





Our Art and Design Curriculum will nurture inspired and imaginative artists who create works that communicate their responses to the diverse world around them; be equipped with knowledge, skills and a confidence to create; think critically about themselves; know about and appreciate great artists, craft makers and designers who reflect the world they live in, both past and present.

ART & DESIGN: Concepts Overview

The **concepts** are the 'core ideas' that run throughout the curriculum for each subject, from Nursery to Year 6. The concepts link directly to the National Curriculum subject aims.

Concept 1	Concept 2	Concept 3	Concept 4
<p>Explore and Record Ideas</p> 	<p>Develop and Refine Techniques</p> 	<p>Evaluate and Analyse</p> 	<p>Artists and Art History</p> 
<ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences 	<ul style="list-style-type: none"> • Become proficient in drawing, painting, sculpture and other art, craft and design techniques 	<ul style="list-style-type: none"> • Evaluate and analyse creative works using the language of art, craft and design 	<ul style="list-style-type: none"> • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

ART & DESIGN – Contents

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ART & DESIGN: Milestones Overview

The **Milestones** break down the overarching concepts and indicate what pupils should achieve in each concept by the end of each Key Stage. The Milestones link directly to the EYFS Framework and the National Curriculum subject content.

	Concept 1: Explore and Record Ideas	Concept 2: Develop and Refine Techniques	Concept 3: Evaluate and Analyse	Concept 4: Artists and Art History
Milestone 1 (EYFS)	<ul style="list-style-type: none"> Express their ideas, thoughts and feelings through art Make use of props and materials <i>Use what they have learnt about media and materials in original ways, thinking about uses and purposes</i> 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects Return to and build on previous learning, refining ideas and their ability to represent them Safely use and explore a variety of materials, tools and techniques Experiment with colour, design, texture, form and function 	<ul style="list-style-type: none"> Share their creations, explaining the process they have used <i>Say what they like and do not like about their own artwork</i> <i>Respond to and give simple feedback about how to develop and improve their ideas</i> <i>Adapt work where necessary</i> 	<ul style="list-style-type: none"> <i>Say what they like and do not like in response to art; have a preference</i>
Milestone 2 (Yr 1/2)	<ul style="list-style-type: none"> <i>Respond to ideas and starting points</i> <i>Explore ideas and collect visual information</i> <i>Explore different methods and materials as ideas develop</i> Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Begin to use appropriate artistic vocabulary 	<ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Demonstrate a secure application of the techniques outlined in the skills progression for the phase 	<ul style="list-style-type: none"> Talk about choices made using some key language Begin to evaluate artwork giving some reasons for how it could be improved or developed Begin to reflect on the effectiveness of their artwork 	<ul style="list-style-type: none"> Be familiar with the work of a range of artists, craft makers and designers Describe the differences and similarities between different practices and disciplines, making links to own work <i>Use some of the ideas of artists studied to create own pieces</i>
Milestone 3 (Yr 3/4)	<ul style="list-style-type: none"> <i>Develop ideas from starting points throughout the curriculum</i> Begin to use a sketchbook to record observations <i>collecting information, sketches and resources</i> Begin to adapt and refine ideas as they progress <i>Explore ideas in a variety of ways</i> 	<ul style="list-style-type: none"> Experiments with a wider range of techniques Begin to improve application of art and design techniques, including drawing, painting <i>printmaking, textiles and collage</i>, sculpture (3D form) and digital media, with a range of materials Demonstrate a secure application of the techniques outlined in the skills progression for the phase 	<ul style="list-style-type: none"> Talk about and give reasons for choices made using developing artistic vocabulary Evaluate artwork giving some reasons for how it could be improved or developed Reflect on the effectiveness of their artwork and begin to reflect of the effectiveness of others' artwork (including that of artists) 	<ul style="list-style-type: none"> Develop increasing knowledge of great artists, architects and designers in history Replicate some of the techniques used by notable artists and designers Create original pieces that are influenced by studies of others Comment on artworks using developing artistic vocabulary

	Concept 1: Explore and Record Ideas	Concept 2: Develop and Refine Techniques	Concept 3: Evaluate and Analyse	Concept 4: Artists and Art History
			<ul style="list-style-type: none"> • Use sketchbook to review and revisit ideas 	
Milestone 4 (Yr 5/6)	<ul style="list-style-type: none"> • <i>Develop and imaginatively extend ideas from starting points throughout the curriculum</i> • Effectively use a sketchbook to record observations collecting information, sketches and resources and present ideas thoughtfully and imaginatively • <i>Explore ideas in a variety of ways, considering the qualities of materials to enhance ideas</i> 	<ul style="list-style-type: none"> • <i>Effectively apply a wide range of techniques</i> • Demonstrates increasing mastery of art and design techniques, including drawing, painting <i>printmaking, textiles and collage</i>, sculpture (3D form), with a range of material • <i>Demonstrate a secure application of the techniques outlined in the skills progression for the phase</i> 	<ul style="list-style-type: none"> • <i>Explain and justify choices made using increasingly fluent artistic vocabulary</i> • Effectively evaluate artwork making considered suggestions for how it could be improved or developed • Reflect on the effectiveness of theirs and others artwork (including that of artists) • Effectively use sketchbook to review and revisit ideas 	<ul style="list-style-type: none"> • Consolidate knowledge and understanding of great artists, architects and designers in history • Give details about the style of some notable artists and designers and how they have influenced own work • <i>Identify artists who have worked in a similar way to their own work.</i> • <i>Create original pieces that show a range of influences and styles</i> • <i>Comment on artworks with a fluent grasp of artistic vocabulary</i>

ART & DESIGN: Concept 2 Develop and Refine Techniques - Skills Progression

Concept 2: Develop and Refine Techniques (For Skills Development/Activity Ideas Column)	
Milestone 1 (EYFS)	<ul style="list-style-type: none"> • Safely use and explore a variety of materials tools and techniques • Experiment with colour, design, texture, form and shape
Milestone 2 (Yr 1/2)	<p><u>Drawing:</u></p> <ul style="list-style-type: none"> • Experiment with a wide range of tools, materials and surfaces • Control the types of marks made with a range of media • Experiment with lines • Draw on different surfaces • Observe and draw shapes from observations • Investigate tone by drawing light/dark lines, patterns and shapes • Explore textures by describing, naming, rubbing and copying • Draw shapes in between objects and invent new shapes <p><u>Painting:</u></p> <ul style="list-style-type: none"> • Make collections of colours • Sort colours; selecting and discussing choices • Explore mixing colours • Be aware of the variety and qualities of colours in the environment • Look at paintings by artists and describing the similarities and differences between different practices and disciplines and making links to their own work. • Begin to experiment with different ways of painting <p><u>Printmaking:</u></p> <ul style="list-style-type: none"> • Use printmaking as a means of experimentation and expression • Print with a range of hard and soft materials e.g corks, pen barrels, sponges • Introduce relief methods, e.g gluing string, collage materials onto surfaces and using this for printing • Make simple marks with rollers • Use printing ink over found objects to create patterns e.g plastic mesh, stencils • Make simple prints i.e mono-printing (one colour) • Build repeating patterns and recognise patterns in the environment • Design more repetitive designs • Use printmaking as a means of drawing • Experiment with overprinting motifs and colour (Printing one colour background then printing over with a different colour/pattern to form a multi-layered print) <p><u>Textiles and Collage:</u></p> <ul style="list-style-type: none"> • Show an awareness of surface and texture and the feel of different qualities • Match and sort fabrics and threads for colour, texture, length, size and shape

	<ul style="list-style-type: none"> • Create images from a variety of media e.g photocopies, fabrics, crepe paper, magazines etc • Fold, crumple, tear and overlap papers • Cut and shape fabric using scissors/snips • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting • Create fabrics by weaving materials i.e grass through twigs, carrier bags on a bike wheel. • Apply colour with printing, dipping, fabric crayons/pens. • Create and use dyes i.e onion skins, tea, coffee <p><u>3D form:</u></p> <ul style="list-style-type: none"> • Use hands and tools to manipulate materials in a variety of ways, i.e. rolling, kneading • Use simple 2D shapes to create 3D forms • Create simple pinch pots • Change the surface of a malleable material e.g build a textured tile • Develop and share ideas, experiences and imagination through sculpture.
<p>Milestone 3 (Yr 3/4)</p>	<ul style="list-style-type: none"> • Experiments with a wider range of techniques • Begin to improve application of art and design techniques, including drawing, painting <i>printmaking, textiles and collage and sculpture</i> (3D form), with a range of materials <p><u>Drawing:</u></p> <ul style="list-style-type: none"> • To experiment with ways in which surface detail can be added to drawings • Experiment with different grades of pencil and other implements to achieve variations in tone. • Analyse the qualities of shape, line, pattern, form and texture in the environment. • Explore drawing in the third dimension. • To begin to show an awareness of objects having perspective. <p><u>Painting:</u></p> <ul style="list-style-type: none"> • Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Explore a range of scales e.g. thin brush on small picture. • Explore mixing and matching colours (knowing which primary colours make secondary) • Use more specific colour language • Mix and use tints and shades <p><u>Printmaking:</u></p> <ul style="list-style-type: none"> • Build up shapes and patterns • Be able to work into prints with a range of media e.g. pens, paints, pastels • Print with two colour overlays. <p><u>Textiles and Collage:</u></p> <ul style="list-style-type: none"> • Develop awareness of the nature of materials and surfaces • Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures • Discuss surface decoration - pots, models, plates etc. • Use different grades of threads and needles

	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. dyeing, weaving and stitching to create different textural effects. • Develop skills in stitching, cutting and joining. <p><u>3D form:</u></p> <ul style="list-style-type: none"> • To produce intricate patterns and textures in a malleable media. • To develop skills in using clay including slabs, coils, slips etc.
<p>Milestone 4 (Yr 5/6)</p>	<ul style="list-style-type: none"> • Effectively apply a wide range of techniques • Demonstrates increasing mastery of art and design techniques, including drawing, painting <i>printmaking, textiles and collage</i> and sculpture (3D form), with a range of materials. <p><u>Drawing:</u></p> <ul style="list-style-type: none"> • Identify artists who have worked in a similar way to their own work. • Experiment with dry and wet media to make different marks, lines, patterns, textures and shapes. • Start to develop their own style using tonal contrast and mixed media. • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. • Show an awareness of how drawings are created e.g. composition. • Develop close observation skills using a variety of view finders. • Explore colour mixing and blending techniques with coloured pencils. • Begin to use simple perspective in their work using a single focal point and horizon. <p><u>Painting:</u></p> <ul style="list-style-type: none"> • Explore controlling and experimenting with particular qualities of tone, shades, hue and mood. • Mix and match colours to create atmosphere and light effects. • Be able to identify primary, secondary, complementary and contrasting colours. • Be able to apply complementary colours. • Consider colour for specific purposes. <p><u>Printmaking:</u></p> <ul style="list-style-type: none"> • Be able to use relief or impressed methods. • Create prints with three overlays. • Create printing blocks using a relief or impressed method. <p><u>Textiles and Collage:</u></p> <ul style="list-style-type: none"> • Add collage to a painted, printed or drawn background. • Experiment with a range of media to overlap and layer, creating interesting colours, textures and effects. • Use collage as a means of extending work from initial ideas. • Explore the batik technique. • Use fabrics to create 3D structures. • Develop an awareness of the potential uses of materials. • Examine the use of found and constructed textures in design. <p><u>3D form:</u></p> <ul style="list-style-type: none"> • Understand the qualities and potential of constructional and malleable materials as a means of problem solving and expression.

