



<p><b>In KS1 Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>		<p><b>In KS2 Pupils should be taught 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.</b></p> <p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>About great artists, architects and designers in history.</li> </ul>	
EYFS	Milestone 1-Years 1 & 2	Milestones 2- Years 3 & 4	Milestones 2- Years 5 & 6
	<b>Master techniques</b>		
<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Begin to use a variety of drawing tools and investigate different lines and begin to attach meaning to the marks they make.</p> <p>Recognise and name the primary colours being used.</p> <p>Explore what happens when colours are mixed.</p> <p>Effectively hold a pencil, using tripod grip.</p> <p>Choose the resources they need for their selected activities.</p> <p>Experiment to create different textures.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Manipulate materials to achieve a planned effect- collage, construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials, playdoh, clay etc.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Express their feelings and are confident to speak in a familiar group, will talk about their ideas.</p>	<p><b>Painting</b></p> <p>Use primary colours to make secondary</p> <p>Make a colour wheel</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Explore lightening and darkening paint with and without the use of black or white.</p> <p>Begin to control the types of marks made with the range of media</p>	<p><b>Painting</b></p> <p>Mix colours effectively.</p> <p>Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing</p> <p>Use a number of size brush techniques using thick and thin brushes to produce thick and thin lines.</p>	<p><b>Painting</b></p> <p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p>
	<p><b>Drawing</b></p> <p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Begin to explore the use of line, shape and colour.</p> <p>Discuss use of shadows, use of light and dark and pressing hard gives a dark tone and soft makes a lighter mark</p>	<p><b>Drawing</b></p> <p>Experiment with different grades of pencil to show line, tone and texture Plan, refine and alter their drawings as necessary.</p> <p>Accurate drawings of whole people including proportion and placement</p> <p>Use shading to show light and shadow</p> <p>Use hatching and crosshatching to show tone and texture</p>	<p><b>Drawing</b></p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>Interpret the texture of a surface –Produce increasingly accurate drawings of people</p>
	<p><b>Collage</b></p> <p>Use a combination of materials that are cut, torn and glued</p> <p>Mix materials to create texture</p> <p>Create textured collages from a variety of media</p>	<p><b>Collage</b></p> <p>Experiment with a range of media e.g. overlapping, layering, montage etc.</p> <p>Select and arrange material for a striking effect.</p>	<p><b>Collage</b></p> <p>Mix textures (rough and smooth, plain and patterned)</p> <p>Combine visual and tactile qualities.</p> <p>Ensure work is precise.</p>
	<p><b>Printing</b></p> <p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p> <p>Build a repeating pattern and recognise pattern</p>	<p><b>Printing</b></p> <p>To make a relief block print (eg: with string glued to a block)</p> <p>Print using a variety of materials, objects and techniques including layering.</p> <p>Use layers of two or more colours</p> <p>To explore pattern and shape, creating designs for printing.</p>	<p><b>Printing</b></p> <p>Explain a few techniques, including the use of poly-blocks, relief, mono and Batik printing.</p> <p>Use tools in a safe way</p> <p>Build up layers and colours/textures.</p>



	<b>Sculpture</b>  Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping, cutting Experiment with, construct and join recycled, natural and man-made materials more confidently (eg: rolled paper/straw/card/clay) Change the surface of a malleable material eg: build a textured surface	<b>Sculpture</b>  Use clay and other mouldable materials. Create and combine shapes to create recognisable forms (eg: shapes made from nets or solid materials) Include textures that convey feelings, expression or movement. Add materials to provide interesting detail.	<b>Sculpture</b>  Plan a sculpture through drawing and other preparatory work. Show life-like qualities and real life proportions, or if more abstract, provoke different interpretations. Use tools to carve and add shape, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.
	<b>Digital Media</b>  Use a wide range of tools to create different textures, lines, tones, colours and shapes. (links to IT)	<b>Digital Media</b>  Create images, video and sound recordings and explain why they were created. (links to IT)	<b>Digital Media</b>  Enhance digital media by editing (including sound, video, animation, still images) (links to IT)
	<b>Sketch Book</b>  Use a sketchbook to record their ideas. Explore different skills and materials as ideas develop. Respond to artists work and using it as a starting point for their own work. Describe the work of notable artists and designers.	<b>Sketch Book</b>  Use their sketchbook to collect and record visual information from different sources. Adapt and refine ideas as they progress. Replicate some of the techniques used by notable artists and designers.	<b>Sketch Book</b>  Use a sketchbook to develop own ideas further. Annotate work in sketchbook To be expressive and analytical to adapt, extend and justify their work. Collect information, sketches and resources and present ideas imaginatively. Give detail (including own sketches) about the style of some notable artists and designers.



