

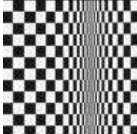






































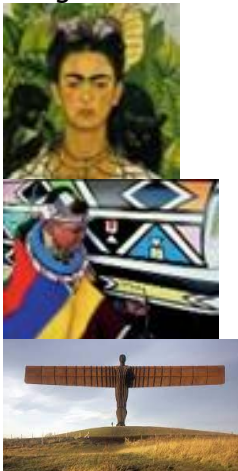



# Art & Design Curriculum Progression- Milestones

| Opportunities  | EYFS  | KS1  |   | KS2  |  |   |   |
|--|---|--|---|--|--|---|---|
|  | EYFS  | Year 1   | Year 2  | Year 3   | Year 4   | Year 5  | Year 6  |
| <b>Breadth of Study</b><br><br><b>(Suggested content and artists )</b> | <p>Reception:<br/>Introduce the work of artists</p> <p>Form ideas and use various medium- produce work based on the work of artists</p> <p><b>Suggested artists for Reception:</b></p> <p>Wassily Kandinsky<br/> <a href="https://www.theartstory.org/artist/kandinsky-wassily/">https://www.theartstory.org/artist/kandinsky-wassily/</a></p>  <p>Andy Goldsworthy<br/> <a href="https://www.theartstory.org/artist/goldsworthy-andy/">https://www.theartstory.org/artist/goldsworthy-andy/</a></p>  | <p><u>Painting</u></p> <p>Bridget Riley Op Art<br/> <a href="https://www.theartstory.org/artist/riley-bridget/">https://www.theartstory.org/artist/riley-bridget/</a></p>  <p><u>Sculpture-</u></p> <p>Alberto Giacometti, Barbara Hepworth : people and animals</p>   <p><u>Drawing:</u></p> <p>Pencils ,pastels, charcoal, fabric crayons, pen and ink (using weather as inspiration)</p> | <p><u>Printmaking-</u></p> <p>Andy Warhol- Pop Art (sunset prints)<br/> <a href="https://www.theartstory.org/artist/warhol-andy/">https://www.theartstory.org/artist/warhol-andy/</a></p>  <p><u>Collage:</u></p> <p>Mixed materials: using inspiration from The Great Fire of London (incorporate digital media)</p>  <p><u>Textiles</u></p> <p>Weaving- looking at Australian indigenous weaving</p>  <p><a href="https://tjanpi.com.au/">https://tjanpi.com.au/</a></p> | <p><u>Drawing &amp; painting</u></p> <p>Ancient Art : Cave Painting/drawing-</p>  <p>Impressionism-painting (including Neo/Post-Impressionism-pointillism) Manet, Monet, Cassatt, Seurat,</p>  <p>Van Gogh</p>  <p><u>Weaving/sewing</u></p> <p>Gunta Stolz, Harriet Powers<br/>         (weaving on a loom, appliqué)</p> <p><u>Drawing:</u></p> <p>Pencils ,pastels, charcoal, fabric crayons, pen and</p> | <p><u>Sculpture:</u></p> <p>Mosaics (clay)-Emma Biggs &amp; Isaiah Zagar (Romans)<br/> <a href="http://www.emmabiggsmosaic.net/">http://www.emmabiggsmosaic.net/</a></p>  <p><a href="https://www.phillymag.icgardens.org/about-us/about-isaiah-zagar-zagar-commissionsandprojects/">https://www.phillymag.icgardens.org/about-us/about-isaiah-zagar-zagar-commissionsandprojects/</a></p> <p><u>-Painting (America)</u></p> <p>Georgia O'Keefe-landscapes and flora<br/> <a href="https://www.theartstory.org/artist/okeeffe-georgia/">https://www.theartstory.org/artist/okeeffe-georgia/</a></p>  <p><u>Printmaking</u></p> | <p><u>Painting:</u></p> <p>Frida Kahlo &amp; Henri Rousseau - (Rainforest/jungle)</p>  <p><u>Drawing, stencilling, painting</u></p> <p>Banksy, Jean-Michel Basquiat - drawing/pastels/inks/stencilling (contemporary artists, graffiti, street art )<br/> <a href="https://www.theartstory.org/artist/banksy/artworks/">https://www.theartstory.org/artist/banksy/artworks/</a></p> <p><u>Textiles:</u></p> <p>Batik--Inspired by landscape artists across movements : Turner, Constable, Cezanne, Van Gogh, Hockney</p>  | <p><u>Collage &amp; mixed media</u></p> <p>WW2-photos &amp; digital/textiles (digital media)- Abstract Expressionism- Rothko, Pollock</p>   <p><u>Printmaking/Textiles-</u></p> <p>block fabric printing &amp; fabric painting Ndebele and – Kenyan inspiration</p>  <p><u>Sculpture:</u></p> |


