

## Curriculum Milestones- ART

		Expressive Arts and Design	Physical Development	Mathematics Unde	rstanding the World	
Nursery Reception	Select a range of materials and tools freely to develop ideas         Select and join range of different materials when creating         Be able to create closed shapes and continuous lines to represent objects         Draw a face using a circle and include facial details         Express emotions in drawings – happiness, sadness, anger etc         Describe different colours and begin to explore how new colours can be created by mixing colours         Notice repetition in patterns         Use senses to explore and describe natural materials – texture, shape etc         Describe doservations with increasing range of vocabulary         Explore, use and refine a variety of effect to express ideas and feeling with increased confidence         Be able to return to and build on previous learning refining and dapting ideas         Draw from observation using a range of tools and media         Work collaboratively sharing resources, ideas and skills         Develop motor skills so that they can use a range of tools competently, safely and confidently – pencils, paintbrushes, scissors etc.         Continue, copy and create repeating patterns					
Year 1	<ul> <li>Develop use of different drawing tools to make marks</li> <li>control the types of marks with a range of media with greater confidence</li> <li>Build on skills when drawing from observation</li> <li>Draw from imagination</li> <li>Investigate textures by describing, naming, rubbing and copying</li> <li>Produce a range of patterns and textures.</li> </ul>	<ul> <li>Painting</li> <li>Begin on learning in EYFS to explore and experiment with colour</li> <li>Know how to mix primary colours to create secondary colours</li> <li>Discuss and use warm and cool colours</li> <li>Describe how colours may be used for different purposes</li> <li>Explore a range of paint, brush sizes and tools</li> </ul>	<ul> <li>Enjoy handling, manipulating and feeling a range of malleable materials including clay, plastercine and playdough</li> <li>Cut shapes in a safe way using scissors and modelling tools</li> <li>Build and construct using different materials</li> <li>Use natural materials creatively</li> <li>Describe building designs in locality and in cities.</li> </ul>	<ul> <li>Printing</li> <li>Take rubbings from textured surfaces e.g. leaf, coin, tree bark</li> <li>Print pictures with a range of natural materials – sticks, leaves, shells, cones etc</li> <li>Begin to identify different forms of printing – books, newspapers fabric, wallpaper.</li> </ul>	<ul> <li>Collage/Mixed Media         <ul> <li>Use scissors and tearing to create a range of shapes</li> <li>Explore different methods of fixing one material to another</li> <li>Create an image from a variety of cut or torn media – paper, fabric, newspaper etc</li> <li>Arrange and glue materials to different backgrounds.</li> </ul> </li> </ul>	<ul> <li>Digital Art         <ul> <li>Begin to explore digital media to create an image using ipads</li> <li>Explore digital tools e.g. brushes, shape and fill tools, eraser to edit/manipulate images.</li> </ul> </li> </ul>

Year 2	<ul> <li>Experiment with tools and surfaces</li> <li>Draw experiences and feelings</li> <li>Sketch to make records</li> <li>Control marks made with different media with increasing confidence.</li> <li>Investigate tone by drawing light/dark lines using pencil</li> <li>Investigate textures and produce an expanding range of patterns.</li> <li>Experiment with tools and surfaces</li> <li>Begin to descri- range of colou</li> <li>Mix a range of and tertiary co- confidently</li> <li>Know and desc colour wheel</li> <li>Talk about why have selected their art work</li> <li>Select paint, bi and tools appr for their own w</li> </ul>	econdarymade materials to create 3D formprinting u of different bursoursCreate models from observation and imaginationExplore re using string observation and using string textures in 3D formbe the imaginationCreate patterns and textures in 3D formIdentify ra everyday other sculptors and printed for other sculptors and processes relate these to their own ideas and designsBeing to c to use modelork.Compare and contrast different building create inc designs – rural and cities.Create patterns and processes to use model	And the methodscutting, tearing and fixing techniques to create a specific picturepackage on ipads to experiment with image creation.ange of ange of trms in have toowUse scissors in a controlled way to cut with greater accuracy• Manipulate images using digital tools• Manipulate images using digital tools• Use a digital camera to take a specific image - portrait, landscape, still life etc.• Nave over time levelop how moprinting to lividual 2D• Monipulate images using digital tools• Manipulate images using digital tools• Use a digital camera to take a specific image - portrait, landscape, still life etc.• Nave over time levelop how moprinting to lividual 2D• Understand that different types of adhesives can be used to attach/secure different materials.
Year 3	<ul> <li>Experiment with a range of different pencils to create marks</li> <li>Use a sketchbook to document and explore ideas.</li> <li>Draw from observation and imagination</li> <li>Experiment with mark making using different tools</li> <li>Create initial sketches for painting</li> <li>Begin to draw with greater accuracy</li> <li>Discuss and record shadows, light and dark</li> <li>Begin to develop awareness of how pattern can be used to create texture.</li> <li>Create initial sket cos shades of one Mix/create col use on a large wash.</li> <li>Demonstrate i control of the marks made to different effect</li> </ul>	using shape constructions impressed from different using Styr s and materials Describe f blour Cut precise shapes and between ins sing modelling and repeat tools with increasing Explore sy confidence reasing Discuss the work of shape in F pes of different 3D forms and tiles	d printing     most suitable     package to create       ofoam     adhesives to secure     images with       iche difference     materials of different     increasing precision.       monoprinting     properties – fabric,     Use digital cameras       it printing     paper, card, wood etc     with increasing