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| | <ul style="list-style-type: none">• Understand adhesives and methods of construction.• Plan, design and make models from observation or imagination.• Join clay adequately and construct a simple base for extending and modelling other shapes.• Use recycled, natural and manmade materials to create sculptures• Plan a sculpture through drawing and other preparatory work• Use papier-mâché to create a simple 3D object |
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ART & DESIGN Learning - Nursery

EYFS Framework Links: Expressive Arts & Design

Concept	Milestone	Learning
Concept 1: Explore and Record Ideas	<ol style="list-style-type: none"> 1. Represent own ideas, thoughts and feelings through art 2. <i>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</i> 	<ol style="list-style-type: none"> a) To develop ideas and make imaginative small worlds b) To use materials to develop their ideas c) To decide what to make d) To choose which materials to use and how to use them e) To use drawing to represent ideas, actions and objects based on imagination, observation and experience f) Show different emotions in their drawings or paintings
Concept 2: Develop and Refine Techniques	<ol style="list-style-type: none"> 1. Safely use and explore a variety of materials tools and techniques 2. Experiment with colour, design, texture, form and shape 	<ol style="list-style-type: none"> a) To explore different materials freely b) To explore different colours and how they can be changed c) To explore different textures d) To join different materials e) To create closed shapes with continuous lines f) To begin to use lines to represent objects and actions g) To draw with increasing complexity and detail
Concept 3: Evaluate and Analyse	<ol style="list-style-type: none"> 1. Adapt work where necessary. 2. Share their creations, explaining the process they have used. 3. <i>Say what they like and do not like about their own artwork</i> 4. <i>Respond to and give simple feedback about how to develop and improve their ideas</i> 	<ol style="list-style-type: none"> a) <i>To say what they like about their learning</i> b) <i>To talk about what they did to create their art</i> c) <i>To begin to give some reasons for their choices</i>
Concept 4: Artists and Art History	<ol style="list-style-type: none"> 1. <i>Say what they like and do not like in response to art; have a preference</i> 	<ol style="list-style-type: none"> a) <i>To be aware of illustrations and paintings</i> b) <i>To begin to express likes and dislikes about art</i>

ART & DESIGN Learning - Reception

EYFS Framework Links: Expressive Arts & Design

Concept	Milestone	Learning
Concept 1: Explore and Record Ideas	<ol style="list-style-type: none"> 1. Represent own ideas, thoughts and feelings through art 2. <i>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</i> 	<ol style="list-style-type: none"> a) <i>To use art to represent own thoughts and ideas</i> b) To create representations of imaginary and real life ideas, people, events and objects c) To create collaboratively; sharing ideas, resources and skills d) Use art to express and communicate their discoveries and understanding e) Use combinations of art forms e.g. drawing and talking f) To express and communicate feelings using a range of art forms, including visual arts
Concept 2: Develop and Refine Techniques	<ol style="list-style-type: none"> 1. Safely use and explore a variety of materials tools and techniques 2. Experiment with colour, design, texture, form and shape 	<ol style="list-style-type: none"> a) To explore, use and refine a variety of artistic effects b) To use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking c) To develop ideas through experimentation with diverse materials e.g. light projected image, loose parts, watercolours, powder paint d) To use a range of media and materials e) To choose colours and materials for their own imaginative purposes
Concept 3: Evaluate and Analyse	<ol style="list-style-type: none"> 1. <i>Adapt work where necessary.</i> 2. Share their creations, explaining the process they have used. 3. <i>Say what they like and do not like about their own artwork</i> 4. <i>Respond to and give simple feedback about how to develop and improve their ideas</i> 	<ol style="list-style-type: none"> a) <i>To return to build on their previous learning</i> b) <i>To talk about how they created their artwork</i> c) <i>To begin to explain their choices</i> d) <i>To say what they like about their learning and what they might like to change</i> e) <i>To be able to say what they like about others' learning and give suggestions for how they could improve their art</i>
Concept 4: Artists and Art History	<ol style="list-style-type: none"> 1. <i>Say what they like and do not like in response to art; have a preference</i> 	<ol style="list-style-type: none"> a) <i>To develop an awareness of art and artists</i> b) <i>To express their opinion about the art that they see</i> c) <i>To begin to use the work of artists to inspire their own art</i> d) To respond imaginatively to art works

ART & DESIGN Learning
Year 1 Autumn: 'Toys R Us!'

Topic:

Concept	Milestone	Learning
Concept 1: Explore and Record Ideas	<ol style="list-style-type: none"> 1. Respond to ideas and starting points 2. Explore ideas and collect visual information 3. Explore different methods and materials as ideas develop 4. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 5. Begin to use appropriate artistic vocabulary 	<ol style="list-style-type: none"> a) Explore and respond to a range of images and physical objects as starting points for own artwork, including the work of different artists. b) Explore different methods and materials for creating shapes and patterns inspired by nature. c) Begin to use artistic vocabulary (see list in bold) when sharing own learning. d) Begin to use drawing to record and share ideas.
Concept 2: Develop and Refine Techniques	<ol style="list-style-type: none"> 1. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 2. Demonstrate a secure application of the techniques outlined in the skills progression for the phase 	<p><u>Drawing</u></p> <ol style="list-style-type: none"> a) Begin to control the types of marks made with a range of media b) Draw on different surfaces c) Explore drawing from observation <p><u>Painting</u> (Powder paint)</p> <ol style="list-style-type: none"> d) Mix primary colours to create secondary colours e) Use other tools/objects to apply paint including range of paintbrushes f) Discuss use of warm and cold colours <p><u>Printing</u></p> <ol style="list-style-type: none"> g) Take rubbings from textured surfaces h) Introduce relief printing with a range of hard and soft materials e.g. sponge, Lego i) Introduce repeat printing with found objects. j) Begin to identify different forms of printing, e.g. books, newspapers, fabric, wallpaper k) Make one-colour prints <p><u>Sculpture</u></p> <ol style="list-style-type: none"> l) Construct using a range of media and variety of objects <p><u>Collage:</u></p> <ol style="list-style-type: none"> m) Create an image from a variety of cut or torn media (fabrics and papers) using different backgrounds. n) Use scissors to cut and shape fabric o) Experiment with dyeing fabrics e.g. with coffee, vegetable skins <p><u>Digital</u></p> <ol style="list-style-type: none"> p) Begin to explore digital media to create an image q) Record information using digital camera/ipad r) Explore digital tools (e.g. brushes, shape and fill tools, eraser)

Concept	Milestone	Learning
<p>Concept 3: Evaluate and Analyse</p>	<ol style="list-style-type: none"> 1. Talk about choices made using some key language 2. Begin to evaluate artwork giving some reasons for how it could be improved or developed 3. Begin to reflect on the effectiveness of their artwork 	<ol style="list-style-type: none"> a) Verbally explain to peers choices made about colour, shape and texture. b) Verbally explain to peers choices made about materials used. c) With peer, begin to orally evaluate own artwork, consider the skills used and reflect on one another's successes and struggles. d) Orally reflect on their artwork and how it compares to significant 'works of art' they have been studying - identify similarities and differences.
<p>Concept 4: Artists and Art History</p>	<ol style="list-style-type: none"> 1. Be familiar with the work of a range of artists, craft makers and designers 2. Describe the differences and similarities between different practices and disciplines, making links to own work 3. Use some of the ideas of artists studied to create own pieces 	<ol style="list-style-type: none"> a) Become familiar with works by famous artists learning how and when they were made. Refer to a minimum of two artists during the year (making sure they offer 'difference' in approach and 'difference' as people). b) Understand the meaning of the formal elements in a work of art (<i>see vocab in bold</i>). Identify when these formal elements have been included in their own work and when studying significant works of art. c) Notice similarities and differences between artists, for example two artists who paint sunflowers; who have drawn a still life; who have used collage to create an image.

ART & DESIGN Learning
Year 1 Spring: 'Island Destinations'

Topic:

Concept	Milestone	Learning
Concept 1 Explore and Record Ideas	1. Respond to ideas and starting points 2. Explore ideas and collect visual information 3. Explore different methods and materials as ideas develop 4. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 5. Begin to use appropriate artistic vocabulary	a) Explore and respond to a range of images and physical objects as starting points for own artwork, including the work of different artists. b) Explore different methods and materials for creating shapes and patterns inspired by nature. c) Begin to use artistic vocabulary (see list in bold) when sharing own learning. d) Begin to use drawing to record and share ideas
Concept 2 Develop and Refine Techniques	1. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 2. Demonstrate a secure application of the techniques outlined in the skills progression for the phase	<u>Drawing</u> a) Begin to control the types of marks made with a range of media b) Draw on different surfaces c) Explore drawing from observation <u>Painting (Powder paint)</u> d) Mix primary colours to create secondary colours e) Use other tools/objects to apply paint including range of paintbrushes f) Discuss use of warm and cold colours <u>Printing</u> g) Take rubbings from textured surfaces h) Introduce relief printing with a range of hard and soft materials e.g. sponge, Lego i) Introduce repeat printing with found objects. j) Begin to identify different forms of printing, e.g. books, newspapers, fabric, wallpaper k) Make one-colour prints <u>Sculpture</u> l) Construct using a range of media and variety of objects <u>Collage</u> m) Create an image from a variety of cut or torn media (fabrics and papers) using different backgrounds n) Use scissors to cut and shape fabrics o) Experiment with dyeing fabrics e.g. with coffee, vegetable skins <u>Digital</u> p) Begin to explore digital media to create an image q) b. Record information using digital camera/ipad r) Explore digital tools (e.g. brushes, shape and fill tools, eraser)

Concept	Milestone	Learning
Concept 3 Evaluate and Analyse	1. Talk about choices made using some key language 2. Begin to evaluate artwork giving some reasons for how it could be improved or developed 3. Begin to reflect on the effectiveness of their artwork	a) Verbally explain to peers choices made about colour, shape and texture. b) Verbally explain to peers choices made about materials used. c) With peer, begin to orally evaluate own artwork, consider the skills used and reflect on one another's successes and struggles. d) Orally reflect on their artwork and how it compares to significant 'works of art' they have been studying - identify similarities and differences.
Concept 4 Artists and Art History	1. Be familiar with the work of a range of artists, craft makers and designers 2. Describe the differences and similarities between different practices and disciplines, making links to own work 3. Use some of the ideas of artists studied to create own pieces	a) Become familiar with works by famous artists learning how and when they were made. Refer to a minimum of two artists during the year (making sure they offer 'difference' in approach and 'difference' as people. b) Understand the meaning of the formal elements in a work of art (<i>see vocab in bold</i>). Identify when these formal elements have been included in their own work and when studying significant works of art. c) Notice similarities and differences between artists, for example two artists who paint sunflowers; who have drawn a still life; who have used collage to create an image.