# Art & Design Curriculum Progression- Milestones

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|  | <p><b>Guiseppe Arcimboldo</b><br/> <a href="https://www.theartstory.org/artist/arcimboldo-giuseppe/artworks/">https://www.theartstory.org/artist/arcimboldo-giuseppe/artworks/</a></p>  <p><b>Jackson Pollock</b><br/> <a href="https://www.theartstory.org/artist/pollock-jackson/">https://www.theartstory.org/artist/pollock-jackson/</a></p>  <p><b>Claude Monet</b><br/> <a href="https://www.theartstory.org/images20/works/monet_claude_7.jpg">https://www.theartstory.org/images20/works/monet_claude_7.jpg</a></p>  <p><b>Chris Ofili</b><br/> <a href="https://www.theartstory.org/artist/ofili-chris/">https://www.theartstory.org/artist/ofili-chris/</a></p> |  <p><u>Sketchbooks</u></p> <p><i>Plan and develop ideas and use a variety and combination of media for drawing, painting and sculpture: acrylic paint, watercolours, poster paint, Modroc, papier mache, clay</i></p>  | <p><u>Painting:</u></p> <p>Portraits and self portraits:- Leonardo DaVinci, Henri Matisse, Guiseppe Arcimboldo, Paul Gauguin, Lucien Freud</p>   <p><u>Drawing:</u></p> <p>Pencils ,pastels, charcoal, fabric crayons, pen and ink</p>  <p><u>Sketchbooks</u></p> <p><i>Plan and develop ideas and use a variety and combination of media for drawing, painting and sculpture: acrylic paint, watercolours, poster paint, Modroc, papier mache, clay</i></p>  | <p>ink ( using weather as inspiration)</p>  <p><u>Sketchbooks</u></p> <p><i>Plan and develop ideas and use a variety and combination of media for drawing, painting and sculpture: acrylic paint, watercolours, poster paint, Modroc, papier mache, clay</i></p>  <p><a href="https://www.textileartist.org/textile-artist-gunta-stolz-1897-1983">https://www.textileartist.org/textile-artist-gunta-stolz-1897-1983</a></p> | <p>Reduction block printing (Bath &amp; Georgian and Mediterranean architecture- Gaudi</p>  <p><a href="https://www.theartstory.org/artist/gaudi-antoni/">https://www.theartstory.org/artist/gaudi-antoni/</a></p> <p><u>Drawing:</u></p> <p>Pencils ,pastels, charcoal, fabric crayons, pen and ink</p>  <p><u>Sketchbooks</u></p> <p><i>Plan and develop ideas and use a variety and combination of media for drawing, painting and sculpture: acrylic paint, watercolours, poster paint, Modroc, papier mache, clay</i></p>  | <p><u>Drawing:</u></p> <p>Pencils ,pastels, charcoal, fabric crayons, pen and ink</p>  <p><u>Sketchbooks</u></p> <p><i>Plan and develop ideas and use a variety and combination of media for drawing, painting and sculpture: acrylic paint, watercolours, poster paint, Modroc, papier mache, clay</i></p>  | <p>Contemporary Artists-- (wire and papier mache- large structures- busts) Picasso, Anthony Gormley, Henry Moore, Kara Walker (contemporary, conceptual)</p>    <p><u>Drawing:</u></p> <p>Pencils ,pastels, charcoal, fabric crayons, pen and ink</p>  <p><u>Sketchbooks</u></p> <p><i>Plan and develop ideas and use a variety and combination of media for drawing, painting and sculpture: acrylic paint, watercolours, poster paint, Modroc, papier mache, clay</i></p>  |
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# Art & Design Curriculum Progression- Milestones

