



Art End of Year Milestones

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas/ Planning	Explore different materials freely. Develop their own ideas and then decide which materials to use to express them. Explore colour and colour mixing.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form & function.	Use their own ideas to plan, design and make something in response to an artist. Plan to use the appropriate tools and resources to create a piece of artwork. Discuss skills and techniques used by a variety of artists.	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)
Designing or Making	Join materials and explore different textures. Draw with increasing complexity and	Explore, use and refine a variety of artistic effects to express their ideas & feelings.	Use a range of materials creatively to design and make products.	Choose and use three different grades of pencil when drawing.	Use sketches to produce a final piece of art. Use different grades of pencil to	Sculpt clay and other mouldable materials. Print onto different materials using at least four colours.	Express emotion in art. Successfully use shading to create mood and feeling.	Use a range of e-resources to create art. Over print to create different patterns.

	<p>detail, such as representing a face with a circle, including details.</p>	<p>Continue to explore colour & how it can be changed. Use drawing to represent actions and objects.</p>	<p>Use pencils to create lines of different thickness in drawings. Use ICT to create a picture. Choose appropriate resources and tools to create a piece of artwork. Create moods in artwork. Use pencils to create lines of different thickness in drawings. Cut, roll and coil materials.</p>	<p>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 work of another artist. Identify the techniques used by different artists. 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. Drawing portraits using different media and showing facial expressions in their art. Compare the work of different artists.</p>	<p>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 and that of others. Work accurately to measure, make cuts and make holes. Recognise when art is from different cultures. Recognise which art is from different historical periods.</p>	<p>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 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) Use different effects within an ICT paint package.</p>	<p>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. 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>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 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>
Evaluating	<p>Respond to what they have heard / seen / made: expressing thoughts and feelings. Answer simple questions about their creations.</p>	<p>Share their creations, explaining the process they have used. Create collaboratively, sharing ideas, resources and skills.</p>	<p>Talk about what went well with their work. Children use what they have learnt about media and materials in original ways and think about uses and purposes of different tools.</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.</p>	<p>Create artwork in sketchbooks to record observations and use them to review and revisit ideas. Work accurately to measure, make cuts and make holes where necessary.</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.</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.</p>

				Suggest how artists have used colour, pattern and shape. 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.	Select the most appropriate tools and techniques for a given task.		Persevere and adapt their work when their original ideas do not work and say why they did not work well.	Explain why they have chosen specific techniques to create their art.
Knowledge and Understanding/ Key Vocabulary	<p>Drawings and models can represent things. We can draw and build to show our ideas. We can use the names of some colours to describe things.</p> <p>Paper, pencil, paint, cut, stick, soft, hard, colour, red, blue, green, yellow</p>	<p>Different media and materials can be chosen and used to represent things. Colours change when they are mixed, and materials can change when they are wet or dry. We can use language to describe colours and textures.</p> <p>Key vocab: All of Nursery plus: shiny dull, rough, smooth, bumpy, drawing, painting, thick, thin, curved, straight, round, black, white, brown, orange, pink, light, dark, 2D, 3D</p>	<p>Name the primary and secondary colours. Know how to recognise and describe some 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. Using ICT to create a picture.</p> <p>Key vocab: All of EYFS plus: print, 2D, 3D, background, continuous, curved, edge, looping, calm, cold/warm, dark, feathery, gritty, printing, shading, light, natural,</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 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>Key vocab: All of Year 1 plus: canvas, oil paint, pastel, abstract, close-up, distance, bold, blend, clashing, brushstroke, rough, similar, compare, landscape,</p>	<p>All of Year 2 plus: Recognise when art is from different cultures. Recognise which art is from different historical periods. Select the most appropriate tools and techniques for a given task. 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>Key vocab: All of Year 2 plus: media/medium, watercolour, arrangement, fixed point of view,</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 history. 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. About, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p> <p>Key vocab: All of Year 3 plus: 4D, focus, diagonal, horizontal, complementary, deep,</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 techniques used by artists throughout history. Know how to describe the processes they are using and how they hope to achieve high quality outcomes. 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>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 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>Key vocab: All of Year 5 plus: Hollow,</p>

			<p>primary colours, secondary colours, shade, construct, model, continuous, repeated, spiral, zig-zag, pinching, modelling, coil/coiling, charcoal, crimson, pattern, collage, evaluate, design, create, artist, pressing, rolling.</p>	<p>portrait, sculpting, sculpture, glowing, pale, tint, tone, sandy, silky, rubbing, stamping, grades, peaceful, relaxed, carve, sculpt, primary colours, secondary colours, feeling, images, facial features, kneading, scarlet, wine, sage, emerald.</p>	<p>foreground, blurred, fine, prickly, contrast, illustration, textiles, observation, intense, tranquil, shallow, lonely, shocking, sketch, textures, review, measure, effects, complicated, decorative, random, swirling, rose, flamingo, rouge, ebony, beige, sapphire.</p>	<p>delicate, metallic, vertical, atmospheric, technique, reflection, subtle, vibrant, uneven, rigid, wide angle, tessellation, intricate, mouldable, architect, designer, print, criteria, adapt, striped, salmon, coral, canary, gold, mustard, camel, cyan, violet.</p>	<p>Key vocab: All of Year 4 plus: contrasting, dramatic, gentle, harsh, shadowy, shady, subtle, expressive, expressions, mood, circular, rectangular, communicate, confused, dreamlike, middle ground, naturalism, perspective, vanishing point, symmetrical, asymmetrical, figures and forms in movement, emotion, source, tangerine, marigold, mauve, lavender.</p>	<p>oblique, pointed, irregular, regular, cone of vision, still life, natural/unnatural, realistic/unrealistic, visual, alternative, represent, amendments, develop, influence, context, pigment, vast, intriguing, observation, manipulate, complicated, overlapping, ceramics, form, hollowing, pearl, ivory, eggshell.</p>
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------