ART & DESIGN Learning
Year 1 Summer: 'If You Go Down To The Woods Today'

Topic: Woodlands

Concept	Milestone	Learning
Concept 1: Explore and Record Ideas	<ol 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 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Begin to use appropriate artistic vocabulary 	<ol style="list-style-type: none"> Explore and respond to a range of images and physical objects as starting points for own artwork, including the work of different artists. Explore different methods and materials for creating shapes and patterns inspired by nature. Begin to use artistic vocabulary (see list in bold) when sharing own learning. Begin to use drawing to record and share their ideas.
Concept 2: Develop and Refine Techniques	<ol style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Demonstrate a secure application of the techniques outlined in the skills progression for the phase 	<p><u>Drawing</u></p> <ol style="list-style-type: none"> Begin to control the types of marks made with a range of media Draw on different surfaces Explore drawing from observation <p><u>Painting (Powder paint)</u></p> <ol style="list-style-type: none"> Mix primary colours to create secondary colours Use other tools/objects to apply paint including range of paintbrushes Discuss use of warm and cold colours <p><u>Printing</u></p> <ol style="list-style-type: none"> Take rubbings from textured surfaces Introduce relief printing with a range of hard and soft materials e.g. sponge, Lego Introduce repeat printing with found objects. Begin to identify different forms of printing, e.g. books, newspapers, fabric, wallpaper Make one-colour prints <p><u>Sculpture</u></p> <ol style="list-style-type: none"> Construct using a range of media and variety of objects <p><u>Collage</u></p> <ol style="list-style-type: none"> Create an image from a variety of cut or torn media (fabrics and papers) using different backgrounds. Use scissors to cut and shape fabric. Experiment with dyeing fabrics e.g. with coffee, vegetable skins <p><u>Digital</u></p> <ol style="list-style-type: none"> Begin to explore digital media to create an image Record information using digital camera/ipad Explore digital tools (e.g. brushes, shape and fill tools, eraser)
Concept 3:	<ol style="list-style-type: none"> Talk about choices made using some key language 	<ol style="list-style-type: none"> Verbally explain to peers choices made about colour, shape and texture.

Concept	Milestone	Learning
Evaluate and Analyse	<ol style="list-style-type: none"> 2. Begin to evaluate artwork giving some reasons for how it could be improved or developed 3. Begin to reflect on the effectiveness of their artwork 	<ol style="list-style-type: none"> b) Verbally explain to peers choices made about materials used. c) With peer, begin to orally evaluate own artwork, consider the skills used and reflect on one another's successes and struggles. d) Orally reflect on their artwork and how it compares to significant 'works of art' they have been studying - identify similarities and differences.
Concept 4: Artists and Art History	<ol style="list-style-type: none"> 1. Be familiar with the work of a range of artists, craft makers and designers 2. Describe the differences and similarities between different practices and disciplines, making links to own work 3. Use some of the ideas of artists studied to create own pieces 	<ol style="list-style-type: none"> a) Become familiar with works by famous artists learning how and when they were made. Refer to a minimum of two artists during the year (making sure they offer 'difference' in approach and 'difference' as people). b) Understand the meaning of the formal elements in a work of art (<i>see vocab in bold</i>). Identify when these formal elements have been included in their own work and when studying significant works of art. c) Notice similarities and differences between artists, for example two artists who paint sunflowers; who have drawn a still life; who have used collage to create an image.

ART & DESIGN Learning
Year 2 Autumn: 'Fame, Fortune & Fire'

Topic: Great Fire of London / Dragons / Christmas

Concept	Milestone	Learning
Concept 1: Explore and Record Ideas	1. Respond to ideas and starting points 2. Explore ideas and collect visual information 3. Explore different methods and materials as ideas develop 4. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 5. Begin to use appropriate artistic vocabulary	a) Respond to a range of images and physical objects as starting points for their own artwork, including the work of different artists. b) Explore different methods and materials for creating shapes, patterns and textures inspired by nature. c) Notice the variety of colours in the environment (including tone) and explore which methods and materials to use to best achieve them. d) Use artistic vocabulary (see vocab list: words in bold not focused on in Year 1) when discussing stimuli as a whole class and their own work. e) Use drawing to record their ideas and share their process.
Concept 2: Develop and Refine Techniques	1. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 2. Demonstrate a secure application of the techniques outlined in the skills progression for the phase	<u>Drawing</u> a) Begin to control marks made with different media b) Investigate tone by drawing light/dark lines using different grades of sketching pencils c) Investigate textures and produce an expanding range of patterns d) Sketch from direct observation. e) Draw experiences and feelings <u>Painting</u> f) Mix secondary colours g) Understand what complementary colours are and identify them on a colour wheel. h) Identify warm and cold colours on the colour wheel. i) Paint with a range of paint (watercolour, acrylic, powder) <u>Printing</u> j) Create repeating patterns using a range of simple methods and materials inc. found objects k) Explore mono printing l) Recognise patterns in the environment/everyday life <u>Sculpture</u> m) Show an awareness that natural and manmade materials can be used to create sculpture. n) Create models from imagination and direct observation. o) Join materials together and apply decoration (e.g. pattern, texture, colour).

Concept	Milestone	Learning
		p) Use hands and tools to manipulate materials in a variety of ways, i.e. rolling, kneading, coiling.
		<u>Collage</u> q) Develop a range of cutting, tearing and fixing techniques to create specific picture (using both fabrics and papers). r) Use scissors in a controlled way to cut with accuracy. s) Fold, crumple, tear and overlap papers to create an image. t) Use different adhesives. u) Change and modify fabrics: knotting, fraying, plaiting.
		<u>Digital</u> v) Have the opportunity to manipulate an image using various digital tools. w) Use a digital camera/ipad to take a specific image (portrait/landscape)
Concept 3: Evaluate and Analyse	1. Talk about choices made using some key language 2. Begin to evaluate artwork giving some reasons for how it could be improved or developed 3. Begin to reflect on the effectiveness of their artwork	a) Verbally explain to peers choices made about colour, line, tone, shape, texture, pattern. b) Verbally explain to peers choices made about materials used. c) With peer, orally evaluate own artwork, consider the skills used and reflect on one another's successes and struggles. d) Orally reflect on their artwork and how it compares to significant 'works of art' they have been studying - identify similarities and differences. Use formal vocab. e) Have opportunities throughout the year to give and receive constructive praise and criticism. Stop during the creative process to consider one another's learning: similarities and differences. Repeat at the end of the learning sequence – set up an informal class gallery.
Concept 4: Artists and Art History	1. Be familiar with the work of a range of artists, craft makers and designers 2. Describe the differences and similarities between different practices and disciplines, making links to own work 3. Use some of the ideas of artists studied to create own pieces	a) Become familiar with works by famous artists, craft makers and designers learning how and when they were made. Refer to minimum of two artists, one craft maker and one designer during the year (making sure they offer 'difference' in approach and 'difference' as people). b) Understand the meaning of the formal elements in a work of art (vocab in bold was not covered in Year 1). Identify when these formal elements have been included in their own work and when studying significant works of art. c) Identify similarities and differences in own work and that of significant works of art studied. d) Notice how artists have used formal elements to create feelings.

ART & DESIGN Learning
Year 2 Spring: 'A World Of Contrasts'

Topic: Opposites / Polar and desert regions / Inuit people / desert peoples

Concept	Milestone	Learning
Concept 1: Explore and Record Ideas	1. Respond to ideas and starting points 2. Explore ideas and collect visual information 3. Explore different methods and materials as ideas develop 4. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 5. Begin to use appropriate artistic vocabulary	a) Respond to a range of images and physical objects as starting points for their own artwork, including the work of different artists b) Explore different methods and materials for creating shapes, patterns and textures inspired by nature. c) Notice the variety of colours in the environment (including tone) and explore which methods and materials to use to best achieve them. d) Use artistic vocabulary (see vocab list: words in bold not focused on in Year 1) when discussing stimuli as a whole class and their own work. e) Use drawing to record their ideas and share their process.
Concept 2: Develop and Refine Techniques	1. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 2. Demonstrate a secure application of the techniques outlined in the skills progression for the phase	<u>Drawing</u> a) Begin to control marks made with different media b) Investigate tone by drawing light/dark lines using different grades of sketching pencils c) Investigate textures and produce an expanding range of patterns d) Sketch from direct observation. e) Draw experiences and feelings <hr/> <u>Painting</u> f) Mix secondary colours g) Understand what complementary colours are and identify them on a colour wheel. h) Identify warm and cold colours on the colour wheel. i) Paint with a range of paint (watercolour, acrylic, powder) <hr/> <u>Printing</u> j) Create repeating patterns using a range of simple methods and materials inc. found objects k) Explore mono printing l) Recognise patterns in the environment/everyday life <hr/> <u>Sculpture</u> m) Show an awareness that natural and manmade materials can be used to create sculpture. n) Create models from imagination and direct observation. o) Join materials together and apply decoration (e.g. pattern, texture, colour). p) Use hands and tools to manipulate materials in a variety of ways, i.e. rolling, kneading, coiling. <hr/> <u>Collage</u>

Concept	Milestone	Learning
		<p>q) Develop a range of cutting, tearing and fixing techniques to create specific picture (using both fabrics and papers).</p> <p>r) Use scissors in a controlled way to cut with accuracy.</p> <p>s) Fold, crumple, tear and overlap papers to create an image.</p> <p>t) Use different adhesives.</p> <p>u) Change and modify fabrics: knotting, fraying, plaiting.</p> <p><u>Digital</u></p> <p>v) Have the opportunity to manipulate an image using various digital tools.</p> <p>w) Use a digital camera/ipad to take a specific image (portrait/landscape)</p>
Concept 3: Evaluate and Analyse	<ol style="list-style-type: none"> 1. Talk about choices made using some key language 2. Begin to evaluate artwork giving some reasons for how it could be improved or developed 3. Begin to reflect on the effectiveness of their artwork 	<ol style="list-style-type: none"> a) Verbally explain to peers choices made about colour, line and shape, tone, texture, pattern. b) Verbally explain to peers choices made about materials used. c) With peer, orally evaluate own artwork, consider the skills used and reflect on one another's successes and struggles. d) Orally reflect on their artwork and how it compares to significant 'works of art' they have been studying - identify similarities and differences. Use formal vocab. e) Have opportunities throughout the year to give and receive constructive praise and criticism. Stop during the creative process to consider one another's learning: similarities and differences. Repeat at the end of the learning sequence – set up an informal class gallery.
Concept 4: Artists and Art History	<ol style="list-style-type: none"> 1. Be familiar with the work of a range of artists, craft makers and designers 2. Describe the differences and similarities between different practices and disciplines, making links to own work 3. Use some of the ideas of artists studied to create own pieces 	<ol style="list-style-type: none"> a) Become familiar with works by famous artists, craft makers and designers learning how and when they were made. Refer to minimum of two artists, one craft maker and one designer during the year (making sure they offer 'difference' in approach and 'difference' as people. b) Understand the meaning of the formal elements in a work of art (vocab in bold was not covered in Year 1). Identify when these formal elements have been included in their own work and when studying significant works of art. c) Identify similarities and differences in own work and that of significant works of art studied. d) Notice how artists have used formal elements to create feelings. e) Have opportunities throughout the year to give and receive constructive praise and criticism. Stop during the creative process to consider one another's learning: similarities and differences. Repeat at the end of the learning sequence – set up an informal class gallery.