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| <p>Artists, craftspeople and designers</p>  |  <p>Georgia O'Keefe</p> <p><a href="https://www.theartstory.org/artist/okeeffe-georgia/">https://www.theartstory.org/artist/okeeffe-georgia/</a></p>  | <p>Describe the work of notable artists and begin to use the language of art. e.g. light, dark, bright, dull, colours.</p> <p>Use artists ideas for a model for their own art work.</p> <p><a href="https://www.theartstory.org/">https://www.theartstory.org/</a></p> | <p>Describe the work of notable artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p> <p><a href="https://www.theartstory.org/">https://www.theartstory.org/</a></p>          | <p>Develop the language of art when talking about artists.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p><a href="https://www.theartstory.org/">https://www.theartstory.org/</a></p> | <p>Replicate some of the techniques used by notable artists, artisans and designers</p> <p>Be more confident in using the language of art and in sketchbook notation.</p> <p>Create original pieces that are influenced by studies of others.</p> <p><a href="https://www.theartstory.org/">https://www.theartstory.org/</a></p> | <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p><a href="https://www.theartstory.org/">https://www.theartstory.org/</a></p> | <p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Notate work using correct language</p> <p>Show and explain how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles</p> <p><a href="https://www.theartstory.org/">https://www.theartstory.org/</a></p> |
| <p>Exploring and developing ideas</p>     | <p>explore ideas and different starting points according to interests</p> <p>Explore different methods and materials..</p>  | <p>explore ideas and starting points</p> <p>Explore different methods and materials..</p> <p>Label our art work using some visual language</p>   | <p>Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p> <p>Explore different methods and materials as ideas develop.</p> <p>label our art work using developing visual language.</p> | <p>develop ideas from starting points throughout the curriculum.</p> <p>start to collect information sketches and resources.</p> <p>Begin to explore, adapt and refine ideas.</p> <p>comment on artworks using visual language including work in our own.</p>             | <p>Develop ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas as they progress.</p>   | <p>develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Begin to present ideas more imaginatively and thoughtfully in sketchbooks.</p> <p>Begin to use the qualities of materials to enhance ideas.</p>   | <p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p>  |

# Art & Design Curriculum Progression- Milestones


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|   |  |  |   | Begin to annotate work in sketchbook   | Explore ideas in a variety of ways.<br><br>Comment on artworks using visual language including their own.<br><br>Annotate work in sketchbook.   | Annotate work in sketchbook to reflect progression of their ideas.<br><br>Comment on artworks with a fluent grasp of visual language including their own.  | Use the qualities of materials to enhance ideas.<br><br>Spot the potential in unexpected results as work progresses.<br><br>Comment on artworks with a fluent grasp of visual language  |
| <b>Drawing</b><br> | <b>(Nursery 2 year old Provision)</b><br><b>22-36 months</b><br><b>Drawing &amp; Painting:</b><br>Introduce tools for mark making inside and outside of the setting and on a large scale, felt pens, crayons, chalks, paint brushes with paint and water. Using hands and fed to mark make/paint.<br><br><b>Pre-school- 30-50 months:</b><br><b>Drawing &amp; Painting:</b><br>Introduce tools for mark making inside and outside of the setting and on a large scale, felt pens, crayons, chalks, paint | Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.<br><br>Use a sketchbook to gather and collect artwork.<br><br>Begin to explore the use of line, shape and colour using thick and thin lines, textures and tones.<br><br>Draw from imagination and to illustrate other learning e.g. writing | Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.<br><br>Understand the basic use of a sketchbook and work out ideas for drawings.<br><br>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.<br><br>Experiment with the visual elements; line, shape, pattern and colour and shade using thick and thin lines, textures and tones.<br><br>Draw from imagination and to illustrate other learning e.g. writing | Know and experiment with different grades of pencil and other implements.<br>Plan, refine and alter their drawings as necessary.<br><br>Use their sketchbook to collect and record visual information from different sources.<br><br>Draw for a sustained period of time at their own level. Use techniques such as stippling, hatching, blending, shading,, mark making for effect<br><br>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.<br><br>Draw from imagination and to illustrate other learning e.g. writing | Make informed choices in drawing including paper and media.<br><br>Alter and refine drawings using previously learnt techniques e.g. stippling , hatching, blending, shading and describe changes using drawing vocabulary.<br><br>Collect images and information independently in a sketchbook.<br><br>Use research to inspire drawings from memory and imagination.<br><br>Explore relationships between line and tone, pattern and shape, line and texture. Use different hardness of pencils. | Use a variety of source material for their work.<br><br>Work in a sustained and independent way from observation, experience and imagination.<br><br>Develop techniques for sustained observation e.g. using a viewfinder, using different angles<br><br>Use a sketchbook to develop ideas.<br><br>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.<br><br>Draw from imagination and to illustrate other learning e.g. writing | Demonstrate a wide variety of ways to make different marks with different paper and texture.<br><br>Develop ideas using different or mixed media, using a sketchbook.<br><br>Use a choice of technique to depict movement, perspective, shadows and reflection.<br><br>Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.<br><br>Draw from imagination and to illustrate other learning e.g. writing |

