EASTCROFT PARK PRIMARY SCHOOL

Art and Design Curriculum Milestones

	End of Key Stage 1	End of Lower KS2	End of Upper KS2
To develop ideas	• Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.	• 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.	• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketchbook. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp.
To master techniques	Painting • Use thick and thin brushes. • Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make • tones. • Create colour wheels. Collage • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. Sculpture • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. Drawing • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines.	Painting • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. Collage • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. Sculpture • 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. • Use clay and other mouldable materials. • Add materials to provide interesting detail.	Painting • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • 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. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. Collage • Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. Sculpture • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.

Never settle for less than your best.

	• Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. Print • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. Textiles • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. Digital Media • Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Drawing • Use different hardnesses 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). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. Print • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns. Textiles • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. Digital Media • Create images, video and sound recordings and explain why they were created.	• Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. Drawing • 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. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. Print • 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 • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. Digital Media • Enhance digital media by editing (including sound, video, animation, still images and installations).
To take inspiration from the greats (classic and modern)	• Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.	• Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.	• Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.