ART & DESIGN Learning
Year 2 Summer: 'All Aboard!'

Topic: Keeping healthy/birds/ flight/ boats

Concept	Milestone	Learning
Concept 1: Explore and Record Ideas	<ol style="list-style-type: none"> 1. <i>Respond to ideas and starting points</i> 2. <i>Explore ideas and collect visual information</i> 3. <i>Explore different methods and materials as ideas develop</i> 4. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 5. Begin to use appropriate artistic vocabulary 	<ol style="list-style-type: none"> a) Respond to a range of images and physical objects as starting points for their own artwork, including the work of different artists b) Explore different methods and materials for creating shapes, patterns and textures inspired by nature. c) Notice the variety of colours in the environment (including tone) and explore which methods and materials to use to best achieve them. d) Use artistic vocabulary (see vocab list: words in bold not focused on in Year 1) when discussing stimuli as a whole class and their own work e) Use drawing to record their ideas and share their process.
Concept 2: Develop and Refine Techniques	<ol style="list-style-type: none"> 1. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 2. Demonstrate a secure application of the techniques outlined in the skills progression for the phase 	<p><u>Drawing</u></p> <ol style="list-style-type: none"> a) Begin to control marks made with different media b) Investigate tone by drawing light/dark lines using different grades of sketching pencils c) Investigate textures and produce an expanding range of patterns d) Sketch from direct observation. e) Draw experiences and feelings <p><u>Painting</u></p> <ol style="list-style-type: none"> f) Mix secondary colours g) Understand what complementary colours are and identify them on a colour wheel. h) Identify warm and cold colours on the colour wheel. i) Paint with a range of paint (watercolour, acrylic, powder) <p><u>Printing</u></p> <ol style="list-style-type: none"> j) Create repeating patterns using a range of simple methods and materials inc. found objects k) Explore mono printing l) Recognise patterns in the environment/everyday life <p><u>Sculpture</u></p> <ol style="list-style-type: none"> m) Show an awareness that natural and manmade materials can be used to create sculpture. n) Create models from imagination and direct observation. o) Join materials together and apply decoration (e.g. pattern, texture, colour). p) Use hands and tools to manipulate materials in a variety of ways, i.e. rolling, kneading, coiling. <p><u>Collage</u></p> <ol style="list-style-type: none"> q) Develop a range of cutting, tearing and fixing techniques to create specific picture (using both fabrics and papers).

Concept	Milestone	Learning
		r) Use scissors in a controlled way to cut with accuracy. s) Fold, crumple, tear and overlap papers to create an image. t) Use different adhesives. u) Change and modify fabrics: knotting, fraying, plaiting.
		<u>Digital</u> v) Have the opportunity to manipulate an image using various digital tools. w) Use a digital camera/ipad to take a specific image (portrait/landscape)
Concept 3: Evaluate and Analyse	1. Talk about choices made using some key language 2. Begin to evaluate artwork giving some reasons for how it could be improved or developed 3. Begin to reflect on the effectiveness of their artwork	a) Verbally explain to peers choices made about colour, line and shape, tone, texture, pattern. b) Verbally explain to peers choices made about materials used. c) With peer, orally evaluate own artwork, consider the skills used and reflect on one another's successes and struggles. d) Orally reflect on their artwork and how it compares to significant 'works of art' they have been studying - identify similarities and differences. Use formal vocab. e) Have opportunities throughout the year to give and receive constructive praise and criticism. Stop during the creative process to consider one another's learning: similarities and differences. Repeat at the end of the learning sequence – set up an informal class gallery.
Concept 4: Artists and Art History	1. Be familiar with the work of a range of artists, craft makers and designers 2. Describe the differences and similarities between different practices and disciplines, making links to own work 3. Use some of the ideas of artists studied to create own pieces	a) Become familiar with works by famous artists, craft makers and designers learning how and when they were made. Refer to minimum of two artists, one craft maker and one designer during the year (making sure they offer 'difference' in approach and 'difference' as people. b) Understand the meaning of the formal elements in a work of art (vocab in bold was not covered in Year 1). Identify when these formal elements have been included in their own work and when studying significant works of art. c) Identify similarities and differences in own work and that of significant works of art studied. d) Notice how artists have used formal elements to create feelings. e) Have opportunities throughout the year to give and receive constructive praise and criticism. Stop during the creative process to consider one another's learning: similarities and differences. Repeat at the end of the learning sequence – set up an informal class gallery.

ART & DESIGN Learning
Year 3 Autumn: 'Life Forces'

Topic:

Concept	Milestone	Learning
Concept 1: Explore and Record Ideas	1. Develop ideas from starting points throughout the curriculum 2. Begin to use a sketchbook to record observations collecting information, sketches and resources 3. Begin to adapt and refine ideas as they progress 4. Explore ideas in a variety of ways	a) Begin to use a sketchbook to document and develop ideas. b) Begin to use sketchbook to record decisions/choices made and resources used. c) Begin to make revisions and annotations in sketchbooks . d) Use artistic vocabulary (see vocab list) when discussing their own work with adults and peers as their learning progresses.
Concept 2: Develop and Refine Techniques	1. Experiment with a wider range of techniques 2. Begin to improve application of art and design techniques, including drawing, painting printmaking, textiles and collage, sculpture (3D form) and digital media, with a range of materials 3. Demonstrate a secure application of the techniques outlined in the skills progression for the phase	<p><u>Drawing:</u></p> a) Draw from imagination and observation. b) Mark make with a wider range of drawing techniques , e.g. cross hatching. c) Continue to develop shading techniques using B-6B pencils d) Begin to draw shadow. <p><u>Painting:</u></p> e) Darken/lighten colours without using black/white (e.g. dilute with water). f) Use mixed-media on one image to create colour (paint, crayon, coloured pencil, textiles, ink, pastels, etc.) g) Demonstrate increasing control of the types of marks made to create certain effects using paint. <p><u>Printmaking:</u></p> h) Design and create a repeat relief print considering background paper. i) Use sketchbook to explore and develop prints making changes where necessary. j) Print with two-colour overlays. <p><u>Collage:</u></p> k) Collect and select textured papers and fabrics to form a collaged image. l) Use a variety of techniques: dyeing weaving and stitching to create different textural effects. <p><u>Sculpture</u></p> m) Plan, shape, mould and make constructions from different materials. n) Show an awareness of how texture, form and shape can be transferred from 2D to 3D. o) To develop skills in clay using hands and tools, e.g. slab building, coiling, using slip to join. p) Add surface decoration to clay using a variety of tools. <p><u>Digital Media:</u></p> q) To use graphics package or app to create images using different tools and effects with increased precision.

Concept	Milestone	Learning
		r) To be able to create shapes and patterns by making selections then cutting, duplicating and repeating . s) To have opportunities to use an ipad to develop photography skills (e.g. composition, focus, portrait/landscape choice)
Concept 3: Evaluate and Analyse	1. Talk about and give reasons for choices made using developing artistic vocabulary 2. Evaluate artwork giving some reasons for how it could be improved or developed 3. Reflect on the effectiveness of their artwork and begin to reflect of the effectiveness of others' artwork (including that of artists) 4. Use sketchbook to review and revisit ideas	a) Verbally explain and give reasons to peers about choices made re colour, line and shape. b) Verbally explain and give reasons to peers about choices made re materials used. c) Have opportunities throughout the year to give and receive constructive feedback. Stop during the creative process to assess one another's progress against the learning intention . Repeat at the end of the learning sequence – set up an informal class/year group gallery. d) Record on a large post-it how you have achieved the learning intention/what successes you have had/struggles you have faced. (To be stuck in sketchbooks.)
Concept 4: Artists and Art History	1. Develop increasing knowledge of great artists, architects and designers in history 2. Replicate some of the techniques used by notable artists and designers 3. Create original pieces that are influenced by studies of others 4. Comment on artworks using developing artistic vocabulary	a) Become familiar with works by famous artists, craft makers, designers and architects including those from other cultures , learning how and when they were made. Refer to minimum of one artist, one craft maker, one designer and one architect during the year (making sure they offer 'difference' in approach and 'difference' as people. b) Understand and explain the meaning of the formal elements in a work of art (see vocab list in bold). Identify when and why these formal elements have been included in their own work and when studying significant works. c) Look at art for pleasure . Talk about why they like it, what they notice to develop their use of the language of art. d) Replicate small areas of an artist's work to study their technique.

ART & DESIGN Learning
Year 3 Spring: 'Let There Be Light'

Topic:

Concept	Milestone	Learning
Concept 1: Explore and Record Ideas	<ol style="list-style-type: none"> 1. Develop ideas from starting points throughout the curriculum 2. Begin to use a sketchbook to record observations collecting information, sketches and resources 3. Begin to adapt and refine ideas as they progress 4. Explore ideas in a variety of ways 	<ol style="list-style-type: none"> a) Begin to use a sketchbook to document and develop ideas. b) Begin to use sketchbook to record decisions/choices made and resources used. c) Begin to make revisions and annotations in sketchbooks. d) Use artistic vocabulary (see vocab list) when discussing their own work with adults and peers as their learning progresses.
Concept 2: Develop and Refine Techniques	<ol style="list-style-type: none"> 1. <i>Experiment with a wider range of techniques</i> 2. Begin to improve application of art and design techniques, including drawing, painting <i>printmaking, textiles and collage</i>, sculpture (3D form) and digital media, with a range of materials 3. Demonstrate a secure application of the techniques outlined in the skills progression for the phase 	<p><u>Drawing:</u></p> <ol style="list-style-type: none"> a) Draw from imagination and observation. b) Mark make with a wider range of drawing techniques, e.g. cross hatching. c) Continue to develop shading techniques using B-6B pencils d) Begin to draw shadow. <p><u>Painting:</u></p> <ol style="list-style-type: none"> e) Darken/lighten colours without using black/white (e.g. dilute with water). f) Use mixed-media on one image to create colour (paint, crayon, coloured pencil, textiles, ink, pastels, etc.) g) Demonstrate increasing control of the types of marks made to create certain effects using paint. <p><u>Printmaking:</u></p> <ol style="list-style-type: none"> h) Design and create a repeat relief print considering background paper. i) Use sketchbook to explore and develop prints making changes where necessary. j) Print with two-colour overlays. <p><u>Collage:</u></p> <ol style="list-style-type: none"> k) Collect and select textured papers and fabrics to form a collaged image. l) Use a variety of techniques: dyeing weaving and stitching to create different textural effects. <p><u>Sculpture</u></p> <ol style="list-style-type: none"> m) Plan, shape, mould and make constructions from different materials. n) Show an awareness of how texture, form and shape can be transferred from 2D to 3D. o) To develop skills in clay using hands and tools, e.g. slab building, coiling, using slip to join. p) Add surface decoration to clay using a variety of tools. <p><u>Digital Media:</u></p> <ol style="list-style-type: none"> q) To use graphics package or app to create images using different tools and effects with increased precision.