## Art & Design Curriculum Progression- Milestones


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|  | <p>brushes with paint and water. Mixing primary colours.</p> <p>Using hands and feet to mark make/paint</p> <p>Draw from imagination on different surfaces and with different implements</p> <p><b>40-60 months + Drawing &amp; Painting:</b><br/>Introduce tools for mark making inside and outside of the setting and on a large scale and small scale, felt pens, crayons, chalks, paint brushes with paint and water. Use different consistencies and textures</p> <p>AL- Observational drawing. Drawing relating to stories or experiences.</p> <p>Drawing from imagination</p> |  |  |  | <p>Draw from imagination and to illustrate other learning e.g. writing</p> |  |  |
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# Art & Design Curriculum Progression- Milestones

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|  | <p>Mixing primary colours. Using thick and thin brushes including small implements: cotton buds and finger tips.</p> <p>40-60 months as above</p> |   |  |   |   |   |   |
| <p><b>Painting</b></p>  | <p><b>as above</b></p>  | <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix primary to make secondary colours and shades using different types of paint.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Add white and black to colours to make tints and tones.</p> | <p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping, etc.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Add white to colours to make tints and tones.</p> | <p>Mix a variety of colours and know which are secondary and tertiary colours.</p> <p>Use a developed colour vocabulary- contrasting/complementary/ warm/cold. Choose colours to create a mood.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc</p> | <p>Mix colours effectively.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task. e.g. to create a mood.</p> <p>Show increasing independence and creativity with the painting process</p> | <p>Make and match colours with increasing accuracy.</p> <p>Demonstrate a secure knowledge about colour. Choosing colour to create moods and effects</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p> | <p>Mix colour shades and tones with confidence building on previous knowledge. Understanding which works well and why.</p> <p>Create their own appropriate colour palette.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work. eg watercolour and acrylic.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p> |

# Art & Design Curriculum Progression- Milestones


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| <p><b>Sculpture</b></p>  | <p><b>22-36 months:</b><br/><b>3D experiences:</b><br/>plasticine, play dough, clay, adult supervised tearing, folding and gluing</p> <p><b>30-50 months:</b><br/><b>3D experiences:</b><br/>plasticine, play dough, clay, adult supervised/led cutting, sticking, tearing, folding and gluing.</p> <p><b>40-60 months +</b><br/><b>3D experiences:</b><br/>plasticine, play dough, clay, adult supervised/led cutting, sticking, tearing, folding and gluing. papier mache- small /large scale models</p> | <p>Explore sculpture with a range of malleable media, including clay.</p> <p>Explore shape and form through experimenting with, constructing and joining recycled, natural and man-made materials.</p> | <p>Experiment with, construct and join recycled, natural and man-made materials more confidently-e.g paper, card, straws, clay, papier mache and modroc.</p> <p>Use techniques such as rolling cutting and coiling (clay)</p> | <p>Join materials adequately and work reasonably independently. e.g slip in clay</p> <p>Plan, design and make models</p> <p>use a variety of materials begin to develop techniques with certain materials e.g. papier mache</p> | <p>create and combine shapes to create recognisable forms (eg shapes made from nets and solid materials)</p> <p>Plan, design, make and adapt models.</p> <p>Use a variety of materials develop techniques with certain materials e.g. papier mache</p> <p>Include texture that conveys feelings, express or movement.</p> | <p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and manmade materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Use a variety of materials refine techniques with certain materials e.g. papier mache</p> <p>Add materials to provide interesting material</p> | <p>Develop skills in using clay inc. slabs, coils, slips, wire, mod roc, papier mache etc.</p> <p>Experiment with different styles, real life and abstract</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p> |
| <p><b>Collage including textiles</b></p>  | <p><b>22-36 months:</b><br/><b>Collage:</b> various resources for collage, textured papers, scrap paper etc.</p> <p><b>30-50 months:</b></p>   | <p>Mix materials to create textures.</p> <p>Use a combination of materials that are cut, torn or glued.</p>  | <p>use a combination of materials that are cut, torn or glued.</p> <p>Sort and arrange materials</p>  | <p>Begin to make decisions about where to place materials</p> <p>Name the tools and materials they have used.</p>   | <p>Select and arrange materials for a striking effect.</p> <p>Use coiling, overlapping, tessellation, mosaic and montage.</p>   | <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p> <p>Experiment with using batik safely.</p>   | <p>Use different techniques, colours and textures etc when designing and making final pieces of work.</p> <p>Mix textures combine visual and tactile qualities</p>   |

