

Progression of Milestones in Art & Design

	Textiles Drawing & Painting	3D & Sculpture Drawing & Painting	Printing Drawing & Painting	Mixed Media Drawing & Painting	Drawing & Painting
Rec	<p>Summer 2</p> <ul style="list-style-type: none"> I can design a Rangoli pattern and trace onto silk using a gutta pen. I know how to use silk paints. 	<p>Autumn 2</p> <ul style="list-style-type: none"> I know what clay looks and feels like. I know how to mould clay to make a diva lamp. I know how to use tools and materials to create patterns in clay. I know that Andy Goldsworthy used natural materials. I can use natural materials to make patterns, shapes and pictures. <p>Spring 2</p> <ul style="list-style-type: none"> I can mould and sculpt clay to make a model of a dinosaur. I know how to use clay tools safely to create texture in clay. I can roll, mix, mould and paint salt dough to make a model of a coprolite. <p>Summer 1</p> <ul style="list-style-type: none"> I can talk about Andy Goldsworthy and his nature sculptures. I can use natural materials to make patterns, shapes and pictures in the style of Andy Goldsworthy. I can make my own nature paintbrush using materials from the local environment. I can make marks with my nature paintbrush and talk about the effects. <p>Summer 2</p> <ul style="list-style-type: none"> I know how to thread pasta on a string. I can make a repeating pattern on my South African necklace. 	<p>Autumn 1</p> <ul style="list-style-type: none"> I know how to print with, draw or paint fruits and vegetables. I can design a Mehndi handprint. <p>Spring 2</p> <ul style="list-style-type: none"> I know how to make fossil prints in clay. <p>Summer 2</p> <ul style="list-style-type: none"> I can use a range of tools to make an Aboriginal dot painting (cotton buds, paintbrushes, fingers). 	<p>Autumn 2</p> <ul style="list-style-type: none"> I can collage a poppy. I can create a Rangoli pattern using rice and coloured sand. I know and can recreate some symbols of faith (cross, star of David, menorah) using materials and glue. <p>Spring 1</p> <ul style="list-style-type: none"> I know how to make patterns using stripes, dots and zigzags. I can paint my pattern using fabric or acrylic paint. I can choose appropriate colours and colour in neatly. <p>Spring 2</p> <ul style="list-style-type: none"> I can collage a dinosaur skeleton using pasta, straws, matchsticks, cotton buds and glue. 	<p>Autumn 1</p> <ul style="list-style-type: none"> I know how to draw or collage a portrait of my face using lines and circles. I can add extra details to a portrait of my face to make it more complex. I know that Picasso was an artist who made his own style of portraits. I know how to trace an image using shapes and lines. I can explore what happens when I mix colours. <p>Autumn 2</p> <ul style="list-style-type: none"> I know the primary colours. I can mix primary colours to make autumn colours. I know that the artist Kandinsky painted circles using warm and cold colours. I can paint Kandinsky-inspired artwork. <p>Spring 1</p> <ul style="list-style-type: none"> I know how to draw and colour a planet using oil pastels. <p>Spring 2</p> <ul style="list-style-type: none"> I can sketch local buildings using rectangles and squares. I know that Kandinsky painted pictures of buildings. I can create my own Kandinsky-inspired building picture. <p>Summer 1</p> <ul style="list-style-type: none"> I can explore the effects of different sketching pencils. I can observe and sketch fruits in detail. I can use watercolours in my artwork. I know that Van Gogh painted pictures of sunflowers. I can observe, sketch and paint flowers in the style of Van Gogh. <p>Summer 2</p> <ul style="list-style-type: none"> I can talk about the artwork of LS Lowry.

