

Sonning Church of England Primary School

Curriculum Milestones: Art and Design V1



Introduction

Milestones are designed to provide focus for progression points (including planning for assessment) throughout a child's journey through the school. For Years 1 to 6, teachers refer to the [National Curriculum](#) at all planning stages.

Milestones: Early Years Foundation Stage

There are separate plans for EYFS which outline the topics covered and highlight cross-curricular links (including within the National Curriculum). Below is an explanation of how the subject links with the Areas of Learning in EYFS.

Area of Learning: Physical Development	
Nurseries (3/4 y/o)	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.
Reception (4/5 y/o)	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.
End of Reception: ELG	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Area of Learning: Expressive Arts and Design	
Nurseries (3/4 y/o)	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.
Reception (4/5 y/o)	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
End of Reception: ELG	<p>Creating With Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. <p>ELG: Speaking:</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Building strong foundations for the years ahead (Matthew 7:24-25)

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Milestones: Years 1 to 6 (National Curriculum)

As previously stated, we follow the National Curriculum. Using the National Curriculum as our core document, we have created milestone objectives for Key Stage 1 (KS1), Lower Key Stage 2 (LKS2) and Upper Key Stage 2 (UKS2) based on our own curriculum needs and research from a range of sources.

Appraisal and Knowledge of Others' Work	
KS1	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p>KS1 Art and Design National Curriculum</p> <ul style="list-style-type: none"> To understand 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. To evaluate and analyse creative works using the language of art, craft and design. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Understand how artists choose materials based on their properties in order to achieve certain effects. Describe the work of some famous, notable artists and designers, in basic terms. Express an opinion on the work of famous, notable artists. Know the period of time in which an artist lived, and (in simple terms) how this may have affected their work. Use inspiration from famous, notable artists to create their own work and compare. Use key vocabulary to demonstrate knowledge and understanding in this strand (vocabulary found in Unit Maps).
LKS2	<p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>KS2 Art and Design National Curriculum</p> <ul style="list-style-type: none"> To learn about great artists, architects and designers in history. To evaluate and analyse creative works using the language of art, craft and design. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Use subject vocabulary confidently to describe and compare creative works (vocabulary found in Unit Maps). Understand how artists use art to convey messages through the choices they make. Reflect upon their work inspired by a famous notable artist and the development of their art skills. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. Explain some of the historical and cultural influences which may have impacted an artist's work, and consider how this affected others. Express an opinion on the work of famous, notable artists and refer to techniques and effect.
UKS2	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p>



KS2 Art and Design National Curriculum

- To learn about great artists, architects and designers in history.
- To evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Children can, by the end of Year 6, meet the following statements in this concept area:

- Give detailed observations about notable artists', artisans' and designers' work.
- Offer facts about notable artists', artisans' and designers' lives.
- Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
- Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.
- Discuss how artists create work with the intent to create an impact on the viewer.
- Consider what choices can be made in their own work to impact their viewer.
- Use key vocabulary to demonstrate knowledge and understanding in this strand (vocabulary found in Unit Maps).

Developing Ideas and Planning

KS1 Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.

KS1 Art and Design National Curriculum

- To produce creative work, exploring their ideas and recording experiences.

Children can, by the end of Year 2, meet the following statements in this concept area:

- Explore ideas and collect information, and begin to generate ideas from a wider range of stimuli, exploring different media and techniques.
- Describe differences and similarities and make links to their own work.
- Try different materials and methods to improve.
- Experiment in sketch books, using drawing to record ideas.
- Use sketch books to help make decisions about what to try out next.

LKS2 Children start collecting and developing ideas using sketch books. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.

KS2 Art and Design National Curriculum

- Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.

Children can, by the end of Year 4, meet the following statements in this concept area:

- Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.