# Art & Design Curriculum Progression- Milestones

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|  | <p><b>Collage:</b> various resources for collage, textured papers, scrap paper etc. Using made and natural materials: leaves etc.</p> <p>Using different types of glue, PVA, glue sticks, flour &amp; water mix</p> <p>Collaboration on large scale collages</p> <p>Revisit and refine skills e.g. cutting, sticking, mixing colours</p> <p><b>50-60 months + Collage &amp; Textiles:</b> various resources for collage, textured papers, scrap paper etc. Using made and natural materials: leaves etc. Collaboration on large scale collages. Weaving materials.</p> <p>Revisit and refine skills e.g. cutting,</p> | <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p> | <p>Create textured collages from a variety of media including wax resist</p> | <p>Experiment with a range of media e.g. overlapping, layering, adding texture, resist techniques-flour etc</p> | <p>Refine and alter ideas and explain choices using collage vocabulary.</p> |  | <p>To be expressive and analytical to adapt, extend and justify their work.</p> |
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# Art & Design Curriculum Progression- Milestones

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|  | sticking, mixing colours  |   |  |   |   |  |   |
| <p><b>Printing</b></p>  | <p><b>22-36 months:</b><br/><b>Printing:</b><br/>Printing with hands, feet and cut vegetables or natural objects: leaves, cones etc.</p> <p><b>30-50 months:</b><br/><b>Printing :</b><br/>Printing with hands, feet and cut vegetables or natural objects: leaves, cones etc. Making patterns</p> <p><b>50-60 months +</b><br/><b>Printing:</b> Printing with blocks (including made blocks ), cut vegetables or natural objects: leaves, cones etc. Making repeating patterns including colour patterns and pictures with shapes</p> <p>Opportunities to choose colours independently</p> | <p>Make marks in print with a variety of objects, including natural and made objects and parts of the body. (rub, roll , stamp and print handprints, sponge prints)</p> <p>Carry out different printing techniques e.g. monoprint,(draw in the ink, lay the paper on top)</p> <p>Make rubbings.</p> <p>Build a repeating pattern and recognise patterns in the environment.</p> | <p>.Use a variety of techniques, inc.poly-block ( relief), monoprinting-sticking sponge to a block to make a stamp and rubbings.</p> <p>Design patterns of increasing complexity, colour and repetition.</p> <p>Use different objects to create more elaborate repeating prints and patterns- fruit, vegetables etc</p> <p>Use different materials to print on- fabric, papers- create wallpaper</p> | <p>Print using a variety of materials, objects and techniques including overlapping, using multiple print blocks, mono and relief print blocks</p> <p>Talk about the processes and resources used to produce a print -use the language of printmaking e.g. roller, printblock,,ink, waterbased ink, relief, mono</p> <p>Explore patterns, colours and shapes, creating designs for printing taking inspiration from others and developing ideas</p> <p>Understand the print will be the mirror image of their block (lettering)</p> | <p>,Use examples from printmakers, create and refine a print using a variety of techniques.</p> <p>use reduction printing with two colours for effect</p> <p>Refine their print ensuring evenness of ink, clarity of print, detail,adequate pressure to create a clear, even print print</p> <p>Experiment with pattern and colour to develop own ideas</p> | <p>Explain techniques, including the use of poly-blocks, relief, mono (coiled string on a block)and resist printing.</p> <p>Organise and refine their work in terms of detail, pattern, repetition, symmetry or random printing styles.</p> <p>Choose appropriate coloured inks and overlay colours to create affect</p> <p>Refine prints for evenness and clarity</p> | <p>Describe varied techniques. including intaglio printing</p> <p>Refine use of pattern and texture</p> <p>Be familiar and confident with reduction printing using multiple colours</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work adding other mediums like stencilling and spraying on top</p> <p>Work relatively independently.</p> |

