



# Milford Primary School

Care, Share, Respect, Learn!

## Art

|  |  | Progression Statements  |  |  |              |
|--|--|---|--|--|--------------|
| KS1 NC requirements  | <ul style="list-style-type: none"> <li>To know the work of a range of artists, craft makers and designers</li> <li>To develop a large range of art and design techniques using colour, texture, pattern, line, shape, form and space</li> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>To know great artists, designers and architects in history</li> </ul> |   |  |  |              |
| KS2 NC requirements  |  |   |  |  |              |
|  |  | EYFS  | Year 1 and 2   | Year 3 and 4   | Year 5 and 6 |
| <b>Developing ideas</b><br><b>Key Skills</b><br>Develop the use of sketchbooks throughout the school to <ul style="list-style-type: none"> <li>Make observations</li> <li>Explore ideas</li> <li>Develop techniques</li> <li>Discuss artwork/artists</li> <li>Collect ideas for colours/materials</li> </ul> | <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Use their core muscle strength to achieve a good posture when sitting</li> </ul>   | <ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation</li> <li>Ask and answer simple questions about the starting points for their work</li> <li>Explore different methods and materials</li> </ul> | <ul style="list-style-type: none"> <li>select and record ideas from first hand, observation, experience and imagination</li> <li>explore ideas for different purposes</li> <li>question and make observations about starting points throughout the curriculum</li> <li>record and explore ideas in a variety of</li> </ul> | <ul style="list-style-type: none"> <li>collect ideas, information and sketches from first hand observation and experience</li> <li>present ideas imaginatively in a sketch book for different purposes</li> <li>develop and imaginatively extend ideas from starting points throughout the curriculum</li> </ul> |              |



# Milford Primary School

Care, Share, Respect, Learn!

## Art

|  |  |   |  |  |
|--|--|---|--|--|
|  | <p>at a table or sitting on the floor.</p> <ul style="list-style-type: none"> <li>• Develop overall body-strength, balance, coordination and agility</li> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery</li> </ul> |   | ways using sketch books  | <ul style="list-style-type: none"> <li>• carefully select materials to enhance work</li> </ul>   |
| <p><b>Evaluating</b><br/>Key Skills</p> <ul style="list-style-type: none"> <li>• annotate sketch book evaluating own work</li> </ul> | <ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> </ul>  | <ul style="list-style-type: none"> <li>• review what they and others have done and say what they think and feel about it</li> <li>• identify what they might change in their</li> </ul> | <ul style="list-style-type: none"> <li>• compare ideas, methods and approaches in their own and other's work saying what they</li> </ul> | <ul style="list-style-type: none"> <li>• compare ideas, methods and approaches in their own and other's work saying what they think and feel about them</li> </ul> |



# Milford Primary School

Care, Share, Respect, Learn!

## Art

|  |  |  |  |   |
|--|--|--|--|---|
| <ul style="list-style-type: none"> <li>• use post it notes to evaluate a partners work</li> <li>• show, through discussion, the ability to evaluate art work once it has been completed</li> </ul> | <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul> | <p>current work or develop in future work</p> <ul style="list-style-type: none"> <li>• annotate work in sketch book</li> </ul>   | <p>think and feel about them</p> <ul style="list-style-type: none"> <li>• adapt their work according to their views and describe how they might develop it further</li> <li>• annotate work in sketch books</li> </ul>   | <ul style="list-style-type: none"> <li>• adapt their work according to their views</li> <li>• annotate work in sketch books</li> </ul>  |
| <p><b>Artists</b></p>  | <ul style="list-style-type: none"> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>• explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures</li> <li>• describe the work of notable artists and designers</li> <li>• use some ideas of the artists studies to create pieces of art</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss the roles and purpose of artists, craftspeople and designers working in different times and cultures</li> <li>• Discuss artwork using visual language</li> <li>• Replicate some of the techniques used by notable artists and designers</li> <li>• Create original pieces that are influenced by the studies of others</li> </ul> | <ul style="list-style-type: none"> <li>• Explore and discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures, with a fluent grasp of visual language</li> <li>• Identify artists who have worked in similar way to their own work</li> <li>• Give details (including own sketches) about the style of notable artists and designers</li> <li>• Show how their work was/is influential in</li> </ul> |



# Milford Primary School

Care, Share, Respect, Learn!

