

LEVENS CE SCHOOL
Curriculum Milestones- ART

Early Years

3-4 year olds	Expressive Art and Design: • Select a range of materials and tools freely to develop ideas about how to use them and what to make • Be able to develop their own ideas and choose which materials to express them • Be able to create closed shapes and continuous lines to represent objects • Draw a face using a circle and include some facial details • Express emotions in drawings – happiness, sadness, anger, fear etc • Name and describe different colours and begin to explore how new colours can be created by mixing colours • Use mark making to represent ideas like movement or loud noises • Notice repetition in patterns	Physical Development: • Use large-muscle movements and a range of tools to make marks – e.g. mops, yard brushes, rope, large sponges etc • Use tools and equipment appropriately e.g. scissors, sponges, brushes etc • Use a comfortable grip with control when using pencils, brushes and marker pens.
4-5 year olds	Expressive Art and Design: • Explore, use and refine a variety of effects to express ideas and feelings with increased confidence • Be able to return to and build on previous learning refining and adapting ideas • Draw portraits with increasing accuracy and facial details • Begin to draw from observation using a range of tools and media • Work collaboratively sharing resources, ideas and skills.	Physical Development: • Develop motor skills so that they can use a range of tools competently, safely and confidently – pencils, paintbrushes, scissors etc. • Use core muscle strength to achieve increasingly good posture. • Use improved overall body strength to develop coordination when creating with tools.
ELG	Expressive Art and Design: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share creations, explaining the process they have used	Physical Development: • Hold a pencil effectively in preparation for fluent-writing using the tripod grip in almost all cases. • Use a range of tools including scissors and paintbrushes • Begin to show accuracy and care when drawing

	Drawing	Painting	3D Form	Printing	Collage/Mixed Media	Digital Art
Key Stage One	Develop use of a range of media including: Pencils, rubbers, graphite sticks, charcoal, chalk pastels, felt tips, marker pens etc. Develop greater control of marks made with different medial. Draw different lines, shapes and marks when drawing from observation. Explore new marks, shapes and lines. Experiment effect of mark when drawing on different surfaces. Explore tone in drawing by experiment with light and dark lines; light and dark patterns, light and dark shapes. Experiment with marks by applying different degrees of pressure and using different areas of the tool – e.g. the edge, the side, the point. Create textures by rubbing, shading and describing. Investigate textures, lines, shapes, tones etc. when creating imaginatively and drawing from observation. Demonstrate greater control and accuracy when drawing from observation and creating imaginatively e.g. details of human face when working on portraiture.	Build on learning in EYFS to explore and experiment with colour. Identify and name primary colours. Begin to explore further how to mix primary colours to create secondary colours. Recognise and describe a colour wheel showing primary and secondary colours Talk about why thy have selected colours for their own art work and that of their peers and other artists. Mix and match colours to objects, artefacts and nature. Work on different scales, including collaborative projects. Describe how colours may be used for different purposes. Explore a range of paint, brush sizes and tools. Create texture in paint by adding different materials e.g. sand.	Enjoy handling, manipulating and feeling a range of malleable materials including clay, plasticine and playdough in provision. Make and manipulate shapes in a safe way using scissors, craft tools etc. Understand importance of safety and care for different tools. Build, join and construct using recycled, man-made and natural materials. Use 2D shapes to create 3D form. Use natural materials creatively. Describe form in buildings and find simple shapes in locality and in cities. Create models from observation and imaginatively. Create patterns and textures in 3D form. Discuss the work of other sculptors and relate these to their own ideas and designs – Andy Goldsworthy.	Take rubbings from textured surfaces e.g. leaf, coin, tree bark Print with a range of natural and man-made materials – sticks, leaves, shells, cones, Lego bricks, bubble wrap, sponge etc. Begin to identify different forms of printing – books, newspapers fabric, wallpaper. Identify range of printed forms in everyday life and consider how processes have changed over time Make simple prints by scoring lines and shapes into polystyrene tiles. Experiment using rollers and trays to create patterns by rolling over different surfaces e.g. plastic mesh, stencils, leaves, petals etc. Experiment with overprinting using different colours and shapes. Being to explore repeated printing using a range of different methods	Use scissors and tearing to create a range of shapes Explore different methods of fixing one material to another Create an image from a variety of cut or torn media – paper, fabric, newspaper, magazine, crepe paper, tissue paper etc Arrange and glue materials to different backgrounds. Experiment with layering etc. Develop a range of 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.	Develop greater confidence to use Ipads and cameras to record observations. Explore digital tools e.g. brushes, shape and fill tools, eraser to edit/manipulate images. Explore how images change depending on distance from the subject – very close-further away. Explore photography using Ipads and cameras, including pattern, colour and line in close-up imagery.

Lower Key Stage Two

Begin to use a sketchbook to document and explore ideas and from different sources.

Make marks and lines with a wide range of drawing tools e.g. graphite sticks, pencils, charcoal, pastels, pens.

Experiment with different grades of pencil and other implements to create lines, forms, shapes and marks.

Begin to use these skills to recreate a sense of 3dimensions on a 2d surface.

Explore mark making of other artists when sketching and describe its effect. (Van Gogh drawings)

Draw from observation and imagination with increasing control.

Create initial sketches/studies for painting considering composition, shape, form and depth of field.