# Art & Design Curriculum Progression- Milestones

| Threshold Concepts                                 |  | Media & Materials<br>Techniques<br>Process<br>Colour Theory<br>Emotions<br>Artists and Artisans<br>Effects<br>Visual Language<br>Styles and Periods  | Media & Materials<br>Techniques<br>Process<br>Colour Theory<br>Emotions<br>Artists and Artisans<br>Effects<br>Visual Language<br>Styles and Period   | Media & Materials<br>Techniques<br>Process<br>Colour Theory<br>Emotions<br>Artists and Artisans<br>Effects<br>Visual Language<br>Styles and Period  | Media & Materials<br>Techniques<br>Process<br>Colour Theory<br>Emotions<br>Artists and Artisans<br>Effects<br>Visual Language<br>Styles and Period   | Media & Materials<br>Techniques<br>Process<br>Colour Theory<br>Emotions<br>Artists and Artisans<br>Effects<br>Visual Language<br>Styles and Period  | Media & Materials<br>Techniques<br>Process<br>Colour Theory<br>Emotions<br>Artists and Artisans<br>Effects<br>Visual Language<br>Styles and Period   |
|--|--|--|--|---|--|---|--|
| Key Vocabulary and Schematic or Thematic Knowledge | <p><b>22-36 months-</b><br/>Colour names, paint, brush, vocab for texture: rough, smooth, mix, water, mark,</p> <p><b>36-50 months-</b><br/>Colour names, vocab for texture: rough, smooth, mix, water, glue, cut, stick, collage, paint, idea</p> <p><b>50-60 months-</b><br/>Colour names, vocab for texture: rough, smooth, mix, water, glue, cut, stick, collage, paint, thick, thin, wet,</p> | <p><b><u>Formal Elements of Art: Line, Colour, Tone, Form, Shape, Texture, Pattern</u></b></p> <p><b>Drawing</b> :thick thin soft broad narrow fine pattern line shape detail mirror image nature made environment charcoal coloured pencil drawing pencil felt tip pen marker</p> | <p><b><u>Formal Elements of Art: Line, Colour, Tone, Form, Shape, Texture, Pattern</u></b></p> <p><b>Drawing</b> :thick thin soft broad narrow fine pattern line shape detail mirror image nature made environment charcoal coloured pencil drawing pencil felt tip pen marker</p> <p><b>Painting:</b>Primary (colour) Light Dark Thick Thin Tone Warm Cold Shade e.g.</p> | <p><b><u>Formal Elements of Art: Line, Colour, Tone, Form, Shape, Texture, Pattern</u></b></p> <p><b>Drawing</b> detail, three dimensional,, hatching, stippling, blending, thumbnails, scale, enlarging, annotate, abstract, highlight, dimensions, shades, tones, solid, flat, sketch, line drawing, depth, viewfinder, technique</p> <p>Knowledge of pencil grades</p> | <p><b><u>Formal Elements of Art: Line, Colour, Tone, Form, Shape, Texture, Pattern</u></b></p> <p><b>Drawing</b> detail, three dimensional, perspective,, hatching, stippling, blending, thumbnails, scale, enlarging, annotate, abstract, highlight, dimensions, shades, tones, solid, flat, sketch, line drawing, depth, viewfinder, technique, expressive</p> | <p><b><u>Formal Elements of Art: Line, Colour, Tone, Form, Shape, Texture, Pattern</u></b></p> <p><b>Drawing;</b> Viewpoint Distance Direction Angle Perspective Bird's eye view Alter Modify Interior focal point Exterior Natural form Vista Panorama Image Subject Portrait Caricature Expression Personality, composition, capture</p> <p><b>Painting:</b> Traditional Representational</p> | <p><b><u>Formal Elements of Art: Line, Colour, Tone, Form, Shape, Texture, Pattern</u></b></p> <p><b>Drawing</b> Viewpoint Distance Direction Angle Perspective Bird's eye view Alter Modify Interior focal point Exterior Natural form Vista Panorama Image Subject Portrait Caricature Expression Personality, composition contrast, horizon, personal style, composition, capture, movement</p> |