## Art

|   |   |   |   |  |
|---|---|---|---|--|
|   |   | <p><b>Suggested artists<br/>(from teaching primary art and design by Emily Gopaul)</b></p> <p>Cave art - drawings<br/> <b>Georgia O'Keefe</b>-painting<br/> <b>Paul Klee</b> - collage<br/> <b>Andy Goldsworthy/ Niki de Saint Phalle</b> - sculpture<br/> <b>Barbara Garrison</b> – printing (collography)</p> | <p><b>Suggested artists<br/>(from teaching primary art and design by Emily Gopaul)</b></p> <p><b>Fernand Leger Rosenquist</b><br/> <b>pop art:</b><br/> <b>Matisse, Benin Empire, Impressionists, Hokusai, Robert Sweeny, Pompeii, Aboriginal dot paintings, Albrecht</b></p> | <p>society and to other artists</p> <ul style="list-style-type: none"> <li>• Create original pieces that show a range of influences and style</li> </ul> <p><b>Suggested artists<br/>(from teaching primary art and design by Emily Gopaul)</b></p> <p><b>Antoni Gaudi, Gustav Kilmt: Michelle Reader, William Morris, Willem Kalf, Maria SibyllaNerian, Henry Moore, Elizabeth Catlett, Sarah Eisenlohr</b></p> |
| <b>Mastering Techniques</b>   |   |   |   |  |
| <p><b>Drawing</b><br/> Key Skills<br/> use pencil, charcoal, ball point pens, felt tips, chalk, wax crayons, pastels ICT software</p> | <ul style="list-style-type: none"> <li>• Begin to show accuracy and care when drawing.</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting</li> </ul> | <ul style="list-style-type: none"> <li>• Use sketchbooks to gather and collect artwork, as well as planning ideas</li> <li>• Extend the variety of drawing tools and surfaces</li> <li>• Draw lines of different sizes and thickness</li> </ul>   | <ul style="list-style-type: none"> <li>• Use sketchbooks to collect and record observations and to develop their own ideas</li> <li>• Annotate sketches and explain and elaborate ideas</li> <li>• Plan, refine and alter sketches as necessary</li> </ul>                    | <ul style="list-style-type: none"> <li>• Use a sketchbook to create a collection of observational drawings and to develop and revisit ideas</li> <li>• Work in a sustained and independent way from observation, experience and imagination</li> </ul>   |



# Milford Primary School

Care, Share, Respect, Learn!

## Art

|  |   |  |  |  |
|--|---|--|--|--|
|  | <p>with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul> | <ul style="list-style-type: none"> <li>• Show pattern and texture by adding dots and lines</li> <li>• Show different tones by using coloured pencils</li> <li>• Explore the use of pattern, line, colour and shape</li> <li>• Observe and draw landscapes, patterns, faces and objects</li> <li>• Colour neatly</li> </ul> | <ul style="list-style-type: none"> <li>• Use different grades of pencil to show line, tone and texture</li> <li>• Develop shading to show light and shadow</li> <li>• Use hatching and cross to show tone and texture</li> <li>• Use a view finder to select an area of subject for drawing</li> <li>• Continue to observe and develop the drawing of landscapes, patterns, faces and objects with increasing accuracy</li> <li>• Draw for a sustained period of time</li> </ul> | <ul style="list-style-type: none"> <li>• Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour, space and shape</li> <li>• Show confidence in using a variety of drawing mediums, including ink and pen</li> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)</li> <li>• Develop the effect of light on objects and people from different directions, using tone</li> <li>• Develop accuracy and expression in observational drawings, including the human figure</li> <li>• Choose and combine different drawing materials as</li> </ul> |
|--|---|--|--|--|



# Milford Primary School

Care, Share, Respect, Learn!

