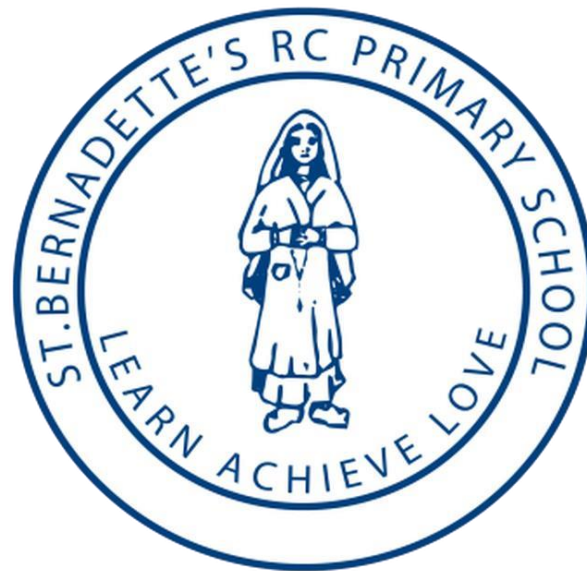


ST BERNADETTE'S RC PRIMARY SCHOOL



ART & DESIGN MILESTONES





St Bernadette's RC Primary School
Art Subject Progression



The National Curriculum for Art

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Progression in Knowledge and Understanding

Drawing

Milestone 1 – End of EYFS

- Talk about their ideas and explore different ways to record them.
- Explore with mark making in an exploratory way using a range of drawing materials such as pencils, chalk, felt tips and wax crayons.
- Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.
- Practise looking carefully when drawing.

Milestone 2 – End of Year 2

- Explore their own ideas and develop observational skills using a range of media/tools.
- Use sketchbooks to explore ideas in an open-ended way.
- Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.
- Hold and use drawing tools in different ways to create different lines and marks.
- Describe and compare features of their own and other's art work.
- Properties of drawing materials e.g.; which smudge, which can be erased, which will blend.
- Use careful observational skills to make an observational drawing.

Milestone 3 – End of Year 4

- Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
- Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
- Confidently use of a range of materials, selecting and using these appropriately with more independence.
- Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.
- Use pencils of different grades to shade and add tone.
- Hold a pencil with varying pressure to create different marks.
- Use a growing subject vocabulary to describe and compare creative works.

Milestone 4 – End of Year 6

- Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.
- Show an awareness of cultural/historic contexts.
- Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.
- To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey.
- Apply known techniques with a range of media, selecting these independently in response to a stimulus e.g. chiaroscuro
- How to analyse an image that considers impact, audience and purpose.
- Decide what materials and tools to use based on experience and knowledge.



St Bernadette's RC Primary School
Art Subject Progression



Painting and Mixed Media

Milestone 1 – End of EYFS	Milestone 2 – End of Year 2	Milestone 3 – End of Year 4	Milestone 4 – End of Year 6
<ul style="list-style-type: none">• Explore different ways to use paint and a range of media according to their interests and ideas.• Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes).• Explore what happens when paint colours mix.• Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome.• Enjoy looking at and talking about art.• Talk about their artwork, stating what they feel they did well.	<ul style="list-style-type: none">• Explore their own ideas using a range of media• Use sketchbooks to explore ideas in an open-ended way• Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surface.• Applying knowledge of colour and how different media behave e.g. adding water to thin paint, using different tools to create texture.• Begin to explore colour mixing by combining primary colours to make secondary colours.• Mix a variety of shades of a secondary colour.• Make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour.• Choose suitable sized paint brushes & clean a paintbrush to change colours.• Play with combinations of materials to create simple collage effects. Select materials based on their properties, <i>e.g. shiny, soft.</i>• Describe and compare features of their own and other's art work and how to improve their work.	<ul style="list-style-type: none">• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.• Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.• Explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint.• Create different textures using different parts of a brush.• Apply paint using different techniques e.g. stippling, dabbing, washing.• Develop greater skill and control when using paint to depict forms, e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects.• Use subject vocabulary confidently to describe and compare creative works.• Use their own experiences of techniques and making processes to explain how art works may have been made.	<ul style="list-style-type: none">• Develop ideas more independently from their own research; describe cultural and historic contexts.• Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome or improvement.• Confidently use sketchbooks for purposes including:<ul style="list-style-type: none">- recording observations and research,- testing materials- working towards an outcome more independently• Apply paint with control in different ways to achieve different effects• Experiment with techniques used by other artists and apply ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials.• Combine a wider range of media, e.g. photography and digital art effects.• Choose colours to represent an idea or atmosphere.• Make a personal response to the artwork of another artist.