Concept	Milestone	Learning
		r) To be able to create shapes and patterns by making selections then cutting, duplicating and repeating. s) To have opportunities to use an ipad to develop photography skills (e.g. composition, focus, portrait/landscape choice)
Concept 3: Evaluate and Analyse	1. Talk about and give reasons for choices made using developing artistic vocabulary 2. Evaluate artwork giving some reasons for how it could be improved or developed 3. Reflect on the effectiveness of their artwork and begin to reflect of the effectiveness of others' artwork (including that of artists) 4. Use sketchbook to review and revisit ideas	a) Verbally explain and give reasons to peers about choices made re colour, line and shape. b) Verbally explain and give reasons to peers about choices made re materials used. c) Have opportunities throughout the year to give and receive constructive feedback. Stop during the creative process to assess one another's progress against the learning intention. Repeat at the end of the learning sequence – set up an informal class/ year group gallery. d) Record on a large post-it how you have achieved the learning intention/what successes you have had/struggles you have faced. (To be stuck in sketchbooks.)
Concept 4: Artists and Art History	1. Develop increasing knowledge of great artists, architects and designers in history 2. Replicate some of the techniques used by notable artists and designers 3. Create original pieces that are influenced by studies of others 4. Comment on artworks using developing artistic vocabulary	a) Become familiar with works by famous artists, craft makers, designers and architects including those from other cultures , learning how and when they were made. Refer to minimum of one artist, one craft maker, one designer and one architect during the year (making sure they offer 'difference' in approach and 'difference' as people. b) Understand and explain the meaning of the formal elements in a work of art (see vocab list in bold). Identify when and why these formal elements have been included in their own work and when studying significant works. c) Look at art for pleasure. Talk about why they like it, what they notice to develop their use of the language of art. d) Replicate small areas of an artist's work to study their technique.

ART & DESIGN Learning
Year 3 Summer: 'Our Local World'

Topic:

Concept	Milestone	Learning
Concept 1: Explore and Record Ideas	<ol style="list-style-type: none"> 1. <i>Develop ideas from starting points throughout the curriculum</i> 2. Begin to use a sketchbook to record observations collecting information, sketches and resources 3. Begin to adapt and refine ideas as they progress 4. <i>Explore ideas in a variety of ways</i> 	<ol style="list-style-type: none"> a. Begin to use a sketchbook to document and develop ideas. b. Begin to use sketchbook to record decisions/choices made and resources used. c. Begin to make revisions and annotations in sketchbooks. d. Use artistic vocabulary (see vocab list) when discussing their own work with adults and peers as their learning progresses.
Concept 2: Develop and Refine Techniques	<ol style="list-style-type: none"> 1. Experiment with a wider range of techniques 2. Begin to improve application of art and design techniques, including drawing, painting, printmaking, textiles and collage, sculpture (3D form) and digital media, with a range of materials 3. Demonstrate a secure application of the techniques outlined in the skills progression for the phase 	<p><u>Drawing:</u></p> <ol style="list-style-type: none"> a) Draw from imagination and observation. b) Mark make with a wider range of drawing techniques, e.g. cross hatching. c) Continue to develop shading techniques using B-6B pencils d) Begin to draw shadow. <p><u>Painting:</u></p> <ol style="list-style-type: none"> e) Darken/lighten colours without using black/white (e.g. dilute with water). f) Use mixed-media on one image to create colour (paint, crayon, coloured pencil, textiles, ink, pastels, etc.) g) Demonstrate increasing control of the types of marks made to create certain effects using paint. <p><u>Printmaking:</u></p> <ol style="list-style-type: none"> h) Design and create a repeat relief print considering background paper. i) Use sketchbook to explore and develop prints making changes where necessary. j) Print with two-colour overlays. <p><u>Collage:</u></p> <ol style="list-style-type: none"> k) Collect and select textured papers and fabrics to form a collaged image. l) Use a variety of techniques: dyeing weaving and stitching to create different textural effects. <p><u>Sculpture</u></p> <ol style="list-style-type: none"> m) Plan, shape, mould and make constructions from different materials. n) Show an awareness of how texture, form and shape can be transferred from 2D to 3D. o) To develop skills in clay using hands and tools, e.g. slab building, coiling, using slip to join. p) Add surface decoration to clay using a variety of tools. <p><u>Digital Media:</u></p> <ol style="list-style-type: none"> q) To use graphics package or app to create images using different tools and effects with increased precision. r) To be able to create shapes and patterns by making selections then cutting, duplicating and repeating.

Concept	Milestone	Learning
		s) To have opportunities to use an ipad to develop photography skills (e.g. composition, focus, portrait/landscape choice)
Concept 3: Evaluate and Analyse	<ol style="list-style-type: none"> 1. Talk about and give reasons for choices made using <i>developing artistic vocabulary</i> 2. Evaluate artwork giving some reasons for how it could be improved or developed 3. Reflect on the effectiveness of their artwork and begin to reflect of the effectiveness of others' artwork (including that of artists) 4. Use sketchbook to review and revisit ideas 	<ol style="list-style-type: none"> a) Verbally explain and give reasons to peers about choices made re colour, line and shape. b) Verbally explain and give reasons to peers about choices made re materials used. c) Have opportunities throughout the year to give and receive constructive feedback. Stop during the creative process to assess one another's progress against the learning intention. Repeat at the end of the learning sequence – set up an informal class/year group gallery. d) Record on a large post-it how you have achieved the learning intention/what successes you have had/struggles you have faced. (To be stuck in sketchbooks.)
Concept 4: Artists and Art History	<ol style="list-style-type: none"> 1. Develop increasing knowledge of great artists, architects and designers in history 2. Replicate some of the techniques used by notable artists and designers 3. Create original pieces that are influenced by studies of others 4. Comment on artworks using developing artistic vocabulary 	<ol style="list-style-type: none"> a) Become familiar with works by famous artists, craft makers, designers and architects including those from other cultures, learning how and when they were made. Refer to minimum of one artist, one craft maker, one designer and one architect during the year (making sure they offer 'difference' in approach and 'difference' as people. b) Understand and explain the meaning of the formal elements in a work of art (see vocab list in bold). Identify when and why these formal elements have been included in their own work and when studying significant works. c) Look at art for pleasure. Talk about why they like it, what they notice to develop their use of the language of art. d) Replicate small areas of an artist's work to study their technique.

ART & DESIGN Learning
Year 4 Autumn: 'Water, Water Everywhere'

Topic:

Concept	Milestone	Learning
Concept 1: Explore and Record Ideas	<ol style="list-style-type: none"> Develop ideas from starting points throughout the curriculum Begin to use a sketchbook to record observations collecting information, sketches and resources Begin to adapt and refine ideas as they progress Explore ideas in a variety of ways 	<ol style="list-style-type: none"> Record observations and sketches purposefully in sketchbooks to show the 'process', e.g. annotations explaining decisions/choices made. Use artistic vocabulary (see vocab list) when discussing their own work with adults and peers as their learning progresses.
Concept 2: Develop and Refine Techniques	<ol style="list-style-type: none"> Experiment with a wider range of techniques Begin to improve application of art and design techniques, including drawing, painting printmaking, textiles and collage, sculpture (3D form) and digital media, with a range of materials Demonstrate a secure application of the techniques outlined in the skills progression for the phase 	<p><u>Drawing</u></p> <ol style="list-style-type: none"> Consider scale and proportion. Create accurate observational drawings. Work on a variety of scales. Identify and draw the effect of light accurately. Draw for a sustained period of time. Develop techniques to create intricate patterns. <p><u>Painting</u></p> <ol style="list-style-type: none"> Explore different brush strokes and consider when and why they might be used. Mix colours (including primary, secondary and tertiary) accurately. Select colour to reflect mood. <p><u>Printing</u></p> <ol style="list-style-type: none"> Use sketchbook to explore and develop prints, annotating changes. Print with two colour overlays. <p><u>Collage</u></p> <ol style="list-style-type: none"> Experiment with a range of collage techniques using recycled materials. Use overlapping and tearing to create collage compositions using recycled materials. <p><u>Sculpture</u></p> <ol style="list-style-type: none"> Develop skills using clay to add detail and texture. Make slip to join and secure pieces of clay together. <p><u>Digital</u></p> <ol style="list-style-type: none"> Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.
Concept 3: Evaluate and Analyse	<ol style="list-style-type: none"> Talk about and give reasons for choices made using developing artistic vocabulary Evaluate artwork giving some reasons for how it could be improved or developed 	<ol style="list-style-type: none"> Verbally explain and give reasons to peers about choices made re colour, line, shape, tone, texture, pattern. Verbally explain and give reasons to peers about choices made re materials used. Have opportunities throughout the year to give and receive constructive feedback. Stop during the creative process to assess one another's progress against the learning

Concept	Milestone	Learning
	3. Reflect on the effectiveness of their artwork and begin to reflect of the effectiveness of others' artwork (including that of artists) 4. Use sketchbook to review and revisit ideas	intention. Repeat at the end of the learning sequence – set up an informal class/year group gallery. d) Record on a large post-it how you have achieved the learning intention/what successes you have had/struggles you have faced. (To be stuck in sketchbooks.) e) Verbally reflect on how a peer has achieved the learning intention/what successes they have had/what struggles they have faced?
Concept 4: Artists and Art History	1. Develop increasing knowledge of great artists, architects and designers in history 2. Replicate some of the techniques used by notable artists and designers 3. Create original pieces that are influenced by studies of others 4. Comment on artworks using developing artistic vocabulary	a) Study works by famous artists, craft makers, designers and architects including those from other cultures, learning how and when they were made. Refer to minimum of two artists, one craft maker, one designer and one architect during the year (making sure they offer 'difference' in approach and 'difference' as people. b) Understand and explain the meaning of the formal elements in a work of art (see vocab list - bold not covered in year 3) Identify when and why these formal elements have been included in their own work and when studying significant works. c) Look at art for pleasure. Talk about why they like it, what they notice (see vocab list - bold not covered in year 3) to develop their use of the language of art. d) Replicate small areas of an artist's/ craft-person/ designer/or architect's work to study their technique.

