|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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