

Minchinhampton C of E Primary Academy Milestones – ART

Subject	Subject specifics	By the end of KS1	By the end of LKS2	By the end of UKS2
Art	Develop ideas (Sketchbook use)	<ul style="list-style-type: none"> • Respond to ideas and starting points. • 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. • Use their sketchbook to collect and record visual information from different sources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. • Annotate sketches to explain and elaborate ideas. • Plan, refine and alter their drawings as necessary. 	<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. • Identify artists who have worked in a similar way to their own work.
	Drawing	<ul style="list-style-type: none"> • Begin to explore the use of line, shape, tone and texture. • Experiment with a variety of media - including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Draw on different surfaces with a range of media. • Control the types of marks made by different media. 	<ul style="list-style-type: none"> • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. • Experiment with different grades of pencil and other implements to add additional surface detail to drawings. • Draw for a sustained period of time at their own level. • Begin to show awareness of objects having a third dimension. 	<ul style="list-style-type: none"> • Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. • 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). • Work in a sustained and independent way to create a detailed drawing. • Explore colour mixing and blending techniques with coloured pencils.
	Painting	<ul style="list-style-type: none"> • Use a variety of tools and techniques including different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. 	<ul style="list-style-type: none"> • Make and match colours with increasing accuracy - knowing which primary colours make secondary colours. • Use more specific colour language e.g. tint, tone, shade, hue. 	<ul style="list-style-type: none"> • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Create shades and tints using black and white.

	<ul style="list-style-type: none"> • Experiment with tools and techniques e.g. layering, mixing media, scrapping through. • Identify primary and secondary colours by name. • Mix primary shades and tones. • Mix secondary colours. 	<ul style="list-style-type: none"> • Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint etc... • Work confidently on a range of scales e.g. thin brush on small picture etc... 	<ul style="list-style-type: none"> • Carry out preliminary studies to test different media and materials and mixing appropriate colours. • Choose appropriate paint, paper and implements to adapt and extend their work. • Combine colours, tones and tints to enhance the mood of a piece. • Develop a personal style of painting, drawing upon ideas from other artists.
Printing	<ul style="list-style-type: none"> • Mimic print from the environment • Print with a range of hard and soft materials. • Press, roll, rub and stamp to make prints. • Use a variety of techniques, including block, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Build and design repeating patterns and recognise pattern in the environment. 	<ul style="list-style-type: none"> • Use layers of two or more colours. • Research, create and refine a print using a variety of techniques. • Select broadly the kinds of material to print with in order to get the effect they want. • Replicate patterns observed in natural or built environments. • Make printing blocks/stencils • Make precise repeating patterns 	<ul style="list-style-type: none"> • Create an accurate pattern, showing fine detail (lino). • Use a range of visual elements to reflect the purpose of the work. • Describe varied techniques. • Be familiar with layering prints. • Be confident with printing on variety of textiles • Choose the printing method appropriate to task. • Build up layers and colours/textures. • Organise their work in terms of pattern, repetition, symmetry or random printing styles. • Choose inks and overlay colours.
Collage & Textile	<ul style="list-style-type: none"> • Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. • Arrange and glue materials to different backgrounds. • Sort and group materials for different purposes e.g. colour texture. • Fold, crumple, tear and overlap papers. * Work on different scales. • Collect, sort, name match colours appropriate for an image. 	<ul style="list-style-type: none"> • Use a variety of techniques (e.g. printing, dyeing, quilting, weaving, and embroidery) to create different textural effects. • Develop skills in stitching, cutting and joining. • Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. • Use collage as a means of collecting ideas and information and building a visual vocabulary. 	<ul style="list-style-type: none"> • Awareness of the potential of the uses of material. • Use different techniques, colours and textures etc. when designing and making pieces of work. • Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles. • Extend their work within a specified technique. • Use a range of media to create collage.

		<ul style="list-style-type: none"> • Create and arrange shapes appropriately. • Create, select and use textured paper for an image. 		<ul style="list-style-type: none"> • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements
3D Form - sculpture	<ul style="list-style-type: none"> • Use techniques such as rolling, cutting, moulding and carving. • Explore sculpture with a range of malleable media, especially clay. • Manipulate clay for a variety of purposes, including thumb pots or simple coil pots and by rolling, kneading and shaping. • Change the surface of a malleable material. • Experiment with, construct and join recycled, natural and man-made materials 	<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. • Add materials to provide interesting detail. • Join materials/clay adequately and construct a simple base for extending and modelling other shapes. • Create surface patterns and textures in a malleable material. 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Use frameworks (such as wire or moulds) to provide stability and form • Shape, form, model and construct from observation or imagination. • Use recycled, natural and man-made materials to create sculptures. • Plan a sculpture through drawing and other preparatory work. 	
Take inspiration from the greats -	<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. 	<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. 	<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. 	
Famous Artists	<ul style="list-style-type: none"> • Andy Goldsworthy • Neal Layton • Archimboldo • Romero Britto • Yayoi Kusama 	<ul style="list-style-type: none"> • Banksy • Jackie Morris • Jan Pienowski • Alma Thomas • Stephen Wiltshire 	<ul style="list-style-type: none"> • Henry Moore • Peter Clark • Chris Ofilli • Bill Brandt • Sybil Andrews 	