ART & DESIGN Learning
Year 4 Spring: 'Sunshine Islands'

Topic:

Concept	Milestone	Learning
Concept 1: Explore and Record Ideas	<ol style="list-style-type: none"> 1. Develop ideas from starting points throughout the curriculum 2. Begin to use a sketchbook to record observations collecting information, sketches and resources 3. Begin to adapt and refine ideas as they progress 4. Explore ideas in a variety of ways 	<ol style="list-style-type: none"> a) Record observations and sketches purposefully in sketchbooks to show the 'process', e.g. annotations explaining decisions/choices made. b) Use artistic vocabulary (see vocab list) when discussing their own work with adults and peers as their learning progresses.
Concept 2: Develop and Refine Techniques	<ol style="list-style-type: none"> 1. Experiment with a wider range of techniques 2. Begin to improve application of art and design techniques, including drawing, painting printmaking, textiles and collage, sculpture (3D form) and digital media, with a range of materials 3. Demonstrate a secure application of the techniques outlined in the skills progression for the phase 	<p><u>Drawing</u></p> <ol style="list-style-type: none"> a) Consider scale and proportion. b) Create accurate observational drawings. c) Work on a variety of scales. d) Identify and draw the effect of light accurately. e) Draw for a sustained period of time. f) Develop techniques to create intricate patterns. <p><u>Painting</u></p> <ol style="list-style-type: none"> g) Explore different brush strokes and consider when and why they might be used. h) Mix colours (including primary, secondary and tertiary) accurately. i) Select colour to reflect mood. <p><u>Printing</u></p> <ol style="list-style-type: none"> j) Use sketchbook to explore and develop prints, annotating changes. k) Print with two colour overlays. <p><u>Collage</u></p> <ol style="list-style-type: none"> l) Experiment with a range of collage techniques using recycled materials. m) Use overlapping and tearing to create collage compositions using recycled materials. <p><u>Sculpture</u></p> <ol style="list-style-type: none"> n) Develop skills using clay to add detail and texture. o) Make slip to join and secure pieces of clay together. <p><u>Digital</u></p> <ol style="list-style-type: none"> p) Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.
Concept 3: Evaluate and Analyse	<ol style="list-style-type: none"> 1. Talk about and give reasons for choices made using developing artistic vocabulary 2. Evaluate artwork giving some reasons for how it could be improved or developed 	<ol style="list-style-type: none"> a) Verbally explain and give reasons to peers about choices made re colour, line, shape, tone, texture, pattern. b) Verbally explain and give reasons to peers about choices made re materials used. c) Have opportunities throughout the year to give and receive constructive feedback. Stop during the creative process to assess one another's progress against the learning

Concept	Milestone	Learning
	<ol style="list-style-type: none"> 3. Reflect on the effectiveness of their artwork and begin to reflect of the effectiveness of others' artwork (including that of artists) 4. Use sketchbook to review and revisit ideas 	<p>intention. Repeat at the end of the learning sequence – set up an informal class/year group gallery.</p> <ol style="list-style-type: none"> d) Record on a large post-it how you have achieved the learning intention/what successes you have had/struggles you have faced. (To be stuck in sketchbooks.) e) Verbally reflect on how a peer has achieved the learning intention/what successes they have had/what struggles they have faced?
Concept 4: Artists and Art History	<ol style="list-style-type: none"> 1. Develop increasing knowledge of great artists, architects and designers in history 2. Replicate some of the techniques used by notable artists and designers 3. Create original pieces that are influenced by studies of others 4. Comment on artworks using developing artistic vocabulary 	<ol style="list-style-type: none"> a) Study works by famous artists, craft makers, designers and architects including those from other cultures, learning how and when they were made. Refer to minimum of two artists, one craft maker, one designer and one architect during the year (making sure they offer 'difference' in approach and 'difference' as people. b) Understand and explain the meaning of the formal elements in a work of art (see vocab list - bold not covered in year 3). Identify when and why these formal elements have been included in their own work and when studying significant works. c) Look at art for pleasure. Talk about why they like it, what they notice (see vocab list - bold not covered in year 3) to develop their use of the language of art. d) Replicate small areas of an artist's/craft-person/ designer/or architect's work to study their technique.

ART & DESIGN Learning
Year 4 Summer: 'On The Home Front'

Topic:

Concept	Milestone	Learning
Concept 1: Explore and Record Ideas	<ol style="list-style-type: none"> Develop ideas from starting points throughout the curriculum Begin to use a sketchbook to record observations collecting information, sketches and resources Begin to adapt and refine ideas as they progress Explore ideas in a variety of ways 	<ol style="list-style-type: none"> Record observations and sketches purposefully in sketchbooks to show the 'process', e.g. annotations explaining decisions/choices made. Use artistic vocabulary (see vocab list) when discussing their own work with adults and peers as their learning progresses.
Concept 2: Develop and Refine Techniques	<ol style="list-style-type: none"> Experiment with a wider range of techniques Begin to improve application of art and design techniques, including drawing, painting, printmaking, textiles and collage, sculpture (3D form) and digital media, with a range of materials Demonstrate a secure application of the techniques outlined in the skills progression for the phase 	<u>Drawing</u> <ol style="list-style-type: none"> Consider scale and proportion. Create accurate observational drawings. Work on a variety of scales. Identify and draw the effect of light accurately. Draw for a sustained period of time. Develop techniques to create intricate patterns.
		<u>Painting</u> <ol style="list-style-type: none"> Explore different brush strokes and consider when and why they might be used. Mix colours (including primary, secondary and tertiary) accurately. Select colour to reflect mood.
		<u>Printing</u> <ol style="list-style-type: none"> Use sketchbook to explore and develop prints, annotating changes. Print with two colour overlays.
		<u>Collage</u> <ol style="list-style-type: none"> Experiment with a range of collage techniques using recycled materials. Use overlapping and tearing to create collage compositions using recycled materials.
		<u>Sculpture</u> <ol style="list-style-type: none"> Develop skills using clay to add detail and texture. Make slip to join and secure pieces of clay together.
		<u>Digital</u> <ol style="list-style-type: none"> Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.
		<ol style="list-style-type: none"> Talk about and give reasons for choices made using developing artistic vocabulary Evaluate artwork giving some reasons for how it could be improved or developed
Concept 3: Evaluate and Analyse		

Concept	Milestone	Learning
	<ol style="list-style-type: none"> 3. Reflect on the effectiveness of their artwork and begin to reflect of the effectiveness of others' artwork (including that of artists) 4. Use sketchbook to review and revisit ideas 	<p>intention. Repeat at the end of the learning sequence – set up an informal class/year group gallery.</p> <ol style="list-style-type: none"> d) Record on a large post-it how you have achieved the learning intention/what successes you have had/struggles you have faced. (To be stuck in sketchbooks.) e) Verbally reflect on how a peer has achieved the learning intention/what successes they have had/what struggles they have faced?
Concept 4: Artists and Art History	<ol style="list-style-type: none"> 1. Develop increasing knowledge of great artists, architects and designers in history 2. Replicate some of the techniques used by notable artists and designers 3. Create original pieces that are influenced by studies of others 4. Comment on artworks using developing artistic vocabulary 	<ol style="list-style-type: none"> a) Study works by famous artists, craft makers, designers and architects including those from other cultures, learning how and when they were made. Refer to minimum of two artists, one craft maker, one designer and one architect during the year (making sure they offer 'difference' in approach and 'difference' as people. b) Understand and explain the meaning of the formal elements in a work of art (see vocab list - bold not covered in year 3). Identify when and why these formal elements have been included in their own work and when studying significant works. c) Look at art for pleasure. Talk about why they like it, what they notice (see vocab list - bold not covered in year 3) to develop their use of the language of art. d) Replicate small areas of an artist's/craft-person/ designer/or architect's work to study their technique

ART & DESIGN Learning
Year 5 Autumn: 'Humans Vs Nature'

Topic:

Concept	Milestone	Learning
Concept 1: Explore and Record Ideas	<ol style="list-style-type: none"> 1. Develop and imaginatively extend ideas from starting points throughout the curriculum 2. Effectively use a sketchbook to record observations collecting information, sketches and resources and present ideas thoughtfully and imaginatively 3. Explore ideas in a variety of ways, considering the qualities of materials to enhance ideas 	<ol style="list-style-type: none"> a) Respond to a range of images and physical objects as starting points to imaginatively develop their own artwork. b) Effectively record ideas in their sketchbooks. c) Explore artistic ideas through a range of materials and methods including drawing, painting, collage and printmaking and record this 'process' in their sketchbooks. d) Make purposeful revisions and annotations in their sketchbooks about the process. Explain the decisions/ choices they are making. e) Use formal elements vocabulary when discussing their own work with adults and peers in terms of specific skills, materials and methods used and the reasons for each.
Concept 2: Develop and Refine Techniques	<ol style="list-style-type: none"> 1. Effectively apply a wide range of techniques 2. Demonstrate increasing mastery of art and design techniques, including drawing, painting printmaking, textiles and collage, sculpture (3D form), with a range of material 3. Demonstrate a secure application of the techniques outlined in the skills progression for the phase 	<p><u>Drawing</u></p> <ol style="list-style-type: none"> a) Work in a sustained and independent way to create accurate, detailed drawing using both wet and dry media. b) Develop key elements of their work (line, tone, pattern, texture) c) Draw from different viewpoints considering horizon line. d) Understand the key proportions of the face and use these to draw portrait from observation (self or peer) e) Begin to use one-point perspective. <p><u>Painting</u></p> <ol style="list-style-type: none"> f) Continue to develop awareness of composition, scale and proportion e.g. foreground, middle ground and background. g) Mix and select colour for specific purpose, explaining choices. h) Confidently control the types of marks made and experiment with different effects and textures. <p><u>Printing</u></p> <ol style="list-style-type: none"> i) Create printing plates using a relief (e.g. string stuck onto plate before adding ink) or intaglio method (e.g. using end of biro to draw into the plate). j) Experiment with designing a print using three overlaying colours (3 colour plate). <p><u>Sculpture</u></p> <ol style="list-style-type: none"> k) Develop an understanding of different ways of finishing work (e.g. glaze, paint, varnish) l) Understand that a range of media can be selected (due to their properties) for different purposes, including recycled materials. m) Independently recognise problems and adapt work where necessary. n) Construct a simple base.

Concept	Milestone	Learning
		<u>Collage</u> o) Create a photomontage using given photographs from a range of sources. p) Add collage to a painted, printed or drawn background to enhance work.
		<u>Digital</u> q) Confidently use a graphics package or app to create and manipulate images . r) Understand that a digital image can be made up of different layers. s) Create layered image from original ideas.
Concept 3: Evaluate and Analyse	1. Explain and justify choices made using increasingly fluent artistic vocabulary 2. Effectively evaluate artwork making considered suggestions for how it could be improved or developed 3. Reflect on the effectiveness of theirs and others artwork (including that of artists) 4. Effectively use sketchbook to review and revisit ideas	a) Verbally explain and justify choices made to peers about colour, line, shape, tone, texture, pattern. b) Verbally explain and justify choices made to peers about materials used. c) Have opportunities throughout the year to give and receive constructive feedback. Stop during the creative process to assess one another's progress against the learning intention. Repeat at the end of the learning sequence - set up an informal class/year group gallery. d) Verbally reflect on how a peer has achieved the learning intention. e) Use sketchbooks to annotate the 'processes' and choices made that led to the final piece. f) Use pro-forma (or similar) to evaluate own attainment of learning intention. (To be stuck in sketchbooks.)
Concept 4: Artists and Art History	1. Consolidate knowledge and understanding of great artists, architects and designers in history 2. Give details about the style of some notable artists and designers and how they have influenced own work 3. Identify artists who have worked in a similar way to their own work. 4. Create original pieces that show a range of influences and styles 5. Comment on artworks with a fluent grasp of artistic vocabulary	a) Study significant works by artists, designers and architects in detail , including those from other cultures, understanding their importance in history and the social narrative of these locations . Refer to minimum of two artists (one contemporary and one from art history), one designer and one architect during the year (making sure they offer 'difference' in approach and 'difference' as people. b) Be aware of basic chronological development of art over time. c) Use sketchbooks to make studies of artist's, designer's and architect's work to better understand the techniques and processes used. d) Demonstrate in sketchbooks how studies of an artist/ designer/architect have influenced own work.

