



## Art End of year milestones 2017-2018



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Generating Ideas/ Planning</b>	Use their own ideas to make something.	Know 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. Suggest how artists have used colour, pattern and shape.	Use rough sketches to plan for a final piece of art. Compare the work of different artists. Choose a textile for both its suitability and its appearance. Gather and review information, references and resources related to their ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.	Experiment with the styles used by other artists. Use rough sketches to plan for a final piece of art. Compare the work of different artists. Use ideas from other people when designing. Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)	Research the work of an artist and use their work to replicate a style. Come up with a range of ideas after collecting information from different sources. Produce a detailed, step-by-step plan. Suggest alternative plans; outlining the positive features and drawbacks. Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.	Research the work of an artist and use their work to replicate a style. Come up with a range of ideas after collecting information from different sources. Produce a detailed, step-by-step plan. Independently develop a range of ideas which show curiosity, imagination and originality. Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)
<b>Designing or Making</b>	Show how people feel in paintings and drawings. Use a range of materials creatively to design and make products. Use pencils to create lines of different thickness in drawings. Cut, roll and coil	Choose and use three different grades of pencil when drawing. Use charcoal, pencil and pastel to create art. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Create a piece of art in response to the	Use different grades of pencil to shade and show different tones and textures. Create a background using a wash. Use a range of brushes to create different effects in painting. Use digital images and combine with other media in their artwork. Use ICT to create art, which includes own work	Sculpt clay and other mouldable materials. Print onto different materials using at least four colours. Show reflections in their art. Identify and draw objects and use marks and lines to produce texture. Integrate digital images into their art. Create an accurate print design following criteria. Design a product and make	Express emotion in art. Successfully use shading to create mood and feeling. Organise line, tone, shape and colour to represent figures and forms in movement. Show facial expressions and body language in sketches and paint. Use images, which they have created, scanned and found; altering them necessary to create art.	Use line, tone, shape and colour to represent figure and forms in movement. Use a range of e-resources to create art. Over print to create different patterns. Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. Independently select and effectively use relevant

	<p>materials. Use ICT to create a picture. Choose appropriate resources and tools.</p>	<p>work of another artist. Use different effects within an ICT paint package. Drawing portraits using different media and showing facial expressions in their art. Children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Create moods in artwork.</p>	<p>and that of others. Design a product and make sure it looks attractive. Work accurately to measure, make cuts and make holes.</p>	<p>sure it looks attractive. Measure accurately. Investigate the nature and qualities of different materials and processes systematically. Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)</p>	<p>Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them).</p>	<p>processes in order to create successful and finished work. Use their acquired technical expertise to make work which effectively reflects their ideas and inventions.</p>
<b>Evaluating</b>	<p>Talk about what went well with their work.</p>	<p>Explain what went well with their work and how they could make it even better - what improvements could be made? Choose tools and materials and explain why they have chosen them. Suggest how artists have used colour, pattern and shape.</p>	<p>Create artwork in sketchbooks to record observations and use them to review and revisit ideas. Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next.</p>	<p>Evaluate and suggest improvements for their designs. Explain how they improved their original design. Persevere and adapt their work when their original ideas do not work.</p>	<p>Evaluate and suggest improvements for their designs and others using constructive criticism. Explain how and why they improved their original design. Persevere and adapt their work when their original ideas do not work and say why they did not work well.</p>	<p>Explain why they have used different tools to create art. Explain the style of their work and how it has been influenced by a famous artist. Use feedback to make amendments and improvements to their art. Explain why they have chosen specific techniques to create their art.</p>
<b>Knowledge and Understanding/ Key Vocabulary</b>	<p>Name the primary and secondary colours. Know how to recognise and describe some</p>	<p>All of Year 1 plus: Mix paint to create all the secondary colours. Know that different forms of creative works are made by</p>	<p>All of Year 2 plus: Recognise when art is from different cultures. Recognise which art is from different</p>	<p>All of Year 3 plus: Explain some of the features of art from historical periods. Talk about great artists, architects and designers in</p>	<p>All of Year 4 plus: Use a range of tools and equipment competently and state which tool is best for a certain technique. Talk about a range of</p>	<p>All of Year 5 plus: Show that they consider society and culture in their plans and designs. Know how to describe, interpret and explain the</p>

	<p>simple characteristics of different kinds of art, craft and design. The names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</p> <p><b>Key vocab:</b>  <b>Colour, pattern, shape, collage, primary colours, secondary colours, evaluate, design, create, artists.</b></p>	<p>artists, craftspeople and designers, from all cultures and times. And be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and the colours that they use.</p> <p><b>Key vocab: All of Year 1 plus: tone, tint, charcoal, secondary colours, primary colours, digital art, facial features, pressing, rolling, rubbing and stamping, grades, pastel.</b></p>	<p>historical periods. Select the most appropriate tools and techniques for a given task.</p> <p>Know about and describe the work of some artists, craftspeople, architects and designers. Be able to explain how to use some of the tools and techniques they have chosen to work with.</p> <p><b>Key vocab: All of Year 2 plus: sketch, tones, textures, cultures, techniques, recognise, compare, observe, review, revisit, textile, measure, effects, sculpt</b></p>	<p>history.</p> <p>Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</p> <p>About, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p> <p><b>Key vocab: All of Year 3 plus: reflections, mouldable, architects, designers, print, criteria, designs, adapt.</b></p>	<p>techniques used by artists throughout history.</p> <p>Know how to describe the processes they are using and how they hope to achieve high quality outcomes.</p> <p>Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</p> <p><b>Key vocab: All of Year 4 plus: expressions, mood, feeling, line, figures and forms in movement, emotion, source, alternative.</b></p>	<p>work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. About the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p> <p><b>Key vocab: All of Year 5 plus: represent, admentments, develop, influence, context.</b></p>
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