# Art & Design Curriculum Progression- Milestones

|  |   |   |  |  |   |  |   |
|--|---|---|--|--|---|--|---|
|  | dry, pattern, repeat, hard, soft, light, dark, model, painting, artist, sculpture, sculptor, portrait, self-portrait, landscape | <p><b>Painting:</b>Primary (colour) Light Dark Thick Thin Tone Warm Cold Shade e.g. different shades of red, green, blue, yellow Bright painter</p> <p><b>Printing:</b>Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth</p> <p><b>Collage &amp; Textiles:</b>Fabric Colour Pattern Shape Texture Glue Stick Scissors Sew Needle Felt Hessian Scraps Wool Yarn Thread Fur Tweed Silk Satin Net Weave</p> <p><b>Sculpture:</b>Model Cut Stick Fold Bend Attach Assemble Statue Stone Shell Wood metal sculptor</p> | <p>different shades of red, green, blue, yellow Bright painter</p> <p><b>Printing:</b>Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth roller (brayer) block, barren</p> <p><b>Collage &amp; Textiles:</b>Fabric Colour Pattern Shape Texture Glue Stick Scissors Sew Needle Felt Hessian Scraps Wool Yarn Thread Fur Tweed Silk Satin Net Weave</p> <p><b>Sculpture:</b>Model Cut Stick Fold Bend Attach Assemble Statue Stone Shell Wood metal sculptor</p> | <p><b>Painting:</b> Primary (colour) Light Dark Thick Thin Tone Warm Cold Shade Bright dull muted texture brush- marks mood expression warm, cold complementary contrasting/colours</p> <p><b>Printing:</b> print rubbing smudge image surface press decoration cloth block repeat, printing ink, pattern relief print roller (brayer) barren,</p> <p><b>Collage &amp; Textiles:</b> Fabric Colour Pattern Shape Texture Stick Scissors Sew Needle Felt Hessian Scraps Wool Yarn Thread Fur applique</p> <p><b>Sculpture</b> Model Cut Stick Fold Bend Attach Assemble Statue Stone Shell Wood metal</p> <p>Digital Media: Cut Paste Digital camera Mouse Programme Clone Move tool Magic wand Enlarge Scale Stamp</p> | <p>Knowledge of pencil grades</p> <p><b>Painting:</b>Primary (colour) Light Dark Thick Thin Tone Warm Cold Shade Bright dull muted texture brush- marks mood expression warm, cold complementary contrasting/colours</p> <p><b>Printing:</b></p> <p><b>Collage &amp; Textiles:</b> Fabric Colour Pattern Shape Texture Glue Stick Scissors Sew Needle Felt Hessian Scraps Wool Yarn Thread Fur Tweed Silk Satin Net Weave</p> <p><b>Sculpture</b> Model Cut Stick Fold Bend Attach Assemble Statue Stone Shell Wood metal mold sculpt form 3D</p> | <p>Imaginary Modern art movement influence Stippled Splattered Dabbed Scraped Dotted Stroked Textured Flat Layered Opaque Translucent Intense art movement impression realistic/realism, classical, modern abstract, surrealism expression contemporary</p> <p><b>Printing:</b>Monotype Printing plate Inking up Water-based Oil-based Overlap Intaglio Relief Etching Engraving Indentation Collograph Pressure</p> <p><b>Collage &amp; Textiles</b> Cloth Fray Taffeta Organdie Poplin Tweed Embellished Manipulated Embroidered Warp Weft Replicate Soft sculpture</p> <p><b>Sculpture</b> Realistic Proportion Surface texture Balance Scale Relationship Transform Movement</p> | <p><b>Painting:</b> Traditional Representational Imaginary Modern art movement influence Stippled Splattered Dabbed Scraped Dotted Stroked Textured Flat Layered Opaque Translucent Intense art movement impression realistic/realism, classical, modern abstract, surrealism expression contemporary</p> <p><b>Printing:</b> Relief print, mono printing, Monotype Printing plate Inking up Water-based Oil-based Overlap Intaglio Relief Etching Engraving Indentation Collograph Pressure</p> <p><b>Collage &amp; Textiles:</b> Fabric Colour Pattern Shape Texture Glue Stick Scissors Sew Needle Felt Hessian Scraps Wool Yarn Thread Fur Tweed Silk Satin Net Weave</p> <p><b>Sculpture</b> Bend Attach Assemble Statue</p> |
|--|---|---|--|--|---|--|---|