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	<ul style="list-style-type: none"> b) Use sketch books to record ideas, showing an understanding of purpose to develop ideas and plan for an outcome. c) Explore ideas from first-hand observations, including questioning and making comments on those observations. d) Adapt and refine ideas.
UKS2	<p>Children start collecting more information and resources to present in sketch books. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>KS2 Art and Design National Curriculum</p> <ul style="list-style-type: none"> • Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To create sketch books to record their observations and use them to review and revisit ideas. <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ul style="list-style-type: none"> a) Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. b) Using a systematic and independent approach, research, test and develop ideas and plans using sketch books. c) Confidently use sketch books for purposes including recording observations and research, testing materials and working towards an outcome more independently. d) Offer feedback using technical vocabulary. e) Think critically about their art and design work. f) Use digital technology as sources for developing ideas.

Making and Producing: General overarching skills	
KS1	<p>KS1 Art and Design National Curriculum</p> <ul style="list-style-type: none"> • To produce creative work, exploring their ideas and recording their experiences. • To become proficient in drawing, painting, sculpture and other art, craft and design techniques. • To evaluate and analyse creative works using the language of art, craft and design. • To use a range of materials creatively to design and make products. <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ul style="list-style-type: none"> a) Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. b) Explore and analyse a wider variety of ways to join and fix materials in place. c) Make choices about which materials and techniques to use to create an effect. d) Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. e) Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.
LKS2	<p>KS2 Art and Design National Curriculum</p> <ul style="list-style-type: none"> • To produce creative work, exploring their ideas and recording their experiences. • To become proficient in drawing, painting, sculpture and other art, craft and design techniques. • To evaluate and analyse creative works using the language of art, craft and design. <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ul style="list-style-type: none"> a) Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.

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	<p>b) Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>c) Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>d) Use growing knowledge of different materials, combining media for effect.</p>
UKS2	<p>KS2 Art and Design National Curriculum</p> <ul style="list-style-type: none"> To produce creative work, exploring their ideas and recording their experiences. To become proficient in drawing, painting, sculpture and other art, craft and design techniques. To evaluate and analyse creative works using the language of art, craft and design. <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <p>a) Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>b) Combine materials and techniques appropriately to fit with ideas.</p> <p>c) Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>

Making and Producing: Drawing	
KS1	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum</p> <ul style="list-style-type: none"> To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <p>a) Draw lines of varying thickness, and create different lines and marks with tools.</p> <p>b) Use dots and lines to demonstrate pattern and texture.</p> <p>c) Use different materials to draw, for example pastels, chalk, felt tips.</p> <p>d) Look carefully to make an observational drawing.</p> <p>e) Manipulate materials and surfaces to create textures. E.g. scratching with tools or blending with fingers.</p>
LKS2	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum</p> <ul style="list-style-type: none"> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. To use a range of materials creatively to design and make products. <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ul style="list-style-type: none"> Experiment with showing line, tone and texture with different hardness of pencils. Use shading to show light and shadow effects. Use different materials to draw, e.g. pastels, chalk, pencils, charcoal. Show an awareness of space when drawing. Hold a pencil with varying pressure to create different marks. Use observation and sketch objects quickly. Draw objects in proportion to each other.

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UKS2	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>KS2 Art and Design National Curriculum</p> <ul style="list-style-type: none"> • To become proficient in drawing techniques. • To improve their mastery of art and design techniques, including drawing, with a range of materials. <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> a) Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. b) Depict movement and perspective in drawings. c) Use a variety of tools and select the most appropriate. d) Combine techniques to create a final composition. e) Draw the same image in different ways with different materials and techniques.
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Making and Producing: Painting and mixed media	
KS1	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>KS1 Art and Design National Curriculum</p> <ul style="list-style-type: none"> • To become proficient in painting techniques. • To use painting to develop and share their ideas, experiences and imagination. • To use a range of materials creatively to design and make products. <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ul style="list-style-type: none"> • Name the primary and secondary colours. • Experiment with different brushes (including brushstrokes) and other painting tools. • Mix primary colours to make secondary colours. • Add white and black to alter tints and shades. • Choose appropriate brushes when painting, including for effect. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Make textured paper to use in a collage. • Choose and shape collage materials, e.g. cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it.
LKS2	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>KS2 Art and Design National Curriculum</p> <ul style="list-style-type: none"> • To become proficient in painting techniques. • To improve their mastery of art and design techniques, including painting with a range of materials. <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> a) Use varied brush techniques to create shapes, textures, patterns and lines. b) Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary. c) Create different textures and effects with paint.

