## Curriculum Milestones- ART

| Expressive Arts and Design |  |  | Physical Development | Mathematics Unde | anding the World |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Select a range of materials and tools freely to develop ideas Select and join range of different materials when creating <br> Be able to create closed shapes and continuous lines to represent objects <br> Draw a face using a circle and include facial details <br> Express emotions in drawings - happiness, sadness, anger etc <br> be different colours and begin to explore how new colours can be created by mixing colours <br> Notice repetition in patterns <br> Use senses to explore and describe natural materials - texture, shape etc Describe observations with increasing range of vocabulary |  |  |  |  |  |
|  | Explore, use and refine a variety of effect to express ideas and feeling with increased confidenceBe able to return to and build on previous learning refining and adapting ideasDraw portraits with increasing accuracy and facial detailsDraw from observation using a range of tools and mediaWork collaboratively sharing resources, ideas and skills |  |  |  |  |  |
|  | Drawing | Painting | 3D Form | Printing | Collage/Mixed Media | Digital Art |
| $\begin{aligned} & \widehat{\infty} \\ & \stackrel{\rightharpoonup}{\square} \end{aligned}$ | - Develop use of different drawing tools to make marks <br> - control the types of marks with a range of media with greater confidence <br> - Build on skills when drawing from observation <br> - Draw from imagination <br> - Investigate textures by describing, naming, rubbing and copying <br> - Produce a range of patterns and textures. | - Begin on learning in EYFS to explore and experiment with colour <br> - Begin to explore further how to mix primary colours to create secondary colours <br> - Discuss and use warm and cool colours <br> - Describe how colours may be used for different purposes <br> - Explore a range of paint, brush sizes and tools | - Enjoy handling, manipulating and feeling a range of malleable materials including clay, plastercine and playdough <br> - Cut shapes in a safe way using scissors and modelling tools <br> - Build and construct using different materials <br> - Use natural materials creatively <br> - Describe building designs in locality and in cities. | - Take rubbings from textured surfaces e.g. leaf, coin, tree bark <br> - Print pictures with a range of natural materials - sticks, leaves, shells, cones etc <br> - Begin to identify different forms of printing - books, newspapers fabric, wallpaper. | - Use scissors and tearing to create a range of shapes <br> - Explore different methods of fixing one material to another <br> - Create an image from a variety of cut or torn media - paper, fabric, newspaper etc <br> - Arrange and glue materials to different backgrounds. | - Begin to explore digital media to create an image using ipads <br> - Explore digital tools e.g. brushes, shape and fill tools, eraser to edit/manipulate images. |

- Experiment with tools and surfaces
- Draw experiences and feelings
- Sketch to make record
- Control marks made with different media with increasing confidence.
- Investigate tone by drawing light/dark lines using pencil
- Investigate textures and produce an expanding range of patterns.

Begin to describe range of colour

- Know how to make secondary colours with confidence.
- Know and describe the colour wheel
- Talk about why they have selected colours for their art work
- Select paint, brush sizes and tools appropriately for their own work.
- Use natural and man- $\quad$ - Explore repeated made materials to create 3D form
- Create models from observation and imagination
- Create patterns and textures in 3D form
- Discuss the work of other sculptors and relate these to their own ideas and designs Compare and contrast different building designs - rural and cities.
- Plan, make, mould and shape constructions from different materials
- Cut precise shapes and lines using modelling tools with increasing confidence
- Discuss the work of different 3D forms and use them to inspire own creations
- Begin to explore how to create slip to secure clay
- Explore how patterns, shape and form can be transferred from 2D to 3D

Develop a range of
cutting, tearing and cutting, tearing and
fixing techniques to create a specific picture

- Use scissors in a controlled way to cut with greater accuracy
- Fold, crumple, tear and overlap papers to create an image
- Understand that different types of adhesives can be used to attach/secure different materials.


## Consider choice of

 most suitable adhesives to secure materials of different properties - fabric, paper, card, wood etc- Use collage as a means of collecting deas and information to build a scene
- Collect and select texture papers to form a collaged landscape

Use a graphics package on ipads to experiment with image creation.

- Manipulate images using digital tools
- Use a digital camera to take a specific image - portrait, landscape, still life etc. package to create images with increasing precision.
- Use digital cameras with increasing confidence and for different purposes.
- Begin to consider scale and proportion
- Create an accurate observational drawing
- Identify and draw the effect of light
- Draw for a sustained period of time
- Collect and record visual information
- Plan and collect material to develop skills and in preparation for own creations
- Work in a sustained and independent way to create an accurate, detailed drawing
- Develop key elements of their work - line, tone pattern, texture
- Draw from different viewpoints and begin to consider perspective
- Use different techniques for purpose e.g. different ways of shading
- Work from a variety of sources including observations,
photographs etc to develop own work

Observe and discuss use of colour suggesting why it has been used.

- Independently select the right paint, tools etc for the task.
- Select colour for meaning - mood and atmosphere
- Continue to develop knowledge of colour mixing - including how to make brown
- Explore use of different types of brush strokes and how they have been used.
- Begin to discuss how they are influenced/inspired by other artists.
- Deepen understanding of how to mix colours to create different tints, tones and shades adding white, grey or black
Develop furthe knowledge and understanding of primary, secondary and tertiary colours
- Select colour for purpose explaining choices
- Develop knowledge of how to create secondary and tertiary colours
- Discuss how colour can be used to express ideas, feelings and mood
- Confidently, control the types of marks made and experiment with different effects and textures.
- Work in an increasing safe, secure and caring way using a range of tools and media
- Make slip to join and secure pieces of clay together with confidence
- Made changes to work as required and explain reasons for adaptations
- Discuss the work of others and describe how they have influenced their own designs.

Begin to explore how to use more than one colour when printing.

- Be able to describe and compare repetition pattern, shape and symmetry in Roman mosaic tiles.
- Use tools carefully and with increasing precision to create printing tiles.

Develop experience in embellishing through use of textures and materials

- Experiment with techniques through overlapping and layering.
- Create a portrait using a range of materials photographs, card papers, fabrics etc
- Add collage to painted/printed backgrounds to embellish and enhance.

Experiment with colours and textures by using special effects and simple filters to manipulate and create for different purposes.

- Confidently use a graphics package to create and manipulate images.


