|  |  |  |  |
| --- | --- | --- | --- |
| Objectives | Year 1 and 2 (Milestone 1) | Year 3 and 4 (Milestone 2) | Year 5 and 6 (Milestone 3) |
| To develop ideas | • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. | • 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 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. |
| To master techniques | Painting | • 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 number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use water colour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. | • 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 water colour 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. |
| 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 | • 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 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. |
| Sculpture | • 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. | • 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 | • 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. |
| Collage | • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture | • 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. |
|  | Print | • 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 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 | • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques | • 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. |
| To take inspiration from the greats (classic and modern) |  | • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. | • 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. |

**Key Stage 1: Key Objectives:**

 1. Use a range of materials creatively to design and make a products.

2. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

3. Develop a wide range of Art and Design techniques in using colour, pattern, texture, line, shape form and space.

4. Know 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.

**Key Stage 2: Key Objectives:**

1. Create sketchbooks to record their observations and use them to review and revisit ideas.

2. Improve their mastery of art and design techniques including drawing, painting and sculpture, with a range of materials.

3. Know about great artists, architects and designers in history