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	<p>d) Create a textured background using charcoal and chalk.</p> <p>e) Apply paint using different techniques, e.g. stippling, dabbing, washing.</p> <p>f) Plan a painting by drawing first.</p> <p>g) Organise painting equipment independently, making choices about tools and materials.</p>
UKS2	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p>KS2 Art and Design National Curriculum</p> <ul style="list-style-type: none"> To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Create a colour palette, demonstrating mixing techniques. Use a range of paint (e.g. acrylic or water colours) to create visually interesting pieces. Use sketch books to research and present information, and develop ideas into a plan for a final piece. Experiment with materials and create different backgrounds to draw onto. Combine materials to create an effect. Choose colours to represent an idea or atmosphere, and explain these decisions with clarity. Mix colours effectively and for purpose, using the correct language, e.g. tint, shade, primary and secondary. Create different textures and effects with paint, and explain these choices.

Making and Producing: Sculpture and 3D	
KS1	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KS1 Art and Design National Curriculum</p> <ul style="list-style-type: none"> To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. To use a range of materials creatively to design and make products. <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ul style="list-style-type: none"> Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card. Use a variety of techniques, e.g. rolling, cutting, pinching. Use a variety of shapes, including lines and texture. Cut and glue paper to make 3D structures. Decide the best way to glue something. Create a variety of shapes in paper, e.g. spiral, zig-zag. Make larger structures using newspaper rolls. Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay.
LKS2	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p>



	<p>KS2 Art and Design National Curriculum</p> <ul style="list-style-type: none"> To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Cut, make and combine shapes to create recognisable forms. Use clay and other malleable materials and practise joining techniques. Add materials to the sculpture to create detail. Shape card in different ways, e.g. rolling, folding and choose the best way to recreate a drawn idea. Plan a sculpture by drawing. Choose materials to scale up an idea. Create different joins in card, e.g. slot, tabs, wrapping. Use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.
UKS2	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum</p> <ul style="list-style-type: none"> To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Plan and design a sculpture. Use tools and materials to carve, add shape, add texture and pattern. Develop cutting and joining skills, e.g. using wire, coils, slabs and slips. Use materials other than clay to create a 3D sculpture. Try out ideas on a small scale to assess their effect. Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. Manipulate cardboard to create different textures. Make visual notes to generate ideas for a final piece.

Making and Producing: Craft and design	
KS1	<p>KS1 Art and Design National Curriculum</p> <ul style="list-style-type: none"> To become proficient in craft and design techniques. To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ul style="list-style-type: none"> Join using knots. Separate wool fibres ready to make felt. Lay wool fibres in opposite directions to make felt. Roll and squeeze the felt to make the fibres stick together. Overlap cellophane/tissue to create new colours. Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. Apply paint or ink using a printing roller.

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	<ul style="list-style-type: none"> • Smooth a printing tile evenly to transfer an image.
LKS2	<p>KS2 Art and Design National Curriculum</p> <ul style="list-style-type: none"> • To become proficient in craft and design techniques. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ul style="list-style-type: none"> • To know how to make a mood board. • Recognise a theme and develop colour palettes using selected imagery and drawings. • Develop observational drawings into shapes and pattern for design. • Transfer a design using a tracing method. • Make a repeating pattern tile using cut and torn paper shapes. • Use glue as an alternative batik technique to create patterns on fabric. • Use materials, like glue, in different ways depending on the desired effect. • Paint on fabric.
UKS2	<p>KS2 Art and Design National Curriculum</p> <ul style="list-style-type: none"> • To become proficient in craft and design techniques. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> a) Make an observational drawing of a house. b) Use shapes and measuring as methods to draw accurate proportions. c) Select a small section of a drawing to use as a print design. d) Develop drawings further to use as a design for print. e) Design a building that fits a specific brief. f) Draw an idea in the style of an architect that is annotated to explain key features. g) Draw from different views, such as a front or side elevation. <p>Photography-specific:</p> <ol style="list-style-type: none"> a) Create a photomontage. b) Create artwork for a design brief. c) Use a camera or tablet for photography. d) Identify the parts of a camera. e) Take a macro photo, choosing an interesting composition. f) Manipulate a photograph using photo editing tools. g) Use drama and props to recreate imagery. h) Take a portrait photograph. i) Use a grid method to copy a photograph into a drawing.