ART & DESIGN Learning
Year 5 Spring: 'Fit For Life'

Topic:

Concept	Milestone	Learning
Concept 1: Explore and Record Ideas	1. Develop and imaginatively extend ideas from starting points throughout the curriculum 2. Effectively use a sketchbook to record observations collecting information, sketches and resources and present ideas thoughtfully and imaginatively 3. Explore ideas in a variety of ways, considering the qualities of materials to enhance ideas	a) Respond to a range of images and physical objects as starting points to imaginatively develop their own artwork. b) Explore artistic ideas through a range of materials and methods including drawing, painting, collage and printmaking and record this 'process' in their sketchbooks. c) Make purposeful revisions and annotations in their sketchbooks about the process. To be able to explain the decisions/ choices they are making. d) Use formal elements vocabulary when discussing their own work with adults and peers in terms of specific skills, materials and methods used and the reasons for each
Concept 2: Develop and Refine Techniques	1. Effectively apply a wide range of techniques 2. Demonstrate increasing mastery of art and design techniques, including drawing, painting printmaking, textiles and collage, sculpture (3D form), with a range of material 3. Demonstrate a secure application of the techniques outlined in the skills progression for the phase	<u>Drawing</u> a) Work in a sustained and independent way to create accurate, detailed drawing using both wet and dry media. b) Develop key elements of their work (line, tone, pattern, texture) c) Draw from different viewpoints considering horizon line. d) Understand the key proportions of the face and use these to draw portrait from observation (self or peer) e) Begin to use one-point perspective. <u>Painting</u> f) Continue to develop awareness of composition, scale and proportion e.g. foreground, middle ground and background. g) Mix and select colour for specific purpose, explaining choices. h) Confidently control the types of marks made and experiment with different effects and textures. <u>Printing</u> i) Create printing plates using a relief (e.g. string stuck onto plate before adding ink) or intaglio method (e.g. using end of biro to draw into the plate). j) Experiment with designing a print using three overlaying colours (3 colour plate). <u>Sculpture</u> k) Develop an understanding of different ways of finishing work (e.g. glaze, paint, varnish) l) Understand that a range of media can be selected (due to their properties) for different purposes, including recycled materials. m) Independently recognise problems and adapt work where necessary. n) Construct a simple base. <u>Collage</u>

Concept	Milestone	Learning
		o) Create a photomontage using given photographs from a range of sources. p) Add collage to a painted, printed or drawn background to enhance work.
		<u>Digital</u> q) Confidently use a graphics package or app to create and manipulate images . r) Understand that a digital image can be made up of different layers. s) Create layered image from original ideas.
Concept 3: Evaluate and Analyse	1. Explain and justify choices made using increasingly fluent artistic vocabulary 2. Effectively evaluate artwork making considered suggestions for how it could be improved or developed 3. Reflect on the effectiveness of theirs and others artwork (including that of artists) 4. Effectively use sketchbook to review and revisit ideas	a) Verbally explain and justify choices made to peers about colour, line, shape, tone, texture, pattern. b) Verbally explain and justify choices made to peers about materials used. c) Have opportunities throughout the year to give and receive constructive feedback. Stop during the creative process to assess one another's progress against the learning intention. Repeat at the end of the learning sequence - set up informal class/year group gallery. d) Verbally reflect on how a peer has achieved the learning intention. e) Use sketchbooks to annotate the 'processes' and choices made that led to the final piece. f) Use pro-forma (or similar) to evaluate own attainment of learning intention. (To be stuck in sketchbooks.)
Concept 4: Artists and Art History	1. Consolidate knowledge and understanding of great artists, architects and designers in history 2. Give details about the style of some notable artists and designers and how they have influenced own work 3. Identify artists who have worked in a similar way to their own work. 4. Create original pieces that show a range of influences and styles 5. Comment on artworks with a fluent grasp of artistic vocabulary	a) Study significant works by artists, designers and architects in detail , including those from other cultures, understanding their importance in history and the social narrative of these locations . Refer to minimum of two artists (one contemporary and one from art history), one designer and one architect during the year (making sure they offer 'difference' in approach and 'difference' as people. b) Be aware of basic chronological development of art over time. c) Use sketchbooks to make studies of artist's, designer's and architect's work to better understand the techniques and processes used. d) Demonstrate in sketchbooks how studies of an artist/ designer/architect have influenced own work.

ART & DESIGN Learning
Year 5 Summer: 'Innovation & Inspiration'

Topic:

Concept	Milestone	Learning
Concept 1: Explore and Record Ideas	<ol style="list-style-type: none"> 1. Develop and imaginatively extend ideas from starting points throughout the curriculum 2. Effectively use a sketchbook to record observations collecting information, sketches and resources and present ideas thoughtfully and imaginatively 3. Explore ideas in a variety of ways, considering the qualities of materials to enhance ideas 	<ol style="list-style-type: none"> a) Respond to a range of images and physical objects as starting points to imaginatively develop their own artwork. b) Effectively record ideas in their sketchbooks. c) Explore artistic ideas through a range of materials and methods including drawing, painting, collage and printmaking and record this 'process' in their sketchbooks. d) Make purposeful revisions and annotations in their sketchbooks about the process. To be able to explain the decisions/ choices they are making. e) Use formal elements vocabulary when discussing their own work with adults and peers in terms of specific skills, materials and methods used and the reasons for each.
Concept 2: Develop and Refine Techniques	<ol style="list-style-type: none"> 1. Effectively apply a wide range of techniques 2. Demonstrate increasing mastery of art and design techniques, including drawing, painting, printmaking, textiles and collage, sculpture (3D form), with a range of materials 3. Demonstrate a secure application of the techniques outlined in the skills progression for the phase 	<p><u>Drawing</u></p> <ol style="list-style-type: none"> a) Work in a sustained and independent way to create accurate, detailed drawing using both wet and dry media. b) Develop key elements of their work (line, tone, pattern, texture) c) Draw from different viewpoints considering horizon line. d) Understand the key proportions of the face and use these to draw portrait from observation (self or peer) e) Begin to use one-point perspective. <p><u>Painting</u></p> <ol style="list-style-type: none"> f) Continue to develop awareness of composition, scale and proportion e.g. foreground, middle ground and background. g) Mix and select colour for specific purpose, explaining choices. h) Confidently control the types of marks made and experiment with different effects and textures. <p><u>Printing</u></p> <ol style="list-style-type: none"> i) Create printing plates using a relief (e.g. string stuck onto plate before adding ink) or intaglio method (e.g. using end of biro to draw into the plate). j) Experiment with designing a print using three overlaying colours (3 colour plate). <p><u>Sculpture</u></p> <ol style="list-style-type: none"> k) Develop an understanding of different ways of finishing work (e.g. glaze, paint, varnish) l) Understand that a range of media can be selected (due to their properties) for different purposes, including recycled materials. m) Independently recognise problems and adapt work where necessary. n) Construct a simple base.

Concept	Milestone	Learning
		<u>Collage</u> o) Create a photomontage using given photographs from a range of sources. p) Add collage to a painted, printed or drawn background to enhance work.
		<u>Digital</u> q) Confidently use a graphics package or app to create and manipulate images . r) Understand that a digital image can be made up of different layers. s) Create layered image from original ideas.
Concept 3: Evaluate and Analyse	1. Explain and justify choices made using increasingly fluent artistic vocabulary 2. Effectively evaluate artwork making considered suggestions for how it could be improved or developed 3. Reflect on the effectiveness of theirs and others artwork (including that of artists) 4. Effectively use sketchbook to review and revisit ideas	a) Verbally explain and justify choices made to peers about colour, line, shape, tone, texture, pattern. b) Verbally explain and justify choices made to peers about materials used. c) Have opportunities throughout the year to give and receive constructive feedback. Stop during the creative process to assess one another's progress against the learning intention. Repeat at the end of the learning sequence - set up informal class/year group gallery. d) Verbally reflect on how a peer has achieved the learning intention. e) Use sketchbooks to annotate the 'processes' and choices made that led to the final piece. f) Use pro-forma (or similar) to evaluate own attainment of learning intention. (To be stuck in sketchbooks.)
Concept 4: Artists and Art History	1. Consolidate knowledge and understanding of great artists, architects and designers in history 2. Give details about the style of some notable artists and designers and how they have influenced own work 3. Identify artists who have worked in a similar way to their own work. 4. Create original pieces that show a range of influences and styles 5. Comment on artworks with a fluent grasp of artistic vocabulary	a) Study significant works by artists, designers and architects in detail , including those from other cultures, understanding their importance in history and the social narrative of these locations . Refer to minimum of two artists (one contemporary and one from art history), one designer and one architect during the year (making sure they offer 'difference' in approach and 'difference' as people. b) Be aware of basic chronological development of art over time. c) Use sketchbooks to make studies of artist's, designer's and architect's work to better understand the techniques and processes used. d) Demonstrate in sketchbooks how studies of an artist/ designer/architect have influenced own work.

ART & DESIGN Learning
Year 6 Autumn: 'Think Green'

Topic:

Concept	Milestone	Learning
Concept 1: Explore and Record Ideas	1. Develop and imaginatively extend ideas from starting points throughout the curriculum 2. Effectively use a sketchbook to record observations collecting information, sketches and resources and present ideas thoughtfully and imaginatively 3. Explore ideas in a variety of ways, considering the qualities of materials to enhance ideas	a) Effectively record ideas in sketchbooks with a clear narrative of the 'process' and evidence of multiple sources being used for inspiration/to further develop the initial idea. b) Explore artistic ideas through a range of materials and methods including drawing, painting, collage and printmaking with increasing control and consideration. c) Make considered revisions and annotations in their sketchbooks about the process and ideas and cite specific sources of inspiration and explain how they influenced their artwork. To explain the decisions/ choices they are making. d) Use formal elements vocabulary when discussing their own work (and the work of their peers) with adults and peers in terms of specific skills, materials and methods used and the reasons for each.
Concept 2: Develop and Refine Techniques	1. Effectively apply a wide range of techniques 2. Demonstrate increasing mastery of art and design techniques, including drawing, painting printmaking, textiles and collage, sculpture (3D form), with a range of material 3. Demonstrate a secure application of the techniques outlined in the skills progression for the phase	<p><u>Drawing</u></p> a) Independently select drawing as a means of extending work from initial ideas. b) Draw from observation for a sustained period of time over a number of sessions. c) Apply an understanding of the key proportions of the face to draw portrait from observation (self or peer) d) Confidently use tone in drawing to achieve depth. e) Apply one-point perspective. f) Learn how to describe form from several different light sources.
		<p><u>Painting</u></p> g) Independently select painting as a means of extending work from initial ideas. h) Work in a sustained and independent way, continuing to develop own style. i) Confidently create 3D form and depth using colour and tone. j) Understand the properties/effects of different types of paint and make considered choices about when to use them. k) Confidently paint from observation over a number of sessions.
		<p><u>Sculpture</u></p> l) Independently select sculpture as a means of extending work from initial ideas. m) Design and make more complex forms in 3D (free-standing) using card, wire , paper, found objects, clay.
		<p><u>Collage</u></p> n) Independently select collage as a means of extending work from initial ideas.
		<p><u>Printing</u></p> o) Independently select printing as a means of extending work from initial ideas.

