



The curriculum is presented in Milestones with Milestone 1 covering Year 1 and Year 2 and Milestone 2 covering Year 3 and Year 4 and Milestone 3 covering Years 5 and 6. We plan our teaching as a learning journey providing children with opportunities over two years to reach their Milestone goal. The curriculum is organised into overarching objectives which are broken down into smaller objectives allowing children to develop understanding or apply skills from a basic level through to advancing and finally to gain a deep understanding and ability to apply their knowledge and skills at a mastery level. We know that our children could be at different ability levels in a variety of areas so our planning is differentiated to account for this.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To develop ideas						
<ul style="list-style-type: none"> Respond to ideas and starting points. 	<ul style="list-style-type: none"> Respond to ideas and starting points. 	<ul style="list-style-type: none"> Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. 	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. 	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. 	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.



To master techniques						
<p>Painting</p> <ul style="list-style-type: none"> • Naming colours used • Explore what happens when colours are mixed. • Choose colours for a particular purpose 	<p>Painting</p> <ul style="list-style-type: none"> • Use thick and thin brushes. • Name and use primary colours • Mix primary colours to make secondary. • Create colour wheels. • Use hot and cold colours 	<p>Painting</p> <ul style="list-style-type: none"> • Use thick and thin brushes. • Add white to colours to make tints and black to colours to make shades. • Use tertiary colours 	<p>Painting</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Add white to colours to make tints, black to colours to make shades and add grey to colours to make tint. • Use watercolour paint to produce washes for backgrounds then add detail. 	<p>Painting</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<p>Painting</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use complimentary colours • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. 	<p>Painting</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
<p>Collage</p> <ul style="list-style-type: none"> • Manipulate materials to achieve a planned effect (texture) e.g. Scrunching, tearing, 	<p>Collage</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn, scrunched and glued. • Sort and arrange materials. 	<p>Collage</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn scrunched and glued. • Sort and arrange materials. • Mix materials to 	<p>Collage</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Use coiling, overlapping, tessellation, mosaic and 	<p>Collage</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, 	<p>Collage</p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. 	<p>Collage</p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and



cutting.		create texture.	montage.	tessellation, mosaic and montage.		techniques.
<p>Sculpture</p> <ul style="list-style-type: none"> • Reuse materials to make junk models. 	<p>Sculpture</p> <ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. 	<p>Sculpture</p> <ul style="list-style-type: none"> • Use a combination of shapes. • Use techniques such as rolling, cutting, moulding and carving. 	<p>Sculpture</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Use clay and other mouldable materials. 	<p>Sculpture</p> <ul style="list-style-type: none"> • Include texture that conveys feelings, expression or movement. • Add materials to provide interesting detail. 	<p>Sculpture</p> <ul style="list-style-type: none"> • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. 	<p>Sculpture</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
<p>Drawing</p> <ul style="list-style-type: none"> • Make marks using a range of materials (paint, pencils, chalk, pastels, charcoal) • Use a range of implements to draw (brushes, sponges, feathers, fingers) 	<p>Drawing</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. 	<p>Drawing</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<p>Drawing</p> <ul style="list-style-type: none"> • Use different hardness of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. 	<p>Drawing</p> <ul style="list-style-type: none"> • Use different hardness of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use hatching and cross hatching to show tone and texture. 	<p>Drawing</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). 	<p>Drawing</p> <ul style="list-style-type: none"> • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Use lines to represent movement.



<p>Print</p> <ul style="list-style-type: none"> • Use objects to create prints (e.g. fruit, vegetables or sponges). 	<p>Print</p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	<p>Print</p> <ul style="list-style-type: none"> • Mimic print from the environment (e.g. wallpapers). • Press, roll, rub and stamp to make prints. 	<p>Print</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). 	<p>Print</p> <ul style="list-style-type: none"> • Replicate patterns observed in natural or built environments. • Make precise repeating patterns. 	<p>Print</p> <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. 	<p>Print</p> <ul style="list-style-type: none"> • Use a range of visual elements to reflect the purpose of the work.
<p>Textiles</p> <ul style="list-style-type: none"> • Use weaving to create a pattern 	<p>Textiles</p> <ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. 	<p>Textiles</p> <ul style="list-style-type: none"> • Use plaiting. • Use dip dye techniques. 	<p>Textiles</p> <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. Create weavings. 	<p>Textile</p> <ul style="list-style-type: none"> • Colour fabric. • Quilt, pad and gather fabric. 	<p>Textiles</p> <ul style="list-style-type: none"> • Choose from a range of stitching techniques. 	<p>Textiles</p> <ul style="list-style-type: none"> • Show precision in techniques. • Combine previously learned techniques to create pieces.
<p>Digital media</p> <ul style="list-style-type: none"> • Use a wide range of tools to draw and paint 	<p>Digital media</p> <ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<p>Digital media</p> <ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<p>Digital media</p> <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<p>Digital media</p> <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<p>Digital media</p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). 	<p>Digital media</p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).



To take inspiration from the greats (classic and modern)

<ul style="list-style-type: none">• Describe the work of notable artists, artisans and designers.	<ul style="list-style-type: none">• Describe the work of notable artists, artisans and designers.• Use some of the ideas of artists studied to create pieces.	<ul style="list-style-type: none">• Describe the work of notable artists, artisans and designers.• Use some of the ideas of artists studied to create pieces.	<ul style="list-style-type: none">• Replicate some of the techniques used by notable artists, artisans and designers.• Create original pieces that are influenced by studies of others.	<ul style="list-style-type: none">• Replicate some of the techniques used by notable artists, artisans and designers.• Create original pieces that are influenced by studies of others.	<ul style="list-style-type: none">• Give details (including own sketches) about the style of some notable artists, artisans and designers.• Create original pieces that show a range of influences and styles.	<ul style="list-style-type: none">• Show how the work of those studied was influential in both society and to other artists.• Create original pieces that show a range of influences and styles.
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