

## Art Key Milestones and Progression

| EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | KS1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | KS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p>By the end of EYFS children will be confident in exploring and using different media and materials. They will use their experience in art to develop their imagination and be willing to 'have a go' and new ideas and approaches.</p> <p>They will show confidence in initiating activities and show a can-do attitude. By trying out new experiences through their time in EYFS the children will be keen to take a risk by using trial and error to develop their own ideas.</p> <p>By taking the lead in this development children are able to choose ways of creating work and make links to prior experiences. This will give them the foundations of becoming confident artists in their artist journey.</p> | <p>By the end of KS1 children will be able to use a range of materials creatively to design and make products.</p> <p>They will be able to develop their skills in drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Through being exposed to different mediums they will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Using sketchbooks as their key to developing techniques and knowledge of different artists the children will see a sense of own style and pride in the artwork emerging.</p> <p>They will have an understanding about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> | <p>By the end of KS2 the children will have had the opportunity to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Through the use of sketchbooks they will have evidence of their observations and used them to review and revisit ideas. Their style and approach will be becoming more unique to each individual child.</p> <p>By using art and design techniques including drawing, painting and sculpture the children are developing their mastering skills with a range of materials.</p> <p>The children will have a strong understanding of about great artists, architects and designers in history, using the language of art in conversations and using the knowledge to develop their own practice and outcomes. They will be able to identify the artists they prefer and why, using examples of artwork with comparison to what they create.</p> |

|             | <b>Nursery</b>                                                                                                                                                                                                                                                                                                                                                                        | <b>Reception</b>                                                                                                                                                                                                                                                                                                             | <b>Yr 1</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>Yr 2</b>                                                                                                                                                                                                                                                                                                                      |
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| Drawing     | <p>Drawing- use lines and circles to represent an object or person. Use a range of mark making tools such as crayons, pens and pencils and draw on a large scale using gross motor movements.</p> <p>Making marks in a variety of materials using the senses.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> | <p>Drawing- Draw a self-portrait - include face shape, eyes, nose, mouth and hair.</p> <p>Children to use a variety of line styles such as zig zags, wavy lines, crosses etc. <b>Giuseppe Arcimboldo</b> – fruit face</p>                                                                                                    | <p>Children can draw from memory, observation and imagination.</p> <p>Children focus on detail, e.g. in a face - nose, lips, in a house - doors windows etc.</p> <p>Children develop ability to experiment with line, tone, pattern, shape and colour, e.g. thick, thin, light, dark lines</p> <p>Experiment with a variety of drawing media (pencils, pastels, charcoals and chinks).</p> | <p>Develop line drawings varying the type of line, eg thick, thin, light, dark etc</p> <p>Investigate tone by drawing light and dark lines, patterns and shapes.</p> <p>Investigate textures and unusual surfaces.</p> <p>Draw using a viewfinder.</p>                                                                           |
| Painting    | <p><b>Artist focus: Matisse, Nadia Janjua , Yayoi Kusama</b></p> <p>Painting- choosing colours and exploring the changes in colour and texture when mixed.</p> <p>Use brushes, combs and other objects to move and spread.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p>Explore colour and colour mixing.</p>         | <p><b>Artist focus: Frida Kahlo, Jackson Pollock, Wassily Kandinsky, Yayoi Kusama, Paul Klee</b></p> <p>Painting- mixing colours, choosing colours for a particular purpose. Use a range of different sized brushes.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> | <p><b>Artist focus: Guiseppe Arcimboldo, Claude Monet, Georgia O Keefe</b></p> <p>Children can make marks using thick paintbrushes, foam brushes and sponges.</p> <p>Children know that if they mix two colours together it makes another colour.</p>                                                                                                                                      | <p><b>Artist focus: Martin Bulinya, Pablo Picasso, LS Lowry, JMW Turner, Ydyoi Kusama, Frida Kahlo</b></p> <p>Children can paint using different tools (thick/ thin brushes).</p> <p>Children need to know primary and secondary colours and can mix them.</p> <p>Children start to use colour to express mood and feelings.</p> |
| Printmaking | <p><b>Artist focus: Indigenous Australian art - colour, pattern and line</b></p> <p>Printing-explore finger-painting and dipping and dotting with cotton buds. Move on to using sponge shapes.</p>                                                                                                                                                                                    | <p><b>Artist focus: Joan Miro</b></p> <p>Printing- Press print with a variety of objects that create different textures.</p> <p><b>Jackson Pollock</b> – marble printing, bottle and string dripping paint.</p>                                                                                                              | <p><b>Artist focus: Alan Birch</b></p> <p>Children can make prints using a range of found materials eg leaves, cotton reels, fruit and vegetables.</p>                                                                                                                                                                                                                                     | <p><b>Artist focus: Andy Warhol</b></p> <p>Children can make a repeated pattern using two colours.</p> <p>Children can make images through mono-printing.</p>                                                                                                                                                                    |
| Sculpture   | <p><b>Artist focus: Picasso</b></p> <p>Sculpture - using blocks to enclose and build. Join junk materials together using glue or tape.</p>                                                                                                                                                                                                                                            | <p><b>Artist focus: Sally Smith- environmental artist, Michelle Reader (recyclable artist)</b></p> <p>Sculpture -Create models of houses, animals and other items using junk materials. Explore joining techniques using glue, tape, string, spilt pins and treasury tags.</p>                                               | <p><b>Artist focus: Barabra Hepworth, Michelle Reader</b></p> <p>Children can use everyday objects to create 3D models. (Junk modelling).</p> <p>Children can cut, roll and coil materials (play dough, clay).</p>                                                                                                                                                                         | <p><b>Artist focus: Andy Goldsworthy</b></p> <p>Children can use different methods of fixing.</p> <p>Children use manmade and natural objects.</p> <p>Children can create texture using additional materials.</p> <p>Children can make a clay pot.</p>                                                                           |

