



ART & DESIGN

Key Concepts		Milestone 1	Milestone 2	Milestone 3
		(Year 1 & 2)	(Year 3 & 4)	(Year 5 & 6)
Develop ideas		 Respond to ideas and starting 	Develop ideas from starting	Develop and imaginatively
This concept involves		points.	points	extend ideas from
understanding how ideas		 Explore ideas and collect visual 	throughout the curriculum.	starting points throughout the
develop through an artistic		information.	 Collect information, sketches 	curriculum.
process.		 Explore different methods and 	and resources.	 Collect information, sketches
		materials as	 Adapt and refine ideas as they 	and resources
		ideas develop.	progress.	and present ideas imaginatively in
			Explore ideas in a variety of	a sketch
			ways.	book.
			 Comment on artworks using 	Use the qualities of materials to
			visual language.	enhance
				ideas.
				Spot the potential in unexpected
				results as
				work progresses.
				Comment on artworks with a
				fluent grasp of
				visual language.
Master techniques	Painting	Use thick and thin brushes.	Use a number of brush	Sketch (lightly) before painting
This concept involves	_	Mix primary colours to make	techniques using thick	to combine
developing a skill set so that		secondary.	and thin brushes to produce	line and colour.
ideas may be communicated		 Add white to colours to make 	shapes, textures,	Create a colour palette based
,		tints and black	patterns and lines.	upon colours
		to colours to make tones.	Mix colours effectively.	observed in the natural or built
		Create colour wheels	Use watercolour paint to	world.
			produce washes for	Use the qualities of watercolour
			backgrounds then add detail.	and acrylic





* Experiment with creating mood with colour. * Experiment with creating mood with colour. * 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 upon ideas from other artists. * Mix materials to rn and glued. * Sort and arrange materials. * Mix materials to create texture. * Sculpture * Use a combination of materials. * Mix materials to create texture. * Sculpture * Use a combination of shapes. * Include lines and texture. * Use rolled up paper, straws, paper, card and clay as materials. * Use techniques such as rolling, cutting, moulding and carving. * Experiment with creating mood with colour. * Combine voice which interesting pieces. * Own chair to create extsually interesting pieces. * Combine voices which symbol and smooth, plain and patterned). * Combine visual and tactile qualities. * Use creamic mosaic materials and techniques. * Show life-like qualities and realifice recate made from nets or solid materials). * Include texture that conveys feelings, expression or movement. * Use tools to carve and add shapes, texture and pattern. * Use clay and other mouldable * Select and arrange materials for a striking upon ideas from other artists. * Mix retures (rough and smooth, plain and patterned). * Combine visual and tactile	at E 2CHe			,	/
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			cutting,	feelings,	shapes, texture
Use clay and other mouldable Combine visual and tactile			moulding and carving.	expression or movement.	and pattern.
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• Add materials to provide • Use frameworks (such as wire or				Add materials to provide	Use frameworks (such as wire or
interesting detail. moulds) to				interesting detail.	moulds) to
provide stability and form.					provide stability and form.
Drawing • Draw lines of different sizes and • Use different hardnesses of • Use a variety of techniques to		Drawing	Draw lines of different sizes and	Use different hardnesses of	Use a variety of techniques to
thickness. pencils to show line, tone and add interesting effects (e.g.			thickness.	pencils to show line, tone and	add interesting effects (e.g.
• Colour (own work) neatly texture. reflections, shadows, direction of			Colour (own work) neatly	texture.	reflections, shadows, direction of
6.11. 2 0 12			following the lines.		sunlight).





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A. E. SCHO	Print	 Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Use repeating or overlapping shapes. 	 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. Use layers of two or more colours. 	 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. Build up layers of colours.
		 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. 	 Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns 	 Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work.
	Textiles	 Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use dip dye techniques. 	 Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric. 	 Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces.
	Digital Media	Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Create images, video and sound recordings and explain why they were created.	Enhance digital media by editing (including sound, video, animation, still images and installations).
Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists		 Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	 Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. 	 Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was





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and artisans throughout			influential in both society and to
history.			other
			artists.
			 Create original pieces that show
			a range of
			influences and styles.