					<ul style="list-style-type: none"> I can observe and draw a Lowry-inspired picture.
	<p>Knowledge, skills and understanding are further developed through both inside and outside continuous provision in the indoor and outdoor classrooms. These include:</p> <p>Indoor: Construction, Mathematics, Reading, Malleable and Craft, Role Play, Writing</p> <p>Outdoor: Mud Kitchen, Bike Track, Construction, Music and Stage, Role Play, Sand, Storytelling, Water</p>				
Y1	<p>Autumn 2</p> <ul style="list-style-type: none"> I know the names of the primary and secondary colours. I know how to mix primary colours to make secondary colours. I can paint with primary and secondary colours. I know which colours are warm and which are cool. I can match colours to feelings. I know the style of Robert Delaunay. I can describe the work of Nnenna Okore. I can draw and respond to an artists' work in my own way. I can weave using paper, fabrics and/or threads, using the under and over technique. I can weave using different materials to create texture. 	<p>Spring 1</p> <ul style="list-style-type: none"> I can draw an observation of feathers. I know how to create a wax resist drawing of a feather. I know how to create a wire structure of a feather. I know how to create feathers by cutting, tearing, fringing and folding paper in different ways. I can create a bird shaped structure from different materials. I know the work of Cathy Miles and Andy Goldsworthy. I can work as a group to collage natural materials in the style of Andy Goldsworthy. 			<p>Summer 2</p> <ul style="list-style-type: none"> I can describe lines in my work using the words: wavy, vertical, horizontal, cross hatch. I can experiment with a range of mark making techniques. I can respond to music and the work of the artist(s). I can draw around a variety of shapes I can produce neat and careful colouring, featuring a range of different media and colours. I know how to blend paint colour washes into the artwork. I know how to blend two primary colour washes together to make a secondary colour. I know how to create a dot matrix effect in the style of Lichtenstein. I know how to create shadow effects within the artwork by outlining the figures in black. I know the differences between media, (which can be erased, smudged, etc). I know how to add texture to art work.
Y2		<p>Spring 2</p> <ul style="list-style-type: none"> I can use mathematical shapes to help create observational drawings. I can add 3D and depth to my drawings through cross-hatching and shading. I can add colour to develop my drawings. I can create repeating patterns on clay. I can use cardboard, paper and string to create my jewellery. I can use mod-roc to create a base for my jewellery. I can create a range of embellishments, 	<p>Autumn 2</p> <ul style="list-style-type: none"> I can print a repeating pattern using paint and objects. I can make rubbings using different textures and tools. I can talk about colour, pattern, texture, line and shape in artists' work. I can mono-print to draw and mark make. I can make positive and negative prints with my drawings. I can create repeating patterns using press prints. I can talk about the shape, line and pattern used in the work of Pablo Picasso and Jasper Johns. 		<p>Summer 2</p> <ul style="list-style-type: none"> I can draw pictures based upon basic shapes. I can suggest ways to improve my own work and the work of others. I can cut out shapes accurately to create a picture. I can draw lines to represent the horizon line and the sea I can compose a beach scene using shapes. I can use a range of materials to create different textures in a painting. I can use paint and water with control to create tonal areas of light and dark.

		experimenting with different techniques and materials.	<ul style="list-style-type: none"> I can talk about how Peter Gander creates positive and negative images through monoprint. 		<ul style="list-style-type: none"> I can create different tints and shades with paint. I can use different tints and shades to represent of the sea and sky I understand that light colours stand out more and darker colours recede. I can paint characters with accurate detail.
Y3	Spring 2 <ul style="list-style-type: none"> I can create mood board that shows a selection of pictures, colours, photographs, words and drawings. I can create samples of tie-dye fabrics for my mod board/sketch book. i know why we need gloves, aprons and protective sheeting. I can produce a fashion illustration, inspired by one of the artists. I know how to scrunch, fold or coil to create a tie-dyed piece if material and t-shirt. I can cut material neatly into a chosen shape. I can thread a needle. I can sew the shape onto my t-shirt using a running stitch. 	Summer1 <ul style="list-style-type: none"> I can shade with skill following the four shading rules. I know how to hold my pencil properly when shading. I can shade from light to dark with accuracy and skill. I know how to blend tones smoothly and gradually. I can develop my drawing using colour, texture and detail. I can make a workable puppet with clear features. I can create a 3D model (puppet) of a mouse with its features in proportion. I can mix paints to match the tone of grey needed. I can paint neatly with control, ensuring good coverage. I can cut and stick with precision. I know how the shadow is created in a shadow puppet theatre. 			Autumn 1 <ul style="list-style-type: none"> I know why man created artwork. I know how art was made in prehistoric times. I can identify key 2D shapes in an image. I can apply and blend charcoal to create form, tone and shape. I can collect coloured natural items to paint with. I know which natural items make the most successful colours. I can create paints using all natural ingredients as cave artists did. I can experiment with paint to create different colours and textures to make a piece of art in a prehistoric style. I can create positive and negative handprints in a range of colours. I can paint accurately, all the way to the edges. I can blend colours smoothly when painting. I can add fine detail using smaller brushes.
Y4	Spring 2 <ul style="list-style-type: none"> I know about the Bayeux Tapestry. I can design and create a piece of work based on the Bayeux Tapestry. I have clear reasons for my design. I know how to use a range of stitching techniques to create different effects. I can select areas to add applique. 	Summer 1 <ul style="list-style-type: none"> I can confidently draw 2D and 3D shapes found in local architecture. I can add shade and tone to create 3D shapes. I know about the work of Howard Ben Tre. I can draw in response to the work of Howard Ben Tre. I know the impact that sculptures have on feelings. I can photograph and draw things that inspire me from my 			Autumn 1 <ul style="list-style-type: none"> I know the different uses of a pencil to create different tones. I can use lines of symmetry to help me draw shapes. I know that 'tone' means the lightness or darkness of something. I can use light, medium and dark tones to make the drawing look three-dimensional. I can add highlights to my drawing.

