



ART KEY CONCEPTS & MILESTONES

Key Concept	EYFS Readiness for Learning	Milestone 1 (Years 1 & 2)	Milestone 2 (Years 3 & 4)	Milestone 3 (Years 5 & 6)	KS3 (Years 7-9)
Range of materials	<ul style="list-style-type: none"> • Opportunities to use a variety of materials eg playdough, collage materials, paints, natural materials, chalk. • Scissor skills • Threading and Weaving • Access to printing and stamping materials. 	<ul style="list-style-type: none"> • Create a repeating pattern by printing using a given technique • Cut, roll and coil materials such as clay, dough or plasticine. • Use a painting programme to create a picture. • Use Charcoal, pencil and pastels. • Mix paint to create all the secondary colours • Create a print using pressing, rolling, rubbing and stamping. 	<ul style="list-style-type: none"> • Experiment with a range of materials and use these techniques in the completed piece of work. • Use IT programs to create a piece of work that includes own work and that of others. 	<ul style="list-style-type: none"> • Develop different ideas which can be used and explain his/her choices for the materials and techniques used. • Scan images and take digital; photos, and use software to alter them. Adapt them and create work with meaning. 	<ul style="list-style-type: none"> • To increase their proficiency in the handling of different materials
ICT			<ul style="list-style-type: none"> • 2 simple – 2paint • I pads for research, looking at images <p>https://www.ipadartroom.com/</p>	<ul style="list-style-type: none"> • I pads for photography, adapting images • https://www.ipadartroom.com/layers/ 	
LOtC	<ul style="list-style-type: none"> • Natural weaving • Stamps outdoors • Chalks on the school yards 	<ul style="list-style-type: none"> • Texture rubbings around the school yard. • Repeating patterns with natural objects. • Clay faces on the trees. 	<ul style="list-style-type: none"> • Land art made from natural resources. • Paint brushes made from natural resources • Hapa zome printing using leaves and flowers from the school grounds or a trip out. 		

Drawing, painting and sculpture	<ul style="list-style-type: none"> • Finger gym and dough disco to develop fine motor skills. • Free access to paint and drawing materials. • Playdough station to make models. • Natural resources for collage and transient art. • Free access to junk modelling. • Collaborative art work. • Powder paint outside. • Access to collage materials. 	<ul style="list-style-type: none"> • Use artwork to record ideas observations and experiences. • Communicate something about themselves in drawing and paintings. • Create moods in drawings and paintings. • Name the primary and secondary colours. • Explain which colours are needed to be mixed to make secondary colours. • Mix a brown shade of paint. • Make tints by adding white and tones by adding black. 	<ul style="list-style-type: none"> • Use a sketchbook for recording observations. • Begin to show facial expressions and body language in own sketches and paintings. • Show reflections in own paintings and drawings. • Print onto different materials using at least four colours. 	<ul style="list-style-type: none"> • Express emotions accurately through painting and sketching. • Select ideas based on first hand observations, experience, or imagination and develop these through open ended research. • Explain why he/ she has combined different tools to create drawings. 	<ul style="list-style-type: none"> • To produce creative work, exploring their ideas and recording their experiences. • To become proficient in drawing, painting, sculpture and other art, craft and design techniques.
ICT					
LOtc	<ul style="list-style-type: none"> • Powder paints outside • Natural collages 	<ul style="list-style-type: none"> • Natural colour palettes • Outdoor sketches 	<ul style="list-style-type: none"> • Sketching in the school grounds or in a local area • Using the outdoors to create a natural shadow and experiment with different lighting 		