## Art

|   |  |   |   | appropriate to task and purpose   |
|---|--|---|---|---|
| <p><b>Painting</b></p> <p>Key Skills</p> <ul style="list-style-type: none"> <li>• Include a variety of colour techniques including paint, ink, dye, pencils, crayons and pastels</li> <li>• Apply colour in different ways (i.e brushes, sponges, straws)</li> <li>• Use different surfaces (e.g. paper, fabric)</li> </ul> | <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul> | <ul style="list-style-type: none"> <li>• Use a variety of tools including thick and thin brushes</li> <li>• Mix primary colours to make secondary</li> <li>• Create colour wheels</li> <li>• Add white to colours to make tints and back to make tones</li> <li>• Create different textures (e.g sand, sawdust, flour)</li> <li>• Ensure they can name colours</li> </ul> | <ul style="list-style-type: none"> <li>• Introduce different types of brushes for specific purposes</li> <li>• Mix colours effectively, knowing which primary colours make secondary</li> <li>• Colour mixing and matching; tint, tone, shade (match using colour charts)</li> <li>• Use watercolour paint to produce washes for background, then add detail</li> <li>• Experimenting with using colour to create a mood</li> <li>• Experiment with different effects and textures (e.g blocking in colour, washes, thickened paint)</li> </ul> | <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour</li> <li>• Use brush techniques and the quality of paint to create a texture</li> <li>• Create a colour palette based on colours in the natural world</li> <li>• Identify key aspects such as complementary colours, colour as tone, warm and cold colours</li> <li>• Controlling &amp; experimenting with qualities of colours, tones, tints to create mood and express feelings</li> <li>• Explore the use of texture in colour</li> </ul> |



# Milford Primary School

Care, Share, Respect, Learn!

## Art

|   |  |   |  |  |
|---|--|---|--|--|
|   | <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul> |   | <ul style="list-style-type: none"> <li>Techniques- apply colour, using dotting, scratching, splashing to imitate an artist</li> <li>Pointillism – control over dots so tone and shading are evident</li> </ul> | <p>(sawdust, glue, shavings, sand) and on different surfaces</p> <ul style="list-style-type: none"> <li>Explore the textures of paint (wet, thin, thickened with glue)</li> <li>Use the qualities of watercolours and acrylic paints to create visually interesting pieces</li> <li>Consider artists' use of colour and application of it</li> <li>Develop a personal style of painting, drawing ideas from other artists</li> </ul> |
| <p><b>Textile/Collage</b><br/>Key Skills<br/>Include collage, weaving, sewing, textiles and threads</p> | <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and</li> </ul>                                   | <ul style="list-style-type: none"> <li>Use a variety of techniques(e.g. dyeing, weaving, plaiting, wax or oil resist, applique and</li> </ul> | <ul style="list-style-type: none"> <li>Use a variety of techniques (build on KS1)</li> </ul>   | <ul style="list-style-type: none"> <li>Use different textures, cloursand techniques when designing and making a piece of work</li> </ul>   |



# Milford Primary School

Care, Share, Respect, Learn!

## Art

|  |   |  |  |   |
|--|---|--|--|---|
| <p>Use a variety of media and different textures (e.g. fabric, tissue, paper, crepe paper)</p> | <p>techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul> | <p>embroidery, French knitting, sewing)</p> <ul style="list-style-type: none"> <li>• Use a combination of materials that are torn, cut and glued</li> <li>• Sort and arrange materials</li> <li>• Mix materials to create texture</li> <li>• Learn how to thread a needle, knot, glue and trim material</li> <li>• Create images from imagination, experience and observation</li> <li>• Make a simple mosaic</li> </ul> | <ul style="list-style-type: none"> <li>• Name the materials and the tools they have used</li> <li>• Develop skills in stitching, cutting</li> <li>• Use basic cross stitch and back stitch</li> <li>• Colour fabric</li> <li>• Create images from imagination, experience and observation</li> <li>• Make a simple mosaic</li> </ul> | <ul style="list-style-type: none"> <li>• Combine visual and tactile qualities when designing and making pieces of work</li> <li>• Use ceramic mosaic materials and techniques</li> <li>• Show precision in techniques</li> <li>• Join fabric in different ways</li> <li>• Choose from a range of stitching techniques</li> <li>• Combine previously learned techniques to create pieces independently</li> <li>• Experiment with Batik safely</li> <li>• To be expressive and analytical to adapt, extend and justify their work</li> </ul> |
|--|---|--|--|---|



# Milford Primary School

Care, Share, Respect, Learn!