Expressing	
KS1	<p>KS1 Art and Design National Curriculum</p> <p><i>'Expression' is not specifically referenced in the National Curriculum but, as with other creative subjects (such as in Writing), we believe it is important to consider a pupil's consideration of the emotional and expressive impact of</i></p>

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	<p><i>their work. Creativity, expression and exploring emotion in Art and Design are referenced loosely in the following National Curriculum statements:</i></p> <ul style="list-style-type: none"> • Pupils should produce creative work, exploring their ideas. <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Discuss how a piece created makes them feel, or might make someone else feel (e.g. a friend or parent). Discuss, in simple terms, how colour and tone in their own work and others' work may affect the mood of the piece. Make simple choices to use particular colours/media/materials within a piece and explain, in simple terms, why they have chosen that and the effect they hope it will have (e.g. I have chosen yellow paint as this is a happy piece and I want the person looking at the painting to feel happier).
LKS2	<p>KS2 Art and Design National Curriculum</p> <p><i>'Expression' is not specifically referenced in the National Curriculum but, as with other creative subjects (such as in Writing), we believe it is important to consider a pupil's consideration of the emotional and expressive impact of their work. Creativity, expression and exploring emotion in Art and Design are referenced loosely in the following National Curriculum statements:</i></p> <ul style="list-style-type: none"> • Pupils should produce creative work, exploring their ideas. • Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Discuss, using a range of developing vocabulary (e.g. effect, tone, depth, mood, subtle, bold, imply) how a piece created makes them feel, or might make someone else feel. Discuss how a range of expressive concepts may create effect (including mood) in their own work and others' work (e.g. line, tone, colour, shape, . Explain, in simple terms, why they have made particular choices of colour, stroke, size/shape, positioning or specific subject/focus for effect in a piece they have created.
UKS2	<p>KS2 Art and Design National Curriculum</p> <p><i>'Expression' is not specifically referenced in the National Curriculum but, as with other creative subjects (such as in Writing), we believe it is important to consider a pupil's consideration of the emotional and expressive impact of their work. Creativity, expression and exploring emotion in Art and Design are referenced loosely in the following National Curriculum statements:</i></p> <ul style="list-style-type: none"> • Pupils should produce creative work, exploring their ideas. • Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Discuss, using a range of developing vocabulary (e.g. effect, tone, depth, mood, subtle, bold, imply) how a piece created makes them feel, or might make someone else feel. Discuss, in simple terms, how colour and tone in their own work and others' work may affect the mood of the piece. Make specific choices when creating a piece and be able to explain, at varying stages in the process, why they have made particular choices of colour, stroke, size/shape, positioning or specific subject/focus for effect in a piece they have created. This includes ensuring control within a piece.

Evaluating	
KS1	<p>KS1 Art and Design National Curriculum</p> <ul style="list-style-type: none"> • Pupils should be able to think critically and develop a more rigorous understanding of art and design.

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	<ul style="list-style-type: none"> • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • 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. <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people. Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work.
LKS2	<p>KS2 Art and Design National Curriculum</p> <ul style="list-style-type: none"> • Pupils should be able to think critically and develop a more rigorous understanding of art and design. • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • About great artists, architects and designers in history. <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Begin to carry out a problem-solving process and make changes to improve their work. Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.
UKS2	<p>KS2 Art and Design National Curriculum</p> <ul style="list-style-type: none"> • Pupils should be able to think critically and develop a more rigorous understanding of art and design. • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • About great artists, architects and designers in history. <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.