



Art and Design Milestones



| Domain | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------|--|---|--|--|---|---|--|
| Generating ideas | <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. | <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore different methods and materials as ideas develop. | <ul style="list-style-type: none"> • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. | <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. | <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. | <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 sketch book. | <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 sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. |
| To master techniques in: | Painting <ul style="list-style-type: none"> • Develop fine motor skills so that they can use a range of tools competently e.g. paintbrushes. • Use and refine artistic effect to express their | Painting As reception plus: <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Create colour wheels | Painting As Year 1 plus: <ul style="list-style-type: none"> • Add white to colours to make tints and black to colours to make tones. | Painting As Year 2 plus: <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. | Painting As Year 3 plus: <ul style="list-style-type: none"> • Use watercolour paint. | Painting As Year 4 plus: <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Combine colours, tones and tints to enhance | Painting As Year 5 plus: <ul style="list-style-type: none"> • Develop a personal style of painting, drawing upon ideas from other artists. |



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| | ideas and feelings (including developing their colour mixing techniques). | | | <ul style="list-style-type: none"> • Mix colours effectively. • Experiment with representing moods/seasons with colour. • Create a colour palette based upon colours observed in the natural or built world. | | the mood of a piece. <ul style="list-style-type: none"> • Use brush techniques and the qualities of paint to create texture. | |
| | <p>Sculpture</p> <ul style="list-style-type: none"> • Offer children activities to develop and further refine their small motor skills such as making models with junk materials, construction kits and malleable materials like clay. | <p>Sculpture</p> <p>As reception plus:</p> <ul style="list-style-type: none"> • Use natural materials to create a sculpture. • Use a combination of shapes. • Use techniques such as rolling, cutting, moulding and carving. | <p>Sculpture</p> <p>As Year 1 plus:</p> <ul style="list-style-type: none"> • Use a variety of natural and man-made materials to create a sculpture. • Use techniques such as rolling, cutting, moulding and carving. • Include lines and texture. | <p>Sculpture</p> <p>As Year 2 plus:</p> <ul style="list-style-type: none"> • Use mouldable materials, begin to explore ModRoc. • Use framework to provide stability. • Create and combine shapes to create recognisable forms. | <p>Sculpture</p> <p>As Year 3 plus:</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g.shapes made from nets or solid materials). • Use mouldable materials e.g. wire. • Add materials to provide interesting details (eyes for the insects). | <p>Sculpture</p> <p>As Year 4 plus:</p> <ul style="list-style-type: none"> • Use tools to carve, add shapes, texture and pattern. • Combine visual and tactile qualities. • Include texture that conveys feelings, expression or movement. | <p>Sculpture</p> <p>As Year 5 plus:</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions. |
| | <p>Sketching</p> <ul style="list-style-type: none"> • Develop fine motor skills so that they can use a range of tools | <p>Sketching</p> <p>As reception plus:</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. | <p>Sketching</p> <p>As Year 1 plus:</p> <ul style="list-style-type: none"> • Explore different pencils to discover the different shade | <p>Sketching</p> <p>As Year 2 plus:</p> <ul style="list-style-type: none"> • Use pressure to show different | <p>Sketching</p> <p>As Year 3 plus:</p> <ul style="list-style-type: none"> • Use hatching and cross hatching to | <p>Sketching</p> <p>As Year 4 plus:</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects | <p>Sketching</p> <p>As Year 5 plus:</p> <ul style="list-style-type: none"> • Begin to create their own style of drawing. |



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| | competently e.g. pencils for drawing. | <ul style="list-style-type: none"> • Colour (own work)neatly following the lines. • Show pattern and texture by adding lines. | <p>and lines that can be made.</p> <ul style="list-style-type: none"> • Show pattern and texture by adding dotsand lines. • Show different tones by using coloured pencils. | <p>lines, tones and texture.</p> <ul style="list-style-type: none"> • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber tocorrect mistakes). • Use shading to showlight and shadow. | <p>show tone and texture.</p> <ul style="list-style-type: none"> • Show perspective. | <p>(e.g.reflections, shadows, direction of sunlight).</p> <ul style="list-style-type: none"> • Choose a style of drawing suitable for thework (e.g. realistic or impressionistic). | |
| | Textiles | Textiles | Textiles | Textiles | Textile | Textiles | Textiles |
| | <ul style="list-style-type: none"> • Join materials in their own way e.g. using glue, Sellotape. | | <ul style="list-style-type: none"> • Use weaving to create a pattern. | <ul style="list-style-type: none"> • Join materials in various ways, including gluing, stitching and weaving. | <ul style="list-style-type: none"> • Colour fabric. • Shape and stitch materials. • Use basic stitch. | | |
| | | Digital media | Digital media | Digital media | Digital media | Digital media | Digital media |
| | | <ul style="list-style-type: none"> • Create images using technology e.g. taking pictures. | <ul style="list-style-type: none"> • Create images, video and sound recordingsand explain why theywere created. | <ul style="list-style-type: none"> • Create images, video and sound recordingsand explain why they were created. | <ul style="list-style-type: none"> • Create images, video and sound recordingsand explain why they were created. | <ul style="list-style-type: none"> • Enhance digital mediaby editing (including sound, video, animation, still images and installations). | <ul style="list-style-type: none"> • Enhance digital mediaby editing (including sound, video, animation, still images and installations). |
| To take inspiration from the greats (classicand modern) | Introduce children to different styles of art. | Describe the work of notable artists, artisans and designers. Use some of the ideasof artists studied to create pieces. | 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, artisansand designers. Create original piecesthat are | Replicate some of the techniques used by notable artists, artisansand designers. Create original piecesthat are | Give details (including own sketches) about the style of some notable artists, artisansand designers.. | Show how the work of those studied was influential in both society and to other artists. Create original piecesthat show a range of |



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| | | | | influenced by studies of others. | influenced by studies of others. | Create original pieces that show a range of influences and styles. | influences and styles. |
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- Reading is woven throughout the Art and Design curriculum, it can be seen in the research of artists, research of techniques and much more.