St Bernadette's RC Primary School
Art Subject Progression



Sculpture and 3D

Milestone 1 – End of EYFS	Milestone 2 – End of Year 2	Milestone 3 – End of Year 4	Milestone 4 – End of Year 6
<ul style="list-style-type: none">• Explore and play with clay and playdough to make child-led creations.• Use modelling tools to cut and shape soft materials e.g. playdough, clay.• Push, pull and twist a range of modelling materials to affect the shape.• Create child-led 3D forms from natural materials.• Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.• Enjoy looking at and talking about their art, talking about what they did well.• Plan ideas for what they would like to make.	<ul style="list-style-type: none">• Explore their own ideas using a range of media and stimuli.• Use their hands to manipulate a range of modelling materials, including paper and card to create 3d models.• Cut shapes accurately from paper and card.• Explore how to join and fix materials in place.• Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work. Experiment in sketchbooks, using drawing to record ideas.• Use sketchbooks to help make decisions about what to try out next.• Develop basic skills for shaping and joining clay, including:<ul style="list-style-type: none">- exploring surface texture- mixing clay slip using clay and water- joining two clay pieces using slip.• Talk about art they have seen using some appropriate subject vocabulary. Suggest how they could improve their work.	<ul style="list-style-type: none">• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.• Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, problem solving, planning and taking next steps in a making process.• Able to plan, explain and think through the making process to create 3D forms.• Join 2D shapes to make a 3D form.• Join larger pieces of materials, exploring what gives 3D shapes stability.• Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs).• Shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea.• Add surface detail to a sculpture using colour or texture.• Join wire to make shapes by twisting and looping pieces together.• Use subject vocabulary to describe and compare creative works.	<ul style="list-style-type: none">• Develop ideas more independently from their own research.• Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.• Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Describe and evaluate work and processes of their own work and that of other artists.• Investigate how scale, display location and interactive elements impact 3D art.• Try out ideas on a small scale to assess their effect.• Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions• Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).• Persevere when constructions are challenging and work to problem solve more independently using their previous knowledge• Combine materials and techniques appropriately to fit with ideas.



St Bernadette's RC Primary School
Art Subject Progression



Craft and Design

Milestone 1 – End of EYFS

- Explore and play with a range of media to make child-led creations.
- Design something and stick to the plan when making.
- Explore differences when cutting a variety of materials.
- Investigate different ways of cutting e.g. straight lines, wavy lines, zig-zags.
- Experiment with threading objects, holding equipment steady to do so.
- Explore techniques for joining paper and card e.g. stick, clip, tie, tape.
- Enjoy looking at and talking about art.

Milestone 2 – End of Year 2

- Begin to generate ideas from a wider range of stimuli, exploring different media e.g. wool cellophane, tissue and techniques e.g. weaving, threading, knotting, printing
- Experiment in sketchbooks, using drawing to record ideas.
- Use sketchbooks to help make decisions about what to try out next.
- Respond to a simple design brief with a range of ideas.
- Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.
- Measure a length.
- Explain their ideas and opinions about their own and other's art work, giving reasons.
- Discuss ways to improve their work.

Milestone 3 – End of Year 4

- Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process/ outcome.
- Use sketchbooks for a wider range of purposes, e.g. recording things using drawing and annotations, planning and taking next steps in a making process.
- Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome e.g. paper making, batik
- Design and make art for different purposes and begin to consider how this works in creative industries.
- Follow a design process from moodboard inspiration to textile creation, planning how a pattern could be used in a real-world context.
- Use subject vocabulary confidently to describe and compare creative works.

Milestone 4 – End of Year 6

- Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
- Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
- Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.
- Use sketchbooks to research and present information about an artist.
- Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines
- Describe how the cultural and historical context may have influenced artists creative work.