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| Creative Craft<br>Collage | <b>Artist focus: Kovaleva Anastasia</b><br>Collage- Place and arrange natural and found objects in different ways-<br>Collage different materials on top of photographs.<br>Develop their own ideas and then decide which materials to use to express them. | <b>Artist focus: Gaudi</b><br>Use a variety of materials to represent different parts of a picture e.g. string for hair, shredded paper for grass.<br>Join different materials and explore different textures.<br>Explore different materials freely, in order to develop their ideas about how to use them and what to make. | <b>Artist focus: Jean Michel Basquiat</b><br>Textiles: Children can discuss the properties of different fabrics and threads.<br>Collage: Children can cut, tear, scrunch a variety of materials to create texture. | <b>Artist focus: Gustav Klimt</b><br>Textiles: Children can cut threads and make simple stitches on Binca. Children can weave using paper and then move onto simple weaving looms (e.g., crossed sticks and paper plates).<br>Collage: Children learn to layer and overlap materials to develop texture. Children to use a mixture of materials (e.g., buttons, beads, leaves). |
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|         | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 4                                                                                                                                                                                                                                                                                                 | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Year 6                                                                                                                                                                                                                                                                                      |
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| Drawing | Introduce tone using shading and graded shading and blending.<br>Use a viewfinder to focus on small details and enlarge drawings.<br>Experiment with different grades of pencil and other implements to create lines and marks, different forms and shapes and achieve variations in tone.<br>Create textures with a wide range of drawing implements (e.g. pastels, oil pastels, charcoal).<br>Term 2 Sketching Choc wrappers | Add details to drawings. E.g. shading and simple shadows, marks to create texture.<br>Explore pattern with a viewfinder.<br>Look at patterns and textures using dots, dashes and hatching.<br>Apply simple use of pattern and texture in observational drawings using line, tone, pattern and texture. | Begin to show an awareness of objects having a third dimension. Eg draw simple shapes like cubes etc<br>Use a viewfinder for group drawings and unusual perspectives.eg view from a window.<br>Use tone, pattern, line, texture and composition and work from a variety of sources including observation, photographs and digital images.<br>Observational drawings Eg group drawings, people and movement.<br>Explore colour mixing and blending techniques with coloured pencils and water soluble crayons.<br>Begin to develop an awareness of composition scale and proportion in their drawings eg foreground, middle ground and background. | Develop close observation skills using a variety of viewfinders.eg variety of shapes and sizes.<br>Be able to use different techniques for different purposes ie. Shading, hatching using a sketchbook.<br>Begin to use simple perspective in their using a single focal point and horizon. |

