

# The Big Ideas

## Develop Ideas

This concept involves understanding how ideas develop through an artistic process



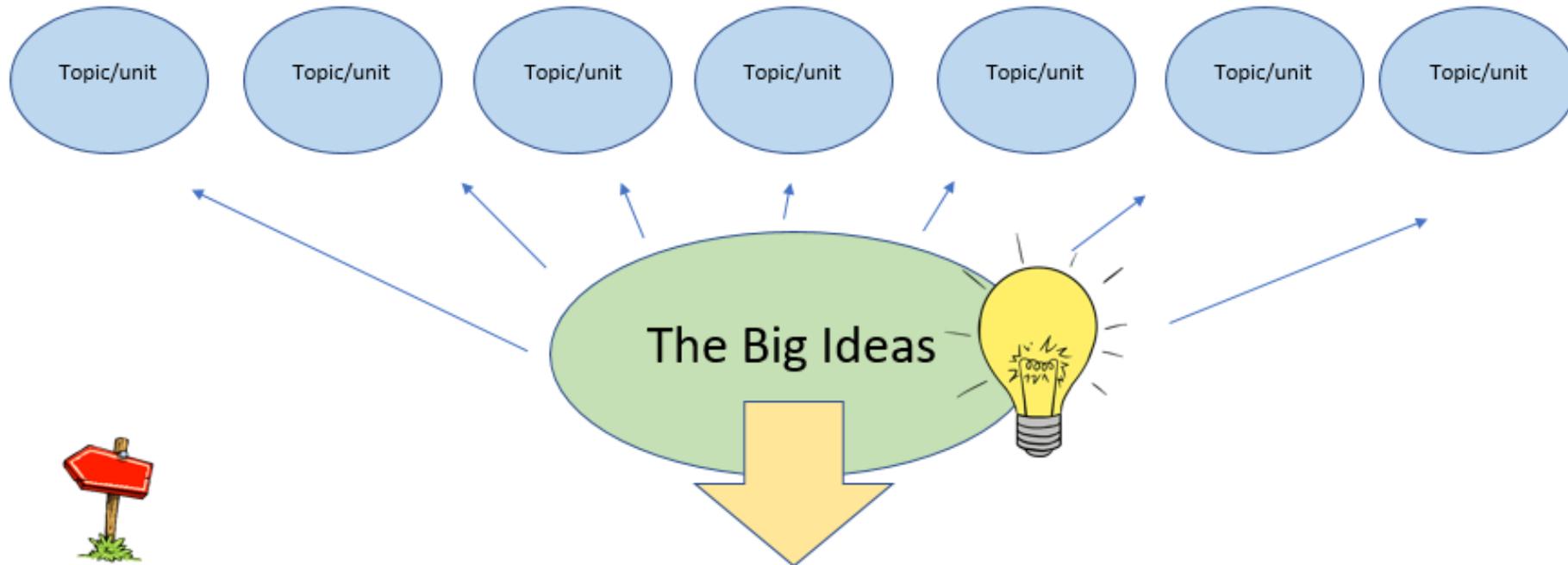
## Master Techniques

This concept involves developing a skills set so that ideas may be communicated.



## History of Art

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history



**Milestone A- Years 1 and 2**

**Milestone B- Years 3 and 4**

**Milestone C- Years 5 and 6**

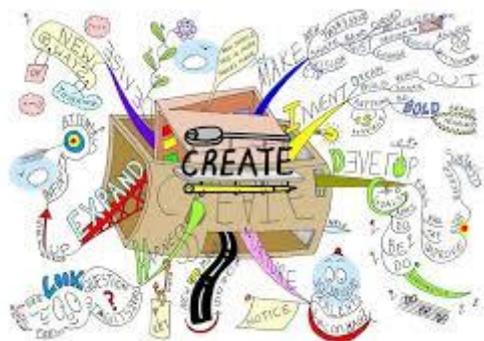
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What the National Curriculum says:

| Key Stage 1   | Key Stage 2  |
|---|--|
| <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <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 develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul> | <p>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> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul> |

## BIG IDEAS

### To develop ideas



### Master of techniques



### History of art



|  | <b>Milestone A<br/>by Year 2</b>  | <b>Milestone B<br/>by Year 4</b>   | <b>Milestone 3<br/>by Year 6</b>   | <b>More and Most able</b>   |
|--|---|--|--|---|
| <p><b>Develop ideas</b></p>   | <ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul> | <ul style="list-style-type: none"> <li>• Study the history of art, craft and design, including major movements from ancient to modernist periods.</li> <li>• Develop ideas and increase proficiency in their execution.</li> <li>• Develop a critical understanding of artists, architects and designers, expressing reasoned judgments that can inform work.</li> <li>• Use a range of drawing techniques to record observations and to generate ideas.</li> </ul> |
| <p><b>To take inspiration from the greats (classic and modern)</b></p>  <p><b>ART HISTORY</b></p> | <ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>  | <ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>   | <ul style="list-style-type: none"> <li>• Apply knowledge and ideas from the great artists, architects and designers from ancient to modernist periods.</li> </ul>   |

