers in history. |