

Art and Design Milestones Broken down into Year Groups

		Milestone 1	What this looks like in Year 1	What this looks like in Year 2
To develop ideas		<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. 	<p>Children look at the work of Van Gogh.</p> <p>Light and dark science topic.</p>	<p>Children look at the work of George Seurat.</p> <p>Children to develop observational skills about animals and plants.</p>
To master techniques	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. 	<p>Develop colour wheels in paint.</p> <p>Light and dark pictures.</p>	
	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. 		<p>Building portrait pictures from given shapes i.e. different size circles for eye details, triangles for noses.</p> <p>Include suitable materials for hair and animals.</p>
	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. 	<p>Create simple animal forms in play dough/plastercene .</p> <p>Art straws used to create 3D shapes like houses. Links with properties of shapes in maths.</p> <p>Children create simple tiles in clay to draw and create patterns in.</p>	<p>Create simple animal forms in clay with some detail added from tools.</p> <p>Children to use recycled objects to create 3D models.</p>
	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. 		<p>Children create pictures from their own pencil sketches that are completed in oil pastel and paints.</p> <p>Children to use different tools to create texture in paints.</p> <p>Children to shade simple 3d picture using lighter pressure to make lightly shaded area and applying greater pressure and coverage for darker.</p>
	Print	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. 	<ul style="list-style-type: none"> • Potato printing • Stencils • ICT 	

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		<ul style="list-style-type: none"> • 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"> • Feet and hands • Sponges <p>Children to use printing to make simple repeating patterns for simple designs.</p>	
	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. 	<p>Children to weave coloured paper.</p> <p>Children to create simple puppets using PVA glue.</p> <p>Children can plait wool together to create handles for D&T projects.</p>	<p>Children to use looping stitch to join fabrics.</p> <p>Children design and dip dye t-shirts.</p>
	Digital media	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 		Look at Computing plan for available programs.
To take inspiration from the greats (classic and modern)		<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. 	Van Gogh	<p>George Seuraf</p> <p>Picasso</p>

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		Milestone 2	What this looks like in Year 3	What this looks like in Year 4
To develop ideas		<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"> • Children to use topic to create art. • Children draw sketches in science and geography. • Children to use design plans in pencil, chalk and finished in paint. • Children use ICT to experiment with finishes. • Children evaluate and develop designs through process. 	<ul style="list-style-type: none"> • Children to use topic to create art. • Children draw sketches in science and geography. • Children to use design plans in pencil, chalk and finished in paint. • Children use ICT to experiment with finishes. <p>*Children evaluate and develop designs through process.</p>
To master techniques	Painting	<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. 		<p>Children to create wash backgrounds to build more intricate foreground items on to.</p> <p>Children to replicate real life colours and use mixing on the palettes with water colours. Children to mix colours separate to palette to create colours with variations for shadow and light.</p> <p>Children to maintain a colour and develop texture of colour through overlaying in pencil.</p>
	Collage	<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. 	Children should produce Roman mosaics and experiments with different materials such as paper during the design process before committing to tile.	
	Sculpture	<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. 	<p>Create and combine shapes to create recognisable forms using both art straws and recycled items.</p> <p>Include texture that conveys feelings, expression or movement, including cellophane and for example wool for hair.</p>	
	Drawing	<ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and 		Children should practice drawing faces accurately and begin using mannequins to

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		<p>texture.</p> <ul style="list-style-type: none"> • 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. 		<p>draw human bodies.</p> <p>Children should complete observational tasks once a term to develop sketching skills. Children to self assess and peer assess and notice improvements in their own work.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Use shading to show light and shadow</p>
	Print	<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. 	<p>Make printing blocks (e.g. from coiled string glued to a block). This can be used in mosaic development plan.</p> <p>Replicate patterns observed in natural or built environments</p>	
	Textiles	<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. 		<p>Children to complete >>> with decorations using:</p> <ul style="list-style-type: none"> • Create weavings. • Quilt, pad and gather fabric.
	Digital media	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<p>Look at Computing plan for available programs.</p>	<p>Look at Computing plan for available programs.</p>
To take inspiration from the greats (classic and modern)		<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. 	Kandinsky	Van Gogh

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		Milestone 3	What this looks like in Year 5	What this looks like in Year 6
To develop ideas		<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. 	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <ul style="list-style-type: none"> • 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. 	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <ul style="list-style-type: none"> • 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	<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. • Develop a personal style of painting, drawing upon ideas from other artists. 	<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. • Develop a personal style of painting, drawing upon ideas from other artists. 	
	Collage	<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. 	<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"> • 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. 	<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. 	

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		<ul style="list-style-type: none"> • Use frameworks (such as wire or moulds) to provide stability and form. 	<ul style="list-style-type: none"> • Use frameworks (such as wire or moulds) to provide stability and form. 	
	Drawing	<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. 		<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"> • 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. 		<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"> • 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"> • Enhance digital media by editing (including sound, video, animation, still images and installations). 		<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).
To take inspiration from the greats (classic and modern)		<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 	<p>Andy Warhol – children to use bold colours for effect</p> <p>Roy Lichtenstein – children to sketch an outline an outline of a popular shape. They need to fill using control of dots. some being able to use colour and effect.</p>	<p>Banksy</p> <p>Children to replicate work and develop painting technique focusing on small brush work and intricate design and stencils. Creating own moral statement.</p>

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