



Townfield Primary School

Art Milestones

F2	Expressive Arts and Design: Creating with Materials	Expressive Arts and Design: Being Imaginative
<p>* additional outcomes to be assessed against current ELGS just for 2021</p>	<ul style="list-style-type: none"> • draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; • share their creations, explaining the process they have used; • make use of props and materials when role playing characters in narratives and stories. • safely use and explore a variety of materials, tools and techniques experiment with colour, design, texture, form and function 	<ul style="list-style-type: none"> • use what they have learnt about media and materials in original ways, thinking about uses and purposes • represent their own ideas, thoughts and feelings through art
KS 1 & 2	Main Curriculum Focus: Generating Ideas, Making, Evaluating & Knowledge	Skills/Techniques
Year1	<ul style="list-style-type: none"> • Recognise that ideas can be expressed in artwork. Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them) • Try out a range of materials and processes and recognise that they have different qualities. Use materials purposefully to achieve particular characteristics or qualities • Show interest in and describe what they think about the work of others • 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 	<ul style="list-style-type: none"> • use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines • explore mark-making using a variety of tools • make structures by joining simple objects together, model using clay • cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines • make marks in print using found objects and basic tools and use these to create repeating patterns • sort, cut and shape fabrics and experiment with ways of joining them



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Year 2	<ul style="list-style-type: none"> • Try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences • Deliberately choose to use particular techniques for a given purpose. Develop and exercise some care and control over the range of materials they use (for instance, they do not accept the first mark but seek to refine and improve) • When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say “I like that because...”) • 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) 	<ul style="list-style-type: none"> • experiment with tones using pencils, chalk or charcoal • represent things observed, remembered or imagined using colour/tools • experiment with basic tools on rigid and flexible materials • he/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials • use a variety of techniques including printing, relief, press and fabric printing and rubbings • develop techniques to join materials and apply decorations such as a running or over stitch
Year 3	<ul style="list-style-type: none"> • 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 • Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques. Select, and use appropriately, a variety of materials and techniques in order to create their own work • 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) • 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 	<ul style="list-style-type: none"> • explore shading, using different media • control line, shape, colour, pattern, texture, form and tone using charcoal, chalk and oil pastels • Paint with increasing control of colour by mixing and applying paint in different ways using invented tools • understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours • explore illustration drawing • compare and recreate form of natural and manmade objects • he/she is able to create a collage using overlapping and layering



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Year 4	<ul style="list-style-type: none">• 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)• 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)• Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve• 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. Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety	<ul style="list-style-type: none">• draw familiar objects with correct proportions• create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes• plan a sculpture through drawing and other preparatory work• experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques• use a variety of techniques e.g. modelling and carving clay; construction using card, paper, tape and binding
Year 5	<ul style="list-style-type: none">• 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• 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). Use their acquired technical expertise to make work which effectively reflects their ideas and inventions• Regularly analyse and reflect on their progress taking account of what they hoped to achieve• Research and discuss the ideas and approaches of a various artists,	<ul style="list-style-type: none">• use line, tone and shading to represent things seen, remembered or imagined in three dimensions• mix colours to express mood, divide foreground from background or demonstrate tones• develop skills in using clay including slabs, coils and slips• add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures• experiment with using layers and overlays to create new colours/textures



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	<p>craftspeople, designers and architects, taking account of their particular cultural context and intentions. How to describe the processes they are using and how they hope to achieve high quality outcomes</p>	<ul style="list-style-type: none"> • return to work over longer periods of time and use a wider range of materials
<p>Year 6</p>	<ul style="list-style-type: none"> • 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) • 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 • Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work • 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 	<ul style="list-style-type: none"> • begin to develop an awareness of composition, scale and proportion in their work • use simple perspective in their work using a single focal point and horizon • use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction, stippling to create textured effects, watercolour bleeds to show clouds • produce intricate patterns and textures in a malleable media e.g. print on fabric using tie-dyes or batik • use different techniques, colours and textures when designing and making pieces of work and explain his/her choices • create intricate printing patterns by simplifying and modifying sketchbook designs • follow a design brief to achieve an effect for a particular function