

KS1 Phase and Year Groups				
		Year 1	Year 2	End of KS1 (NC)
Threshold concepts		-Describe the work of notable artists, artisans and designers. -Mix primary colours to make secondary colours and create colour wheels.	-Use some of the ideas of artists studied to create pieces. -Add white to colours to make tints and black to colours to make tones. -Draw lines of different sizes and thickness. -Show pattern and texture by adding dots and lines.	
To develop ideas		-Respond to ideas and starting points. -Explore ideas and collect visual information.	-Explore different methods and materials as ideas develop.	
To master techniques	Painting	-Mix primary colours to make secondary. -Create colour wheels.	-Use thick and thin brushes. -Add white to colours to make tints and black to colours to make tones.	
	Collage	-Use a combination of materials that are cut, torn and glued. -Sort and arrange materials.	-Mix materials to create texture.	
	Sculpture	-Use a combination of shapes. -Use rolled up paper, straws, paper, card and clay as materials.	-Include lines and texture. -Use techniques such as rolling, cutting, moulding and carving.	
	Drawing	-Draw lines of different sizes and thickness. -Colour (own work) neatly following the lines.	-Show pattern and texture by adding dots and lines. -Show different tones by using coloured pencils.	
	Print	-Mimic print from the environment (e.g. wallpapers). -Use objects to create prints (e.g. fruit, vegetables or sponges).	-Use repeating or overlapping shapes. Press, roll, rub and stamp to make prints.	

Pupils should be taught:

- to use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

	Textiles	-Use weaving to create a pattern. -Join materials using glue and/or a stitch.	-Use plaiting. -Use dip dye techniques.	
	Digital media	-Use a wide range of tools to create different textures, lines, tones, colours and shapes	-Use a wide range of tools to create different textures, lines, tones, colours and shapes	
To take inspiration from design throughout history		-Describe the work of notable artists, artisans and designers.	-Use some of the ideas of artists studied to create pieces.	Pupils should be taught: <ul style="list-style-type: none"> - 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.

KS2 Phase and Year Groups

	Year 3	Year 4	Year 5	Year 6	End of KS2 (NC)
Threshold concepts	-Replicate some of the techniques used by notable artists, artisans and designers. -Print using layers of two or more colours. -Replicate patterns observed in natural or built environments. -Mix colours effectively.	-Create original pieces that are influenced by studies of others. -Use different hardnesses of pencils to show line, tone and texture. -Use hatching and cross hatching to show tone and texture. -Use shading to show light and shadow. -Experiment with creating mood with colour.	-Give details (including own sketches) about the style of some notable artists, artisans and designers. -Show how the work of those studied was influential in both society and to other artists. -Enhance digital media by editing. -To use artistic technique to depict realistic proportion.	-Create original pieces that show a range of influences and styles. -Develop a personal style of painting, drawing upon ideas from other artists. -Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).	
To develop ideas	-Develop ideas from starting points throughout the curriculum. -Collect information, sketches	-Adapt and refine ideas as they progress. -Explore ideas in a variety of ways.	-Develop and imaginatively extend ideas from starting points throughout the curriculum.	-Use the qualities of materials to enhance ideas. -Spot the potential in unexpected results as work	

		and resources.	-Comment on artworks using visual language.	-Collect information, sketches and resources and present ideas imaginatively in a sketchbook.	progresses. -Comment on artworks with a fluent grasp of visual language.	
To master techniques	Painting	-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.	-Sketch (lightly) before painting to combine line and colour. -Combine colours, tones and tints to enhance the mood of a piece. -Use the qualities of watercolour and acrylic paints to create visually interesting pieces.	-Create a colour palette based upon colours observed in the natural or built world. -Use brush techniques and the qualities of paint to create texture. -Develop a personal style of painting, drawing upon ideas from other artists.	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. -to create sketch books to record their observations and use them to review and revisit ideas. -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].
	Collage	Select and arrange materials for a striking effect.	-Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage.	-Mix textures (rough and smooth, plain and patterned).	-Combine visual and tactile qualities. -Use ceramic mosaic materials and techniques.	
	Sculpture	-Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). -Use clay and other mouldable materials.	-Include texture that conveys feelings, expression or movement. -Add materials to provide interesting detail.	-Use tools to carve and add shapes, texture and pattern. -Use frameworks (such as wire or moulds) to provide stability and form.	-Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. -Combine visual and tactile qualities.	
	Drawing	-Use different hardnesses of pencils to show line, tone and texture. -Sketch lightly (no need to use a rubber to correct mistakes). -Use shading to show light and shadow.	-Annotate sketches to explain and elaborate ideas. -Use hatching and cross hatching to show tone and texture.	-Use a choice of techniques to depict movement, perspective, shadows and reflection. -Use lines to represent movement.	-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).	
	Print	-Use layers of two or more colours. -Replicate patterns observed in natural or built	-Make printing blocks (e.g. from coiled string glued to a block). -Make precise repeating	Build up layers of colours. Create an accurate pattern, showing fine detail.	Use a range of visual elements to reflect the purpose of the work.	

		environments.	patterns.			
	Textiles	-Shape and stitch materials. -Use basic cross stitch and back stitch.	-Colour fabric -Create weavings. -Quilt, pad and gather fabric.	Show precision in techniques. Choose from a range of stitching techniques.	Combine previously learned techniques to create pieces.	
	Digital media	-Create images, video and sound recordings.	-Create images, video and sound recordings and explain why they were created.	-Enhance digital media by editing (including sound, video, animation, still images and installations)	-Enhance digital media by editing (including sound, video, animation, still images and installations).	
To take inspiration from design throughout history		-Replicate some of the techniques used by notable artists, artisans and designers.	-Create original pieces that are influenced by studies of others.	-Give details (including own sketches) about the style of some notable artists, artisans and designers. -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.	Pupils should be taught: <ul style="list-style-type: none"> - about great artists, architects and designers in history.