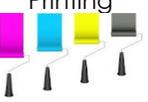


**Progression of Art Skills: Key Stage 1**

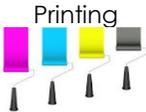
**Master of Techniques**

|                            | Stage 1  | Stage 2  |
|----------------------------|--|--|
| <p>Drawing</p>             | <ul style="list-style-type: none"> <li>• explore line and mark making using: hard/soft pencils, pens and crayons.</li> <li>• Sketching – using sketching pencils</li> <li>• observational drawings – 3d drawing</li> <li>• drawing from memory and imagination</li> </ul>  | <ul style="list-style-type: none"> <li>• chalk: smudging, blending and rubbing</li> <li>• explore shading with pencil</li> <li>• copying and enlarging images</li> <li>• awareness of visual clues in own observations</li> </ul>  |
| <p>Painting</p>            | <ul style="list-style-type: none"> <li>• name and recognise primary and secondary colours</li> <li>• mix secondary and primary colours using powder paints</li> <li>• work with thick and thin paint</li> <li>• work with thick, thin and large and small brushes</li> <li>• simple compositions</li> </ul>  | <ul style="list-style-type: none"> <li>• mix secondary from primary paint and include cross-curricular context</li> <li>• select own brushes for a task</li> <li>• explore making tints by adding white</li> <li>• work in a variety of paints</li> <li>• work with a range of tools including brushes and ‘found’</li> <li>• simple colour circle with vocabulary</li> </ul>  |
| <p>Printing</p>            | <ul style="list-style-type: none"> <li>• print repeat motifs in 1 colour to create patterns. Use squared paper to train</li> <li>• left to right orientation for printing patterns</li> <li>• print with a range of tools</li> <li>• handling of paint/ink to keep equipment clean</li> </ul>  | <ul style="list-style-type: none"> <li>• overprinting to demonstrate colour mixing</li> <li>• printing patterns left to right in straight lines: without a grid</li> </ul>   |
| <p>Sculpture</p>           | <ul style="list-style-type: none"> <li>• understand terms: 3d shape, form, texture. Laminating – building up form</li> <li>• use of glue, paste, tapes for different purposes</li> <li>• matching shapes, solids and flats and naming</li> <li>• to make holes in clay</li> <li>• to imprint, make marks and stamp into clay with a range of tools</li> <li>• to roll clay to make a tile</li> </ul> | <ul style="list-style-type: none"> <li>• understand relevance of colour, shape, texture, form to 3d work</li> <li>• use camera/digital media to record observations</li> <li>• use rubbings to record texture</li> <li>• paper folding and curling</li> <li>• simple joining techniques – glue and tape</li> <li>• use of found materials to create structures.</li> <li>• making figures in clay from one piece</li> <li>• use of slip to join clay</li> <li>• use of clay tools to create surface texture on clay forms</li> </ul> |
| <p>Textile and Collage</p> | <ul style="list-style-type: none"> <li>• Group weaving using range of looms and materials</li> <li>• Thread beads, thread large needle, cut fabric</li> <li>• how to cut strips, shapes, following a curve, snip, fringe</li> </ul>  | <ul style="list-style-type: none"> <li>• basic stitching –running, stabbing using hessian</li> <li>• use natural materials to weave and collage</li> </ul>   |