Art and design techniques	<ul style="list-style-type: none"> • Finger gym and dough disco to develop fine motor skills. • Free access to paint and drawing materials. • Chalks outside. 	<ul style="list-style-type: none"> • Experiment with different techniques. • Draw lines of different shapes and thickness. • Use different grades of pencil in drawing. • Explain which pencil he/she would use for different features of drawing. • Select particular techniques to create a chosen product. • Use simple IT mark making tools eg. Brush and pen tools. 	<ul style="list-style-type: none"> • Create a background using a wash. • Use a range of brushes to create different effects. • Use the printed images taken with a digital camera and combine them with other media to produce art work. • Use taught technical skills to improve his/ her work. • Use sketch books to express feeling about various techniques, subjects and outline likes and dislikes. • Identify and draw simple objects and use marks and lines to produce texture. • Organise line, tone, shape and colour to represent figure and forms in movement. 	<ul style="list-style-type: none"> • Successfully use shading to create mood and feeling. • Organise line, tone, shape and colour to represent figures and forms in movement. • Create an accurate print design that meets a given criteria. • Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/ her own work. • Work with chalk and charcoal to produce work that conveys depth. • Have a clear understanding about how to join clay so that the model remains intact. • Ensure sketches communicate emotions and a sense of self with accuracy and imagination. • Explain why he/she has chosen specific drawing techniques. • Use a wide range of techniques in own paintings. • Overprint using different colours. • Combine graphic and text based research of commercial design, for example magazines etc to influence the layout of own sketchbooks. 	<ul style="list-style-type: none"> • To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. • To become proficient in drawing, painting, sculpture and other art, craft and design techniques.
ICT		https://www.ipadartroom.com/animating-images-and-moving-montages/ https://www.ipadartroom.com/thinking-about-layers/ https://www.ipadartroom.com/collaborative-crazy-selfie-selfies/			

<p>LOtC</p>		<ul style="list-style-type: none"> • Sketches of real life objects around school • Visit to art gallery 	<ul style="list-style-type: none"> • photography taken outdoors - landscapes from school grounds or local areas • Sketches of real life objects around school and in the school grounds 	<ul style="list-style-type: none"> • Sketches of real life objects around school and in the school grounds • Chalk's on the muggas 	
<p>Range of artists, craft makers and designers</p>	<ul style="list-style-type: none"> • Mimicking famous artists' work. 	<ul style="list-style-type: none"> • Describe what he/she can see and like in the work of another artist. • Use a viewfinder to focus on specific part of an artefact before drawing it. • Create a piece of work in response to another artists work. • Say how other artists have used colour, pattern and shape. 	<ul style="list-style-type: none"> • <u>Know</u> about some of the great artists, architects and designers in history and describe their work. • <u>Compare</u> the work of different artists. • <u>Explore</u> work from other cultures. • <u>Explore</u> work from other periods of time. • <u>Describe</u> some key ideas, techniques and working practices of artists, architects and designers who he/she studied. • Explain art from other periods of history. 	<ul style="list-style-type: none"> • Research and discuss various artists and architects and designers and discuss their process and explain how these were used in the finished product. • Experiment with different styles which artists have used. • Learn about the work of other by looking at own work in books, the internet, visits to galleries and other sources of information. • Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. • Say what work is influenced by. • Include technical aspect in work, eg architectural design. 	<ul style="list-style-type: none"> • To analyse and evaluate their own work, in order to strengthen the visual impact or applications of their work.
<p>ICT</p>			<ul style="list-style-type: none"> • Use iPad to research artists/ images • Ebooks about artists 	<ul style="list-style-type: none"> • Use iPad to research artists/ images • Ebooks about artists 	

Evaluation and Reflection	<ul style="list-style-type: none"> • Displaying their drawings. • Circle times discussing artwork. 	<ul style="list-style-type: none"> • Explain what he/she likes about the work of others. • Try out different activities and make sensible choices about what to do next. Give reasons for his/ her preferences when looking at art/craft or design work. 	<ul style="list-style-type: none"> • Use own sketch books to express feelings about a subject and to describe likes and dislikes. • Suggest improvements to work by keeping notes in sketch books. Use a sketch book for collecting ideas and developing a plan for a completed piece of artwork. 	<ul style="list-style-type: none"> • Evaluate his/ her own work against intended outcome. • Use sketch books to compare and discuss ideas with others. • Adapt his/ her own final work following feedback or discussion based on preparatory ideas. • Adapt and refine work to reflect meaning and purpose, keeping notes and annotations in sketch books. • Ensure sketch books contain detailed notes and quotes explain in about items. • Explain and justify preferences towards different styles and artists. Make a record about styles and qualities in work. 	<p>To analyse and evaluate their own work, in order to strengthen the visual impact or applications of their work.</p>
				<ul style="list-style-type: none"> • Taking photos and using Mark up to annotate. • Art gallery with Clips/ keynote 	