

KS 1 Art & Design Coverage of skills over 2 year rolling programme.

Learning Objective	Milestone 1 (By end of Year 2)
To explore and develop ideas	<ol style="list-style-type: none"> 1. Respond to ideas and starting points. 2. Explore ideas and collect visual information. 3. Develop their ideas – try things out, change their minds 4. Explore different methods and materials as ideas develop. 5. Record and explore ideas from first hand observations. 6. Ask and answer questions about the starting points for their work
Evaluating and Developing Work	<ol style="list-style-type: none"> 1. Review what they and others have done and say what they think and feel about it. 2. Identify what they might change in their current work or develop in future work.
To master techniques	
Painting	<ol style="list-style-type: none"> 1. Use thick and thin brushes. 2. Mix primary colours to make secondary. 3. Add white to colours to make tints and black to colours to make tones. 4. Create colour wheels.
Collage	<ol style="list-style-type: none"> 1. Use a combination of materials that are cut, torn and glued. 2. Use scissors accurately to form shapes. 3. Sort and arrange materials. 4. Mix materials to create texture.
Sculpture	<ol style="list-style-type: none"> 1. Use a combination of shapes. 2. Include lines and texture. 3. Use rolled up paper, straws, paper, card and clay as materials. 4. Use techniques such as rolling, cutting, moulding, construction and carving.
Drawing	<ol style="list-style-type: none"> 1. Draw lines of different sizes and thickness. 2. Colour (own work) neatly following the lines. 3. Show pattern and texture by adding dots and lines. 4. Show different tones by using coloured pencils.
Printing	<ol style="list-style-type: none"> 1. Use repeating or overlapping shapes. 2. Mimic print from the environment (e.g. wallpapers). 3. Use objects to create prints (e.g. fruit, vegetables or sponges). 4. Press, roll, rub and stamp to make prints.
Textiles	<ol style="list-style-type: none"> 1. Use weaving to create a pattern. 2. Join materials using glue and/or a stitch. 3. Use plaiting. 4. Use dip dye techniques.
Digital media	<ol style="list-style-type: none"> 1. Use a wide range of tools to create different textures, lines, tones, colours and shapes.
To take inspiration from a range of artists, craft makers and designers	
To take inspiration from a range of artists, craft makers and designers	<ol style="list-style-type: none"> 1. Describe the work of notable artists, craft makers and designers. 2. Use some of the ideas of artists studied to create pieces. 3. Compare different practices and disciplines.

Based on resources from Sussex/ Lancashire schemes of work; Focus Education; Chris Quigley Education.

KS 2 Art Coverage of skills over 2 year rolling programme.