**Progression of Art Skills: Lower Key Stage 2**

|  | Stage 3  | Stage 4  |
|--|--|--|
| <p>Drawing</p>                | <ul style="list-style-type: none"> <li>• drawing for different purposes: maps, plans, sketching, cartoons and observational</li> <li>• use different tools when making marks and lines, including exploration of texture, colour and form.</li> <li>• draw outlines linking to size and shape</li> <li>• understand that different artists work in different ways and each should be valued.</li> </ul>  | <ul style="list-style-type: none"> <li>• make detailed and intricate marks, focusing on tone</li> <li>• observational drawings from different viewpoints</li> <li>• explore line making: tools and pressure</li> <li>• sequence events to make simple cartoon drawing, photography or digital media.</li> </ul>  |
| <p>Painting</p>               | <ul style="list-style-type: none"> <li>• paint a colour wash</li> <li>• learn about sponging and stippling techniques</li> <li>• revise colour circle: different hues, harmonising colours and concentric circles</li> <li>• prepare outlines: dirty water/pale chalk</li> <li>• introduce term 'complementary colours'</li> <li>• working with brush or thin paint with other tools.</li> <li>• work on a picture over a length of time.</li> </ul> | <ul style="list-style-type: none"> <li>• development of techniques: over painting, resist work, layering</li> <li>• development of composition: arranging ideas to convey ideas, purpose and intentions: awareness of shapes, patterns and texture.</li> <li>• work with tints and shades</li> <li>• mix tertiary colours (browns, neutral, flesh)</li> </ul>  |
| <p>Printing</p>               | <ul style="list-style-type: none"> <li>• readymade blocks: two-coloured printed patterns with 'readymade' blocks</li> <li>• design and make simple block for relief printing</li> <li>• stencil print</li> </ul>   | <ul style="list-style-type: none"> <li>• Three colour printed patterns –overprinting</li> <li>• Engraved prints</li> <li>• Use of a roller</li> <li>• Use of photos and digital images for creations</li> </ul>  |
| <p>Sculpture</p>             | <ul style="list-style-type: none"> <li>• collecting and sketching ideas in a sketchbook</li> <li>• correct use of tools, scissors and cutters</li> <li>• how to make simple formers using boxes, rolled paper</li> <li>• how to construct simple assemblages – mobiles</li> <li>• how to make thumb/pinch pots.</li> <li>• decorating techniques: embossing, engraving, imprinting, beating, brushing and combing.</li> </ul>                        | <ul style="list-style-type: none"> <li>• card cutting/tearing to make structures</li> <li>• joining techniques such as slotting, tying, pinning, weaving, sewing</li> <li>• small-scale box models</li> <li>• Rolling out clay to make coil for coil pots</li> <li>• Use of slip to join coils</li> <li>• Rolling out clay to make plates moulds and tiles</li> <li>• Pinch pots joined to form a hollow shape</li> <li>• Clay figures from 1 piece of clay</li> </ul> |
| <p>Textile and Collage</p>  | <ul style="list-style-type: none"> <li>• sewing on hessian: cross stitch, mark making with needle and thread</li> <li>• weaving using natural/made forms</li> <li>• fold, crumple, tear, cut and pleat paper</li> <li>• make the link between collage 3d word and paintings</li> </ul>   | <ul style="list-style-type: none"> <li>• fold, crumple, tear, cut and pleat paper</li> <li>• appliqué</li> <li>• embroidery to decorate</li> <li>• printing on fabric</li> </ul>   |

**Progression of Art Skills: Upper Key Stage 2**

|  | Stage 5  | Stage 6   |
|--|--|---|
| <p>Drawing</p>                | <ul style="list-style-type: none"> <li>• use of simple techniques to introduce perspective (tonal contrast, depth)</li> <li>• link drawing skills with other linear media (wire, string, thread)</li> <li>• use viewfinders to aid composition</li> <li>• observational drawings in a range of tools/techniques.</li> </ul>  | <ul style="list-style-type: none"> <li>• use other sources to influence drawings eg: stories and myths</li> <li>• use viewfinders and perspective techniques in compositions</li> <li>• understand that compositions can be made up/created</li> <li>• storyboard of drawings as basis for video and film animation.</li> </ul>   |
| <p>Painting</p>               | <ul style="list-style-type: none"> <li>• sketches: building up in stages, link background, middle and foreground colour (such as pale colours recede, strong bright colours advance) use viewfinder</li> <li>• practise with techniques involving: resist, layering, scraping, overpainting, different consistencies of paint.</li> <li>• painting direct from observation</li> <li>• working on different surfaces: card, newspaper, colours etc</li> </ul> | <ul style="list-style-type: none"> <li>• Plan and prepare a composition based on a chosen theme with reference to visual elements and paint</li> <li>• apply paint to show textures.</li> <li>• use of simple perspectives in compositions</li> <li>• limited palette work: working in one colour, tints and shades</li> <li>• link painting and collage and introduce collage items into compositions</li> </ul> |
| <p>Printing</p>               | <ul style="list-style-type: none"> <li>• Printing with texture surfaces</li> <li>• Exploring materials for 'design and make' relief blocks</li> </ul>  | <ul style="list-style-type: none"> <li>• Choose printing technique for a given task</li> <li>• Stencil printing for positive/ negative images</li> <li>• Practise overprinting and using 3+ colours</li> </ul>  |
| <p>Sculpture</p>            | <ul style="list-style-type: none"> <li>• create surface texture –laminating, collage.</li> <li>• mask making – use of moulds</li> <li>• Rolling out clay to make slab pot</li> <li>• Use of decorating techniques to create surface textures</li> <li>• Combining clay techniques to create surfaces</li> </ul>  | <ul style="list-style-type: none"> <li>• Select appropriate resources for making formers to create a piece of sculpture</li> <li>• Select resources for surface texture</li> </ul>  |
| <p>Textile and Collage</p>  | <ul style="list-style-type: none"> <li>• use a range of materials and tools to make a mixed media collage</li> <li>• copy and match visual elements from direct observations.</li> <li>• sewing as a joining technique for paper/card</li> <li>• use of textile to create/include in collage and 3d</li> <li>• basic stitches into to other work</li> </ul>  | <ul style="list-style-type: none"> <li>• understand concept of design: balance, contrast, pattern when creating a collage</li> <li>• Introduce fabric block printing</li> <li>• Experiment with circular embroidery frames</li> </ul>   |