# Art & Design Curriculum Progression- Milestones

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  | Rhythm Composition<br>Structure Construct<br>Flexible Pliable<br>Hollow Solid Surface<br>Plane Angle Slip<br>Attachment Relief | Stone Shell Wood<br>metal malleable,<br>Realistic Proportion<br>Surface texture<br>Balance Scale<br>Relationship<br>Transform Movement<br>Rhythm Composition<br>Structure Construct<br>Flexible Pliable<br>Hollow Solid Surface<br>Plane Angle Slip<br>Attachment Relief |
|--|--|--|--|--|--|--|--|

## Development Matters in the EYFS

### 22-36 months:

Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'

Experiments with blocks, colours and marks.

### 36-50 months:

Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words

Explores colour and how colours can be changed.

Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

Beginning to be interested in and describe the texture of things.

# Art & Design Curriculum Progression- Milestones

Uses various construction materials.

Beginning to construct, stacking blocks vertically, horizontally, making enclosures, and creating spaces

Realises tools can be used for a purpose

## **Early Learning Goal:**

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories

## **Early Learning Goal:**

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

| Strand | Milestone 1 Key Stage 1 | Milestone 2 Lower Key Stage 2 | Milestone 3-Upper Key Stage 2 |
|--------|-------------------------|-------------------------------|-------------------------------|
|--------|-------------------------|-------------------------------|-------------------------------|

## Art & Design Curriculum Progression- Milestones

### Developing 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 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.



## Art & Design Curriculum Progression- Milestones

### 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.

- 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.

- 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.

## Art & Design Curriculum Progression- Milestones

|           |   |  |   |
|-----------|---|--|---|
| Collage   | <ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul>   | <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>  | <ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul>  |
| Sculpture | <ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul> | <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul> | <ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul> |

## Art & Design Curriculum Progression- Milestones

### Drawing

- Draw lines of different sizes and thickness.
  - Colour (own work) neatly following the lines.
  - Show pattern and texture by adding dots and lines.
  - Show different tones by using coloured pencils.
- 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.
- 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.

## Art & Design Curriculum Progression- Milestones

|          |   |  |   |
|----------|---|--|---|
| Print    | <ul style="list-style-type: none"><li>• Use repeating or overlapping shapes.</li><li>• Mimic print from the environment (e.g. wallpapers).</li><li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li><li>• Press, roll, rub and stamp to make prints.</li></ul> | <ul style="list-style-type: none"><li>• Use layers of two or more colours.</li><li>• Replicate patterns observed in natural or built environments.</li><li>• Make printing blocks (e.g. from coiled string glued to a block).</li><li>• Make precise repeating patterns.</li></ul> | <ul style="list-style-type: none"><li>• Build up layers of colours.</li><li>• Create an accurate pattern, showing fine detail.</li><li>• Use a range of visual elements to reflect the purpose of the work.</li></ul> |
| Textiles | <ul style="list-style-type: none"><li>• Use weaving to create a pattern.</li><li>• Join materials using glue and/or a stitch.</li><li>• Use plaiting.</li><li>• Use dip dye techniques.</li></ul>   | <ul style="list-style-type: none"><li>• Shape and stitch materials.</li><li>• Use basic cross stitch and back stitch.</li><li>• Colour fabric.</li><li>• Create weavings.</li><li>• Quilt, pad and gather fabric.</li></ul>  | <ul style="list-style-type: none"><li>• Show precision in techniques.</li><li>• Choose from a range of stitching techniques.</li><li>• Combine previously learned techniques to create pieces.</li></ul>              |

## Art & Design Curriculum Progression- Milestones

Learning about  
artists and artisans

- 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.