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| Painting               | <p><b>Artist focus: Georges Seurat</b><br/>Children can create shapes and patterns different tools (paint brushes and palette knives). Children can use colour to express mood. Children can create a background using a wash. Children know tertiary colours. 1A Link with painting pictures and photographs</p>                                                                         | <p><b>Artist Focus: Henri Rousseau<br/>Ancient Egyptian Tomb paintings</b><br/>Children explore the effect of adding water, glue, sand and sawdust to paint. Children create hues (tints and tones) by adding black and white.</p>                                                                                                                                          | <p><b>Artist focus: Ford Madox Brown, Vincent Van Gogh, Paul Klee</b><br/>Children explore effect of using different types of tools and techniques (e.g. dots, scratches and splashes)<br/>Children use black and white to create depth and shape.</p>                                                                   | <p><b>Artist focus: Gustava Caillebotte</b><br/>Children begin to use simple perspective in their paintings. Children explore the effect of light, colour, texture and tone on natural and manmade objects.</p>                                                  |
| Sculpture and ceramics | <p><b>Artist focus: Jean Shin- sculpture, Bruce Gray Sculptor, Antony Gormley sculptor</b><br/>Children can create 2D images in a 3D piece<br/>Create ceramics based on human form</p>                                                                                                                                                                                                    | <p><b>Artist focus: Frans Muhren</b><br/>Children look at colour and pattern in 3D structures.<br/>Children show an awareness of texture, Children join two thumb pots to create hollow 3D shapes. shape and form in 3D form.</p>                                                                                                                                           | <p><b>Greek and Roman Pottery Decorations</b><br/>Children explore 3D work from a variety of genres and cultures. Children sculpt simple animals and objects using clay (hollow).</p>                                                                                                                                    | <p><b>Artist focus; Elizabeth Catlett</b><br/>Children experiment by creating 3D soft sculptures (using a simple pattern, joining seems, decorating). Apply skills learnt to create a 3D sculpture.<br/>Children create figures using drape moulding (clay).</p> |
| Collage and textiles   | <p><b>Artist focus: Katrina Sanchez Standfeild</b><br/>Paper weaving<br/>Decoupage<br/>Children can stitch and cut threads and fabrics. Children can weave using a simple card loom. Children use a range of glues and adhesives and make decisions about what is best fit for purpose (e.g. glue gun, sticky tape, wallpaper paste).<br/>Term 2B The man who wore all of his clothes</p> | <p><b>Artist focus: Eileen Agar</b><br/>Children can use a variety of colours to create a simple woven pattern on a card loom.<br/>Tie dye fabrics using one colour.<br/>Collage:<br/>Children experiment with materials and techniques to create different feelings and movement.<br/>Children respond to a stimulus (e.g. music, poetry, nature) to create a collage.</p> | <p><b>Artist focus: Georges Braque, Caroline Lathan - Stiefel</b><br/>Tie dye fabric using two colours. Children use simple batik techniques.<br/>Children to explore weaving using different objects as simple looms (e.g. wheel, branches).<br/>Collage:<br/>Select specific materials to create a certain effect.</p> | <p><b>Artist focus Sophie Taeuber-Arp</b><br/>Create a marionette using textiles: Children use plaiting pinning stapling and stitching in a textile project<br/>Collage:<br/>Children use textiles to embellish their collage, (e.g., stitching, applique)</p>   |
| Printmaking            | <p><b>Artist focus: Edward Munch</b><br/>Children create texture using wallpaper, string, polystyrene etc<br/>Term 2 Chocolate, T-shirts link with DT</p>                                                                                                                                                                                                                                 | <p><b>Artist focus: Marimekko</b><br/>Children can print on a variety of materials using 2 or more colours. Children can use printing to represent the natural environment.</p>                                                                                                                                                                                             | <p><b>Artist focS: William Morris, Hokusai</b><br/>Children can create relief printing blocks.<br/>Children can overlay up to 3 colours.</p>                                                                                                                                                                             | <p><b>Artist focus: James Green</b><br/>Children can recreate a scene using a variety of printing techniques. Designs prints for a specific purpose. Children explore screen and transfer printing.</p>                                                          |

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| Photography           |  |  | <p><b>Artist focus: Rene Magritte</b><br/> Children research and discuss the ideas and approaches of various photographers taking account of their particular cultural context and intentions.<br/> Children understand and apply some basic knowledge and skills in camera use.<br/> Children combine photography with drawing in a mixed media piece.<br/> Children thoughtfully create a gallery to showcase the unit's work.</p> |                                                                                                                                                                                                                                                             |
| Design/graphic design |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Artist focus: Bauhaus, Alan Kitching, L'Atlas, Mike Edwards</b><br/> Use in shape in typography<br/> Illuminated letters. Using a grid to develop typography skills. Follow a brief to design a product based on<br/> Typography skills developed</p> |