Concept	Milestone	Learning
		p) Explore screenprinting q) Combine different printing techniques within the same piece of artwork - relief, intaglio, monoprinting.
		<u>Digital</u> r) Independently select digital media as a means of extending work from initial ideas. s) Independently demonstrate understanding that a digital image can be made up of different layers.
Concept 3: Evaluate and Analyse	1. Explain and justify choices made using increasingly fluent artistic vocabulary 2. Effectively evaluate artwork making considered suggestions for how it could be improved or developed 3. Reflect on the effectiveness of theirs and others artwork (including that of artists) 4. Effectively use sketchbook to review and revisit ideas	a) Verbally articulate their journey as artists (choices made, influences, successes, struggles) and that of their peers. b) Have opportunities throughout the year to give and receive constructive feedback. Stop during the creative process to assess one another's progress against the learning intention. Repeat at the end of the learning sequence - set up formal year group gallery to which parents/carers/rest of school are invited. c) Use sketchbooks to annotate the 'processes' and choices made that led them (and their peers) to the final piece. d) Use pro-forma (or similar) to evaluate own attainment (and their peers) of learning intention. (To be stuck in sketchbooks.)
Concept 4: Artists and Art History	1. Consolidate knowledge and understanding of great artists, architects and designers in history 2. Give details about the style of some notable artists and designers and how they have influenced own work 3. Identify artists who have worked in a similar way to their own work. 4. Create original pieces that show a range of influences and styles 5. Comment on artworks with a fluent grasp of artistic vocabulary	a) Study significant works by artists, designers and architects in detail, including those from other cultures, understanding their importance in history and the social narrative of these locations. b) Be aware of basic chronological development of art over time and make reference to it in sketchbook annotations. c) In class discussion, consider the purpose/influence of art/design/architecture in society. d) Use sketchbooks to make studies of both artist's, designer's and architects' work to better understand the techniques and processes used. e) Demonstrate in sketchbook how studies of a range of significant artworks have influenced own work (with reference to formal vocab) - identify similarities.

ART & DESIGN Learning
Year 6 Spring: 'Save The Planet'

Topic:

Concept	Milestone	Learning
Concept 1: Explore and Record Ideas	1. Develop and imaginatively extend ideas from starting points throughout the curriculum 2. Effectively use a sketchbook to record observations collecting information, sketches and resources and present ideas thoughtfully and imaginatively 3. Explore ideas in a variety of ways, considering the qualities of materials to enhance ideas	a) Effectively record ideas in sketchbooks with a clear narrative of the 'process' and evidence of multiple sources being used for inspiration/to further develop the initial idea. b) Explore artistic ideas through a range of materials and methods including drawing, painting, collage and printmaking with increasing control and consideration. c) Make considered revisions and annotations in their sketchbooks about the process and ideas and cite specific sources of inspiration and explain how they influenced their artwork. To explain the decisions/ choices they are making. d) Use formal elements vocabulary when discussing their own work (and the work of their peers) with adults and peers in terms of specific skills, materials and methods used and the reasons for each.
Concept 2: Develop and Refine Techniques	1. Effectively apply a wide range of techniques 2. Demonstrate increasing mastery of art and design techniques, including drawing, painting printmaking, textiles and collage, sculpture (3D form), with a range of material 3. Demonstrate a secure application of the techniques outlined in the skills progression for the phase	<u>Drawing</u> a) Independently select drawing as a means of extending work from initial ideas. b) Draw from observation for a sustained period of time over a number of sessions. c) Apply an understanding of the key proportions of the face to draw portrait from observation (self or peer) d) Confidently use tone in drawing to achieve depth. e) Apply one-point perspective. f) Learn how to describe form from several different light sources. <u>Painting</u> g) Independently select painting as a means of extending work from initial ideas. h) Work in a sustained and independent way, continuing to develop own style. i) Confidently create 3D form and depth using colour and tone. j) Understand the properties/effects of different types of paint and make considered choices about when to use them. k) Confidently paint from observation over a number of sessions. <u>Sculpture</u> l) Independently select sculpture as a means of extending work from initial ideas. m) Design and make more complex forms in 3D (free-standing) using card, wire , paper, found objects, clay. <u>Collage</u> n) Independently select collage as a means of extending work from initial ideas. <u>Printing</u> o) Independently select printing as a means of extending work from initial ideas.

Concept	Milestone	Learning
		<p>p) Explore screenprinting</p> <p>q) Combine different printing techniques within the same piece of artwork - relief, intaglio, monoprinting.</p>
		<p><u>Digital</u></p> <p>r) Independently select digital media as a means of extending work from initial ideas.</p> <p>s) Independently demonstrate understanding that a digital image can be made up of different layers.</p>
Concept 3: Evaluate and Analyse	<ol style="list-style-type: none"> 1. Explain and justify choices made using increasingly fluent artistic vocabulary 2. Effectively evaluate artwork making considered suggestions for how it could be improved or developed 3. Reflect on the effectiveness of theirs and others artwork (including that of artists) 4. Effectively use sketchbook to review and revisit ideas 	<ol style="list-style-type: none"> a) Verbally articulate their journey as artists (choices made, influences, successes, struggles) and that of their peers. b) Have opportunities throughout the year to give and receive constructive feedback. Stop during the creative process to assess one another's progress against the learning intention. Repeat at the end of the learning sequence - set up formal year group gallery to which parents/carers/rest of school are invited. c) Use sketchbooks to annotate the 'processes' and choices made that led them (and their peers) to the final piece. d) Use pro-forma (or similar) to evaluate own attainment (and their peers) of learning intention. (To be stuck in sketchbooks.)
Concept 4: Artists and Art History	<ol style="list-style-type: none"> 1. Consolidate knowledge and understanding of great artists, architects and designers in history 2. Give details about the style of some notable artists and designers and how they have influenced own work 3. Identify artists who have worked in a similar way to their own work. 4. Create original pieces that show a range of influences and styles 5. Comment on artworks with a fluent grasp of artistic vocabulary 	<ol style="list-style-type: none"> a) Study significant works by artists, designers and architects in detail, including those from other cultures, understanding their importance in history and the social narrative of these locations. b) Be aware of basic chronological development of art over time and make reference to it in sketchbook annotations. c) In class discussion, consider the purpose/influence of art/design/architecture in society. d) Use sketchbooks to make studies of both artist's, designer's and architects' work to better understand the techniques and processes used. e) Demonstrate in sketchbook how studies of a range of significant artworks have influenced own work (with reference to formal vocab) - identify - identify similarities.

ART & DESIGN Learning
Year 6 Summer: 'Eureka!'

Topic:

Concept	Milestone	Learning
Concept 1: Explore and Record Ideas	1. Develop and imaginatively extend ideas from starting points throughout the curriculum 2. Effectively use a sketchbook to record observations collecting information, sketches and resources and present ideas thoughtfully and imaginatively 3. Explore ideas in a variety of ways, considering the qualities of materials to enhance ideas	a) Effectively record ideas in sketchbooks with a clear narrative of the 'process' and evidence of multiple sources being used for inspiration/to further develop the initial idea. b) Explore artistic ideas through a range of materials and methods including drawing, painting, collage and printmaking with increasing control and consideration. c) Make considered revisions and annotations in their sketchbooks about the process and ideas and cite specific sources of inspiration and explain how they influenced their artwork. To explain the decisions/ choices they are making. d) Use formal elements vocabulary when discussing their own work (and the work of their peers) with adults and peers in terms of specific skills, materials and methods used and the reasons for each.
Concept 2: Develop and Refine Techniques	1. Effectively apply a wide range of techniques 2. Demonstrate increasing mastery of art and design techniques, including drawing, painting, print-making, textiles and collage, sculpture (3D form), with a range of materials 3. Demonstrate a secure application of the techniques outlined in the skills progression for the phase	<p><u>Drawing</u></p> a) Independently select drawing as a means of extending work from initial ideas. b) Draw from observation for a sustained period of time over a number of sessions. c) Apply an understanding of the key proportions of the face to draw portrait from observation (self or peer) d) Confidently use tone in drawing to achieve depth. e) Apply one-point perspective. f) Learn how to describe form from several different light sources. <p><u>Painting</u></p> g) Independently select painting as a means of extending work from initial ideas. h) Work in a sustained and independent way, continuing to develop own style. i) Confidently create 3D form and depth using colour and tone. j) Understand the properties/effects of different types of paint and make considered choices about when to use them. k) Confidently paint from observation over a number of sessions. <p><u>Sculpture</u></p> l) Independently select sculpture as a means of extending work from initial ideas. m) Design and make more complex forms in 3D (free-standing) using card, wire , paper, found objects, clay. <p><u>Collage</u></p> n) Independently select collage as a means of extending work from initial ideas. <p><u>Printing</u></p> o) Independently select printing as a means of extending work from initial ideas.

Concept	Milestone	Learning
		p) Explore screenprinting q) Combine different printing techniques within the same piece of artwork - relief, intaglio, monoprinting.
		<u>Digital</u> r) Independently select digital media as a means of extending work from initial ideas. s) Independently demonstrate understanding that a digital image can be made up of different layers.
Concept 3: Evaluate and Analyse	1. Explain and justify choices made using increasingly fluent artistic vocabulary 2. Effectively evaluate artwork making considered suggestions for how it could be improved or developed 3. Reflect on the effectiveness of theirs and others artwork (including that of artists) 4. Effectively use sketchbook to review and revisit ideas	a) Verbally articulate their journey as artists (choices made, influences, successes, struggles) and that of their peers. b) Have opportunities throughout the year to give and receive constructive feedback. Stop during the creative process to assess one another's progress against the learning intention. Repeat at the end of the learning sequence - set up formal year group gallery to which parents/carers/rest of school are invited. c) Use sketchbooks to annotate the 'processes' and choices made that led them (and their peers) to the final piece. d) Use pro-forma (or similar) to evaluate own attainment (and their peers) of learning intention. (To be stuck in sketchbooks.)
Concept 4: Artists and Art History	1. Consolidate knowledge and understanding of great artists, architects and designers in history 2. Give details about the style of some notable artists and designers and how they have influenced own work 3. Identify artists who have worked in a similar way to their own work. 4. Create original pieces that show a range of influences and styles 5. Comment on artworks with a fluent grasp of artistic vocabulary	a) Study significant works by artists, designers and architects in detail, including those from other cultures, understanding their importance in history and the social narrative of these locations. b) Be aware of basic chronological development of art over time and make reference to it in sketchbook annotations. c) In class discussion, consider the purpose/influence of art/design/architecture in society. d) Use sketchbooks to make studies of both artist's, designer's and architects' work to better understand the techniques and processes used. e) Demonstrate in sketchbook how studies of a range of significant artworks have influenced own work (with reference to formal vocab) - identify similarities.