Learning Objective	Milestone 2 (By end of Year 4)	Milestone 3 (By end of year 6)
To develop ideas	<ol style="list-style-type: none"> 1. Develop ideas from starting points throughout the curriculum. 2. Collect information, sketches and resources. 3. Adapt and refine ideas as they progress. 4. Comment on artworks using visual language. 5. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 6. Question and make thoughtful observations about starting points and select ideas to use in their work. 	<ol style="list-style-type: none"> 1. Develop and imaginatively extend ideas from starting points throughout the curriculum. 2. Collect information, sketches and resources and present ideas imaginatively in a sketch book. 3. Use the qualities of materials to enhance ideas. 4. Spot the potential in unexpected results as work progresses. 5. Comment on artworks with a fluent grasp of visual language.
Evaluating and Developing Work	<ol style="list-style-type: none"> 1. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 2. Adapt their work according to their views and describe how they might develop it further. 3. Annotate and describe their work. 	<ol style="list-style-type: none"> 1. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 2. Adapt their work according to their views and describe how they might develop it further. 3. Annotate and describe their work.
To master techniques		
Painting	<ol style="list-style-type: none"> 1. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. 2. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. 3. Mix colours effectively and know which primary colours make secondary colours 4. Mix and use tints and shades. 5. Use watercolour paint to produce washes for backgrounds then add detail. 6. Experiment with creating mood with colour. 	<ol style="list-style-type: none"> 1. Sketch (lightly) before painting to combine line and colour. 2. Develop a painting from a drawing 3. Create a colour palette based upon colours observed in the natural or built world. 4. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. 5. Mix, match and combine colours, tones and tints to enhance the mood of a piece. 6. Use brush techniques and the qualities of paint to create texture. 7. Develop a personal style of painting, drawing upon ideas from other artists.
Collage	<ol style="list-style-type: none"> 1. Select and arrange materials for a striking effect. 2. Ensure work is precise. 3. Use tearing, coiling, overlapping, tessellation, mosaic and montage. 4. Use collage as a means of collecting ideas and information and building a visual vocabulary. 	<ol style="list-style-type: none"> 1. Mix textures (rough and smooth, plain and patterned). 2. Combine visual and tactile qualities. 3. Add collage to a painted, printed or drawn background
Sculpture	<ol style="list-style-type: none"> 1. Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). 2. Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. 3. Add materials to provide interesting detail. 4. Plan, design and make models from observation or imagination. 	<ol style="list-style-type: none"> 1. Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. 2. Use tools to carve and add shapes, texture and pattern. 3. Combine visual and tactile qualities. 4. Use frameworks (such as wire or moulds) to provide stability and form. 5. Develop skills in using clay inc. slabs, coils, slips, etc.
Drawing	<ol style="list-style-type: none"> 1. Use different hardnesses of pencils to show line, tone and texture. 2. Make marks and lines with a wide range of drawing implements. 3. Annotate sketches to explain and elaborate ideas. 4. Sketch lightly (no need to use a rubber to correct mistakes). 5. Use shading and tone to show light and shadow. 6. Use hatching and cross hatching to show tone and texture. 	<ol style="list-style-type: none"> 1. Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). 2. Use a choice of techniques to depict movement, perspective, shadows and reflection. 3. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). 4. Use lines to represent movement.
Printing	<ol style="list-style-type: none"> 1. Use layers of two or more colours. 2. Replicate patterns observed in natural or built environments. 3. Make printing blocks using a relief or impressed method (e.g. from coiled string glued to a block). 4. Make precise repeating patterns. 	<ol style="list-style-type: none"> 1. Build up layers of colours. 2. Create an accurate pattern, showing fine detail. 3. Use a range of visual elements to reflect the purpose of the work. 4. Work into prints with a range of media e.g. pens, colour pens and paints.
Textiles	<ol style="list-style-type: none"> 1. Shape and stitch materials. 2. Use basic cross stitch and back stitch. 3. Colour fabric. 4. Create weavings. 5. Quilt, pad and gather fabric. 	<ol style="list-style-type: none"> 1. Show precision in techniques. 2. Choose from a range of stitching techniques. 3. Combine previously learned techniques to create pieces. 4. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects
Digital media	<ol style="list-style-type: none"> 1. Create images, video and sound recordings and explain why they were created. 2. Use a graphics package to create images and effects with line, shape, colour or texture. 	<ol style="list-style-type: none"> 1. Enhance digital media by editing (including sound, video, animation, still images and installations).
Use sketch books	<ol style="list-style-type: none"> 1. Know how to use sketches to produce a final piece of art 2. To integrate images into artwork. 3. To experiment with different textures, patterns and images 4. Use photographs to develop ideas 	<ol style="list-style-type: none"> 1. Experiment with shading to create mood and feeling. 2. Experiment with media to create emotion in art. 3. Explain why chosen specific techniques or tools have been used. 4. Know how to use feedback to make amendments and improvement to art. 5. Know how to use a range of created and found images altering them where necessary to create art.
To take inspiration from a range of artists, craft makers and designers.		
	<ol style="list-style-type: none"> 1. Replicate some of the techniques used by notable artists, artisans and designers. 2. Create original pieces that are influenced by studies of others. 	<ol style="list-style-type: none"> 1. Give details (including own sketches) about the style of some notable artists, artisans and designers. 2. Show how the work of those studied was influential in both society and to other artists. 3. Create original pieces that show a range of influences and styles.

Based on resources from Sussex/ Lancashire schemes of work; Focus Education Chris Quigley Education.