



Range of Opportunities

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Use experiences and ideas as the inspiration for artwork. • Share ideas using drawing, painting and sculpture. • Explore a variety of techniques. • Learn about the work of a range of artists, artisans and designers. 	<ul style="list-style-type: none"> • Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. • Develop and share ideas in a sketchbook and in finished products. • Improve mastery of techniques. • Learn about the great artists, architects and designers in history.

Key Characteristics that we want to promote with our children:

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

		Milestone 1		Milestone 2		Milestone 3	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To master techniques	To develop ideas	<ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. 	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. 	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. 	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.
	Painting	<ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Create colour wheels. 	<ul style="list-style-type: none"> Add white to colours to make tints and black to colours to make tones. Create colour wheels. 	<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. 	<ul style="list-style-type: none"> Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. 	<ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use brush techniques and the qualities of paint to create texture. 	<ul style="list-style-type: none"> Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Develop a personal style of painting, drawing upon ideas from other artists.
	Collage	<ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. 	<ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. 	<ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. 	<ul style="list-style-type: none"> Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned). Use ceramic mosaic materials and techniques. 	<ul style="list-style-type: none"> Combine visual and tactile qualities.
	Sculpture	<ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper and card as materials. 	<ul style="list-style-type: none"> Use clay as a material. Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. 	<ul style="list-style-type: none"> Use clay and other mouldable materials. Add materials to provide interesting detail. 	<ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. 	<ul style="list-style-type: none"> Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.
	Drawing	<ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. 	<ul style="list-style-type: none"> Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. 	<ul style="list-style-type: none"> Use different hardness's of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). 	<ul style="list-style-type: none"> Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. 	<ul style="list-style-type: none"> Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.

		Milestone 1		Milestone 2		Milestone 3	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Print	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). 	<ul style="list-style-type: none"> • Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. 	<ul style="list-style-type: none"> • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. 	
	Textiles	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue. • Use plaiting. 	<ul style="list-style-type: none"> • Join materials using glue and/or a stitch. • Use dip dye techniques. 	<ul style="list-style-type: none"> • Colour fabric. • Create weavings. 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. 	
	Digital media	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).
	To take inspiration from the greats(classic and modern)	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

Support

Generic art skills

<p>P4</p> <ul style="list-style-type: none"> • Show some awareness of cause and effect in a creative process. • Explore materials systematically. • Show awareness of starting or stopping a process. • Make marks intentionally on a surface with fingers or tools. • Repeat an activity to make the same or similar effect. • Show an active interest in a range of tools and materials, taking part in familiar activities with some support. 	<p>P5</p> <ul style="list-style-type: none"> • Handle or use tools and materials purposefully. • Show preferences for activities and begin to carry out simple processes. • Choose tools and materials which are appropriate to the activity. • Create and apply familiar techniques to a task. 	<p>P6</p> <ul style="list-style-type: none"> • Show an intention to create. • Start to use tools, materials and simple actions to produce a piece of work. • Imitate the use of tools, materials and simple actions. • Practise new skills with less support, developing knowledge of the process of making. 	<p>P7</p> <ul style="list-style-type: none"> • Communicate ideas, events or experiences through the use of colour, form, line and tone. • Intentionally represent or symbolise an object or an emotion in either 2D or 3D work. • Purposefully choose colours or techniques. • Show confidence in using a variety of processes and make appropriate use of tools and materials. 	<p>P8</p> <ul style="list-style-type: none"> • Develop ideas and use materials and processes working in two and three dimensions. • Finish a piece of work following an established pattern of activity. • Know that paintings, sculptures and drawings have meaning. • Use a growing art vocabulary and begin to express meaning. 	<p>Early Years</p> <ul style="list-style-type: none"> • Use simple tools and techniques competently and appropriately. • Explore what happens when colours are mixed. • Experiment to create different textures. • Understand that different media can be combined to create new effects. • Manipulate materials to achieve a planned effect. • Choose particular colours for a purpose. • Create simple representations of events, people and objects.
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Challenge

Years 7, 8 and 9

<p>Art and design opportunities</p> <ul style="list-style-type: none"> • Use a range of drawing techniques to record observations and to generate ideas. • Use a range of media including oils, watercolours, videos and installations. • Study the history of art, craft and design, including major movements from ancient to modernist periods. 	<p>Developing ideas</p> <ul style="list-style-type: none"> • Develop ideas and increase proficiency in their execution. • Develop a critical understanding of artists, architects and designers, expressing reasoned judgments that can inform work. 	<p>Mastering techniques</p> <ul style="list-style-type: none"> • Increase proficiency in drawing and in handling different materials. • Analyse and evaluate work to strengthen the visual impact. 	<p>Taking inspiration from the greats</p> <ul style="list-style-type: none"> • Apply knowledge and ideas from the great artists, architects and designers from ancient to modernist periods.
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