

Art and Design

Threshold Concept	Milestone One	Milestone Two	Milestone Three
	By the end of Year Two, the children should be able to:	By the end of Year Four, the children should be able to:	By the end of Year Six, the children should be able to:
<p>Develop ideas This concept involves understanding how ideas develop through an artistic process.</p>	<ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. <ul style="list-style-type: none"> Explore ideas in a variety of ways. Comment on artworks using visual language. 	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. <ul style="list-style-type: none"> 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
<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p> <p style="text-align: center;">Painting</p>	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Create colour wheels. 	<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. <ul style="list-style-type: none"> Mix colours effectively. Use watercolour paint to produce washes 	<ul style="list-style-type: none"> 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

		<p>for backgrounds then add detail.</p> <ul style="list-style-type: none"> • Experiment with creating mood with colour. 	<p>acrylic paints to create visually interesting pieces.</p> <ul style="list-style-type: none"> • 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.
Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. <ul style="list-style-type: none"> • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
Sculpture	<ul style="list-style-type: none"> • Use a combination of shapes. <ul style="list-style-type: none"> • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. <ul style="list-style-type: none"> • Add materials to provide interesting detail. 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. <ul style="list-style-type: none"> • Use frameworks (such as wire or moulds) to provide stability and form.
Drawing	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. 	<ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict

	<ul style="list-style-type: none"> • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<ul style="list-style-type: none"> • 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. 	<p>movement, perspective, shadows and reflection.</p> <ul style="list-style-type: none"> • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
Print	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. <ul style="list-style-type: none"> • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.
Textiles	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. <ul style="list-style-type: none"> • Use plaiting. • Use dip dye techniques. 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. <ul style="list-style-type: none"> • Colour fabric. • Create weavings. • Quilt, pad and gather fabric 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
Digital Media	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).
Take inspiration from the greats	<ul style="list-style-type: none"> • Describe the work of notable artists, 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. 	<ul style="list-style-type: none"> • Give details (including own sketches) about

<p>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>	<p>artisans and designers.</p> <ul style="list-style-type: none"> • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Create original pieces that are influenced by studies of others. 	<p>the style of some notable artists, artisans and designers.</p> <ul style="list-style-type: none"> • 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.
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