Discuss and record how tone can be used to create shadows, light and dark.

Begin to develop awareness of how pattern can be used to create texture.

Develop greater awareness and understanding of scale and proportion when drawing from observation.

Create an accurate observational drawing of a simple subject.

Draw for a sustained period of time.

Know how to mix a range of colours competently – including tertiary colours and different methods of making brown.

Develop understanding of complementary and contrasting colours.

Begin to explore and use tints, tones and shades of colours in their own work.

Demonstrate increasing control of the types of marks made to create different effects.

Observe and discuss use of colour suggesting why it has been used in work of peers and of other artists.

Independently select the right paint, tools etc for the task.

Select colour for meaning – mood and atmosphere

Explore use of different types of brush strokes and how they have been used in work of other artists.

Begin to discuss how they are influenced/inspired by other artists.

Plan, make, mould and shape constructions using different materials from observation and imagination.

Cut precise shapes and lines using modelling and craft tools with increasing confidence.

Discuss the work of different 3D forms and use them to inspire own creations.

Work in an increasing safe, secure and caring way using a range of tools and media

Use slip and texture to join and secure pieces of clay together with confidence

Make changes to work as required and explain reasons for adaptations.

Discuss the work of others and describe how they have influenced their own designs.

Create texture and depth on a 2d surface – build a relief tile in clay.

Create printing blocks using relief and impressed methods on styrofoam tiles.

Understand the difference between mono-printing and block printing and experiment with both media.

Explore symmetry, repetition, pattern and shape in art - Roman mosaic tiles

Begin to explore how to use more than one colour by creating colour overlays when using block and mono printing.

Use tools carefully and with increasing precision to create tiles and when printing.

Use simple lines and shapes to create images of everyday things in mono-printing inspired by work of other artists – Henri Matisse.

Consider choice of most suitable adhesives to secure materials of different properties – fabric, paper, card, foil etc

Use collage as a means of collecting ideas and information to build a scene.

Collect, make and select textured papers to form a collaged landscape and Pop Art image.

Experiment with techniques through overlapping and layering.

Use a graphics package to create images with increasing precision.

Use digital cameras with increasing confidence and for different purposes.

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

Upper Key Stage Two

Work in a sustained and independent way to create accurate and detailed drawings from observation and imagination. Develop use of sketch books to explore, experiment, gather ideas and inspiration for own studies and annotate work. Develop key elements of their work – line, tone, pattern, texture – independently. Draw from different viewpoints and begin to understand and recognise perspective, focal points – inc. vanishing point and horizon Use different techniques for purpose e.g. different ways of shading Develop close observation and composition skills using view finders. Work from a variety of sources including observations, photographs etc to develop own work. Select appropriate media and techniques to achieve a specific outcome Draw for a sustained period over a number of sessions to create detailed drawings. Use tone to achieve depth and shadow/light. Develop greater understanding and awareness of composition scale and proportion – foreground, middle ground and background. Explore colour mixing and blending with coloured pencils and pastels – oil and chalk. Adapt drawings according to evaluations and discussion with peers and adults.	Develop ideas from a drawing or sketch into a painting. Undertake preliminary studies to experiment with colour, composition, choice of media etc. Deepen understanding of how to mix colours to create different tints, tones and shades adding white, grey or black Develop further knowledge and understanding of primary, secondary and tertiary colours. Be able to make chosen colours using colour theory knowledge. Select colour for purpose explaining choices Confidently, control the types of marks made and experiment with different effects and textures. Use colours and brushstrokes to create atmosphere, light and mood. explore and describe the juxtaposition of different colours to include warm/cool shades and complementary colours. Work in a sustained and independent way, developing own style Choose and create colours for different purposes with increasing independence and confidence. Discuss harmonious and contrasting colours and their place on the colour wheel. Show greater awareness of how paintings are created by discussing the work of other artists in terms of use of colour, composition, tone, texture etc.	Shape, model, mould and build from observation and imagination with increasing confidence and control. Use a range of materials and tools to create sculptures independently. Plan a 3D creation with preparatory work and by exploring the work of other artists, traditions and techniques e.g Ancient Egyptian pottery. Recognise problems and adapt work when necessary. Develop clay techniques – slabs, coils, slips etc. competently. Create more intricate patterns, shapes etc in malleable materials. Explore and discuss the work of other sculptors taking inspiration to create their own 3D form.	Develop greater confidence when using mono-printing techniques. Begin to explore different techniques and outcomes when printing on different surfaces - fabrics and papers. Gain experience in the effects created when overlaying colours and textures. Combine and use relief and impressed methods to create different effects. Create more complex prints with three overlays and on different textured backgrounds. Elaborate prints with a range of media including pens, paints etc. Explore use of motif, pattern and colour in different types of print forms Take inspiration from range of sources to create own designs and original pieces	Create images using a range of materials – photographs, card, papers, fabrics etc Add collage to a painted, printed backgrounds to embellish and enhance. Use collage to extend and develop ideas. Independently select a range of media to produce a collaged image.	Confidently use a graphics package to create and manipulate images. Explore photography in the work of other artists – Man Ray and John Coplans. Explore how different effects can be created in images when considering different viewpoints, lighting, composition and scale. Explore how digital media can record everyday things in unusual and creative ways.
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