	<ul style="list-style-type: none"> I can add clear, individual stitches with colour. I can create templates and pin to my work. I can thread my needle and secure it. 	<ul style="list-style-type: none"> I can design a sculpture in 2D and 3D, taking inspiration from my local area and the work of Howard Ben Tre. I can use different materials to create a 3D sculpture. I can use clay to create a sculpture. I can create textured surfaces using rigid and plastic materials and a variety of tools. I can smooth and join clay. 			<ul style="list-style-type: none"> I can add different tones to my drawings. I can mix a range of colours to match Paul Klee's colour palette. I can build my sketchbook skills by adding annotations and responding to the work of Paul Klee in my own way. I can paint in the style of Paul Cézanne by mixing four secondary colours like he did and using the same brush stroke technique. I know how to use undiluted ink to add detail, a water wash to add lighter tones. I know an artist's style of work and comment on their use of colour, shape, pattern.
Y5			<p>Spring 1</p> <ul style="list-style-type: none"> I can draw from first-hand or second-hand observation. I can make a detailed and accurate observational drawing of a house. I can use sketching pencils to create light and shadow. I can compose and create a colour mono-print that is detailed and accurate. I know the style of Hundertwasser. I can draw and 'mark-make' in response to Hundertwasser's work. I know how to draw a perspective view, plan view or front elevation. I can reimagine buildings in the style of Hundertwasser, including the use of motifs. I know what a legacy is. I can design a legacy monument which symbolises a person or event. 	<p>Autumn 2</p> <ul style="list-style-type: none"> I know what abstract art is. I can talk about Milhazes work using the key vocabulary. I can use fine control with a pencil to make a detailed observational drawing. I can add tonal graduation using a 2B pencil I can draw in the style of Milhazes using line, shape and scale. I can mix a colour palette, inspired by the work of an artist. I can use arabesque shapes and patterns to create a coloured silhouette inspired by Milhazes I can make my own stamp using geometric and mathematical shapes. I can create a piece of work combining painting and elements of collage to reflect the work of Beatriz Milhazes. 	<p>Summer 2</p> <ul style="list-style-type: none"> I know that a work of public art can have a very powerful message. I know why Banksy makes public art with a message. I know what the Rorschach Inkblots were used for. I know how to create a symmetrical abstract image. I can generate ideas for a message that is written in symbols. I know that visual language has been used throughout history and can convey messages. I know how to read a picture well and see beyond the initial first glance. I know how to successfully draw a portrait using the continuous line method. I can use text to add detail to my portrait by varying the size of the words, varying the size of individual letters, placing the letters artistically. I know where Odundo gets her inspiration from and the importance of the sketchbook in developing shapes and ideas.
Y6		Autumn 1		Summer 1	Spring 1

		<ul style="list-style-type: none"> • I know there are different styles of graffiti art. • I can create my own graffiti tag with block lettering and serifs. • I understand that the work of the artist Kathe Kollwitz is based on difficult experiences. • I can draw a series of lines to create a portrait of a face. • I can use Kathe Kollwitz as an inspiration to show an emotional expression. • I know about some of the symbolism used in Picasso's 'Guernica'. • I can plan and create a drawn composition in the style of Picasso's 'Guernica' by using symbols and tones of black, grey and white for effect. • I can create a sculpture of a head using clay. • I can convey a message or emotion in my sculpture. • I can develop a self-portrait from a photograph and understand how this can be used to create expression in an image. 		<ul style="list-style-type: none"> • I can make comparisons between artists/architects. • I know about the work of Gaudi and I can find ways to represent this in my sketchbook. • I can respond to the work of Gaudi through drawing and painting, before moving on to combining techniques or processes. • I know what a zentangle is and how pattern can be created simply with repeated shapes and lines. • I know that pattern can come from observation, memory and imagination. • I know how a pattern can be repeated through printmaking. • I can use the materials safely and successfully. • I can explore a wide range of media to decorate triangles. 	<ul style="list-style-type: none"> • I know about the work of Paul Cezanne and the influences that the artist has had. • I can produce a still life drawing with form, line and layout. • I can create clear, smooth lines and shapes to produce an abstract piece of art in the style of Camargo. • I can use charcoal to produce a still life drawing which demonstrates light and shadows and form, line and layout. abstract • I can draw a negative image. • I can mix colours to create the appropriate hue when painting a still life. • I can vary the tints and shades when painting to make the colours look more lifelike, including highlights and shadows. • I can use line, form, and colour to create a graphic box.
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