Year 4	<ul> <li>Begin to consider scale and proportion</li> <li>Create an accurate observational drawing</li> <li>Identify and draw the effect of light</li> <li>Draw for a sustained period of time</li> <li>Collect and record visual information</li> <li>Plan and collect material to develop skills and in preparation for own creations.</li> </ul>	<ul> <li>Observe and discuss use of colour suggesting why it has been used.</li> <li>Independently select the right paint, tools etc for the task.</li> <li>Select colour for meaning – mood and atmosphere</li> <li>Explore use of different types of brush strokes and how they have been used.</li> <li>Begin to discuss how they are influenced/inspired by</li> </ul>	<ul> <li>Work in an increasing safe, secure and caring way using a range of tools and media</li> <li>Make slip to join and secure pieces of clay together with confidence</li> <li>Made changes to work as required and explain reasons for adaptations</li> <li>Discuss the work of others and describe how they have influenced their own designs.</li> </ul>	<ul> <li>Begin to explore how to use more than one colour when printing.</li> <li>Be able to describe and compare repetition, pattern, shape and symmetry in Roman mosaic tiles.</li> <li>Use tools carefully and with increasing precision to create printing tiles.</li> </ul>	<ul> <li>Develop experience in embellishing through use of textures and materials</li> <li>Experiment with techniques through overlapping and layering.</li> </ul>	<ul> <li>Experiment with colours and textures by using special effects and simple filters to manipulate and create for different purposes.</li> </ul>
Year 5	<ul> <li>Work in a sustained and independent way to create an accurate, detailed drawing</li> <li>Develop key elements of their work – line, tone, pattern, texture</li> <li>Draw from different viewpoints and begin to consider perspective</li> <li>Use different techniques for purpose e.g. different ways of shading</li> <li>Work from a variety of sources including observations, photographs etc to develop own work.</li> </ul>	<ul> <li>other artists.</li> <li>Deepen understanding of how to mix colours to create different tints, tones and shades adding white, grey or black</li> <li>Develop further knowledge and understanding of primary, secondary and tertiary colours</li> <li>Select colour for purpose explaining choices</li> <li>Develop knowledge of how to create secondary and tertiary colours</li> <li>Discuss how colour can be used to express ideas, feelings and mood</li> <li>Confidently, control the types of marks made and experiment with different effects and textures.</li> </ul>	<ul> <li>Develop an understanding of finishing projects by glazing, varnishing, painting etc.</li> <li>Understand how different of media can be used effectively for a variety of purposes</li> <li>Recognise problems and adapt work when necessary</li> <li>Explore and discuss the work of other sculptors taking inspiration to create their own 3D form.</li> </ul>	<ul> <li>Develop greater confidence when using monoprinting technique</li> <li>Begin to explore different techniques and results when printing on fabric and on paper</li> <li>Gain experience in effects created when overlaying colours and textures.</li> </ul>	<ul> <li>Create a portrait using a range of materials – photographs, card, papers, fabrics etc</li> <li>Add collage to painted/printed backgrounds to embellish and enhance.</li> </ul>	Confidently use a graphics package to create and manipulate images.

By the end of Year 6	<ul> <li>Select appropriate media and techniques to achieve a specific outcome</li> <li>Draw for a sustained period of a number of sessions</li> <li>Develop great sense of perspective and focal points</li> <li>Use tone to achieve depth</li> <li>Adapt drawings according to evaluations and discussion with peers and adults.</li> </ul>	<ul> <li>Use colours and brushstrokes to create atmosphere, light and mood.</li> <li>explore and describe the juxtaposition of different colours to include warm/cool shades and complementary colours.</li> <li>Work in a sustained and independent way, developing own style</li> <li>Choose and create colours for different purposes with increasing independence and confidence.</li> <li>Discuss harmonious and contrasting colours and their place on the colour wheel.</li> </ul>	<ul> <li>Confidently carve a simple form</li> <li>Choose from range of media appropriately to create 3D form</li> <li>Use an increasing range of modelling tools and media with greater confidence – clay, wire, papermache etc</li> <li>Combine inspiration from other sculptors and their own imagination and experiences to create imaginatively in 3D.</li> </ul>	<ul> <li>Explore use of motif, pattern and colour in different types of print forms</li> <li>Take inspiration from range of sources to create own designs and original pieces</li> <li>Appreciate a range of printing processes and techniques.</li> </ul>	<ul> <li>Use collage as a means to extend work from initial ideas</li> <li>Independently select a range of media to produce a collaged image.</li> </ul>	<ul> <li>Use digital media for a range of purposes</li> <li>Extend work from initial ideas</li> <li>Present personal ideas using digital media</li> <li>Explore how digital media can record everyday things in unusual and creative ways.</li> <li>Explore scale and viewpoints using digital media.</li> </ul>