

	Aims	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>Curriculum objectives:</u>		<u>Milestone objectives:</u> <ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. 		<u>Milestone objectives:</u> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources.		<u>Milestones objectives:</u> <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 sketchbook. 	
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	EYFS Expressive Arts and Design Exploring and using media and materials Being imaginative Key stage 1 Pupils should be taught: ✦ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Key stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas.	work purposefully responding to colours, shapes, materials etc. create simple representations of events, people and objects	recognise that ideas can be expressed in art work experiment with an open mind <i>(for instance, they enthusiastically try out and use all materials that are presented to them)</i>	try out different activities and make sensible choices about what to do next use drawing to record ideas and experiences	gather and review information, references and resources related to their ideas and intentions. use a sketchbook for different purposes, including recording observations, planning and shaping ideas.	select and use relevant resources and references to develop their ideas. use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i>	engage in open ended research and exploration in the process of initiating and developing their own personal ideas confidently use sketchbooks for a variety of purposes including recording observations; developing ideas; testing materials; planning and recording information.	independently develop a range of ideas which show curiosity, imagination and originality systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i>

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	<u>Curriculum objectives:</u>		<u>Milestone objectives:</u> <ul style="list-style-type: none"> Explore different methods and materials as ideas develop. 		<u>Milestone objectives:</u> <ul style="list-style-type: none"> Adapt and refine ideas as they progress. Explore ideas in a variety of ways. 		<u>Milestone objectives:</u> <ul style="list-style-type: none"> Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. 	
Making <i>Skills of Making Art, Craft and Design</i>	EYFS Expressive Arts and Design Exploring and using media and materials Being imaginative Key stage 1 Pupils should be taught: to use a range of materials creatively to design and make products	work spontaneously and enjoy the act of making/creating sustain concentration and control when experimenting with tools and materials	try out a range of materials and processes and recognise that they have different qualities use materials purposefully to achieve particular characteristics or qualities	deliberately choose to use particular techniques for a given purpose develop and exercise some care and control over the range of materials they use. <i>(for instance, they do not accept the first mark but seek to refine and improve)</i>	develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. select, and use appropriately, a variety of materials and techniques in order to create their own work.	investigate the nature and qualities of different materials and processes systematically. apply the technical skills they are learning to improve the quality of their work. <i>(for instance, in painting they select and use different brushes for different purposes)</i>	confidently investigate and exploit the potential of new and unfamiliar materials <i>(for instance, try out several different ways of using tools and materials that are new to them)</i> use their acquired technical expertise to make work which effectively reflects their ideas and intentions.	Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finished work
	Quigley Art Folder Progression in skills to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		Paint <ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary colours. Add white to colours to make tints and black to colours to make tones. Create colour wheels. 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. Sculpture <ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, 	Paint <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. 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. 	Paint <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, based on ideas from other artists. 			

	<p>Key Stage 2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>		<p>paper, card and clay as materials.</p> <ul style="list-style-type: none"> • Use techniques such as rolling, cutting, moulding and carving. <p>Print</p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • 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. <p>Textiles</p> <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>Digital media</p> <ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<p>Sculpture</p> <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>Drawing</p> <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • 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>Print</p> <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>Textiles</p> <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>Digital media</p> <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<p>Collage</p> <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. <p>Sculpture</p> <ul style="list-style-type: none"> • Show lifelike 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. • Use frameworks (such as wire or moulds) to provide stability and form. <p>Drawing</p> <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. <p>Print</p> <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. <p>Textiles</p> <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. <p>Digital media</p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).
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			<u>Milestone objectives:</u> <ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. 		<u>Milestone objectives:</u> <ul style="list-style-type: none"> Comment on artworks using visual language. 		<u>Milestone objectives:</u> <ul style="list-style-type: none"> Comment on artworks with a fluent grasp of visual language. 	
Evaluating <i>Skills of Judgement and Evaluation</i>	EYFS Expressive Arts and Design sharing their thoughts, ideas and feelings through a variety of activities in art	recognise and describe key features of their own and others' work	Show interest in and describe what they think about the work of others	When looking at creative work express clear preferences and give some reasons for these (<i>for instance, be able to say "I like that because..."</i>)	take the time to reflect upon what they like and dislike about their work in order to improve it (<i>for instance they think carefully before explaining to their teacher what they like and what they will do next</i>)	regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.	regularly analyse and reflect on their progress taking account of what they hoped to achieve.	provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work
		know how to explain what they are doing	know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.	and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (<i>for instance, they know the names of the tools and colours they use</i>)	and be able to explain how to use some of the tools and techniques they have chosen to work with.	and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	know how to describe the processes they are using and how they hope to achieve high quality outcomes	know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.

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			<u>Milestone 1 objectives:</u> <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. 		<u>Milestone 2 objectives:</u> <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. 		<u>Milestone 3 objectives:</u> <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 influences and styles. 	
Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i>	EYFS Expressive Arts and Design Exploring and using media and materials Being imaginative	know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.	know how to recognise and describe some simple characteristics of different kinds of art, craft and design	know that different forms of creative works are made by artists, crafts makers and designers, from all cultures and times.	know about and describe the work of some artists, craftspeople, architects and designers	know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied. about,	research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.	know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.
	Key Stage 1 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Key Stage 2 Pupils should be taught about great artists, architects and designers in history.							