## Art

|  |   |   |   |  |
|--|---|---|---|--|
| <p><b>Sculpture</b><br/>Key skills</p> <p>Include 3D work, rigid and malleable materials (e.g. clay, dough, boxes, wire, newspaper, mod roc, paper straws, card, junk)</p> | <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Explore, use and refine a</li> </ul> | <ul style="list-style-type: none"> <li>• Use techniques such as rolling, cutting, moulding, carving and marking using simple tools</li> <li>• Use materials to make objects for a purpose (i.e. junk models, assemblages)</li> <li>• Make simple joins by manipulating modelling material and pasting</li> <li>• Use a range of decorative techniques: applies, impresses, painted etc.</li> <li>• Discuss the work of sculptors</li> </ul> | <ul style="list-style-type: none"> <li>• Shape, form, model and construct</li> <li>• Understand qualities and potential of materials as a way of problem solving and expression</li> <li>• Plan and develop ideas in sketchbook and make simple choices about media</li> <li>• Understanding of different adhesives and methods of construction</li> <li>• Use tools more confidently</li> <li>• Discuss own work and compare with other sculptors</li> </ul> | <ul style="list-style-type: none"> <li>• Use sketchbook to inform, plan and develop ideas</li> <li>• Investigate and analyse different forms</li> <li>• Take into account the properties of media being used</li> <li>• Shape, form and model with confidence</li> <li>• Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</li> <li>• Discuss and evaluate own work and that of other sculptors in detail</li> </ul> |
|--|---|---|---|--|



# Milford Primary School

Care, Share, Respect, Learn!

## Art

|   |   |   |  |  |
|---|---|---|--|--|
|   | variety of artistic effects to express their ideas and feelings.  |   |  |  |
| <p><b>Printing</b></p> <p>Key Skills</p> <p>Use a variety of tools and brushes, found materials, natural and made objects, fruit/veg, wooden blocks with string, sponges, cotton buds, clay, card, press print, lino, string and fingers.</p> | <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Return to and build on their previous learning, refining ideas and developing</li> </ul> | <ul style="list-style-type: none"> <li>• Use a variety of tools and materials and objects to create prints</li> <li>• Carry out different printing techniques, (e.g. monoprint, block relief and resist painting)</li> <li>• Press, roll, rub and stamp to make prints</li> <li>• Make rubbings</li> <li>• Design repeating patterns and overlapping shape patterns</li> <li>• Mimic print from the environment (e.g. wallpaper, curtains, fabric)</li> </ul> | <ul style="list-style-type: none"> <li>• Print using a variety of materials, objects and techniques, including layering colours</li> <li>• Research, create and refine a print using a variety of techniques</li> <li>• Make printing blocks using relief or impressed techniques (e.g. from coiled string glued to a block)</li> <li>• Experiment with resist painting including marbling, silkscreen and cold-water paste</li> <li>• Replicate patterns observed in natural or built environments</li> </ul> | <ul style="list-style-type: none"> <li>• Describe techniques, including the use of layering, polyblocks, relief, mono, and resist painting</li> <li>• Choose the printing method appropriate to task</li> <li>• Select inks and overlay colours</li> <li>• Build up layers of colours and textures</li> <li>• Be confident when printing onto fabric and paper</li> <li>• Create an accurate pattern, showing fine detail</li> <li>• Organise work in terms of pattern and symmetry or random printing styles</li> </ul> |



# Milford Primary School

Care, Share, Respect, Learn!

## Art

|               |   |   |   |  |
|---------------|---|---|---|--|
|               | <p>their ability to represent them.</p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Explore pattern and shape, creating designs for printing</li> <li>• Talk about the processes used to produce a simple print</li> </ul> | <ul style="list-style-type: none"> <li>• Use a range of visible elements to reflect the purpose of the work</li> </ul>                                   |
| Digital media | <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> | <ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, colours and shapes</li> </ul> | <ul style="list-style-type: none"> <li>• Create images, video and sound recordings and explain why they were created</li> </ul>   | <ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations)</li> </ul> |