



The Raleigh Primary School

Art and Design End of Year Milestones

What must children achieve in Art and Design in order to be ready for next year?

Year 1:

Drawing:

- Understand drawing is a physical activity.
- Understand there is a relationship between drawings on paper and making
- Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body.
- Use colour (pastels, chalks) intuitively to develop spiral drawings.
- Pupils draw from paused film, observing detail using pencil.
- Pupils draw from first hand observation.

Sketchbooks:

- Introduce what a sketchbook is for. Understand it is owned by the pupil.
- Develop experience of primary and secondary colours.
- Practice observational drawing.
- Explore mark making.

Painting:

- Understand watercolour is a media which uses water and pigment.
- Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.
- Explore watercolour in an intuitive way.
- Paint without a fixed image of what you are painting in mind.
- Respond to your painting and try to “imagine” an image within.

Collage:

- Understand collage is the art of using elements of paper to make images.
- Understand we can create our own papers with which to collage.
- Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture.

Making:

- Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.
- Use a combination of two or more materials to make sculpture.
- Use construction methods to build.
- Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.

Purpose/Visual Literacy/Articulation:

- Look at the work of artists.
- Understand we may all have different responses in terms of our thoughts.
- Reflect upon the artists’ work, and share your response verbally (“I liked...”).
- Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well”).



Year 2:

Drawing:

- Understand that we can use different media to capture the nature of things we find.
- Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.
- Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing.
- Use drawing exercises to focus an exploration of observational drawing combined with experimental mark making, using graphite, soft pencil, handwriting pen.
- Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape.

Sketchbooks:

- Continue to build understanding that sketchbooks are places for personal experimentation.
- Understand that the way each persons' sketchbook looks is unique to them.
- Explore the qualities of different media.
- Make close observational drawings of small objects.

Printmaking:

- Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet.
- Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon paper copy, exploring the qualities of line.

Collage:

- Understand that we can combine collage with other disciplines.
- Use observational drawings made, cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet.
- Collage with drawings to create invented forms. Combine with making if appropriate.

Making:

- Understand when we make sculpture by adding materials it is called Construction.
- Use Design through Making philosophy to playfully construct towards a loose brief.
- Transform found objects into sculpture, using imagination and construction techniques. Think about shape (2d), form (3d), texture, colour and structure.

Purpose/Visual Literacy/Articulation:

- Talk about intention.
- Share responses to classmates work, appreciating similarities and differences.
- Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.



Year 3:

Drawing:

- Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.
- Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.
- Understand that animators make drawings that move.
- Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal.
- Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama).
- Option to explore making gestural drawings with charcoal using the whole body (link to dance).
- Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject.

Sketchbooks:

- Continue to build understanding that sketchbooks are places for personal experimentation.
- Explore the qualities of charcoal.
- Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own.
- Develop mark making skills.

Painting:

- Understand that paint acts differently on different surfaces.
- Understand the concept of still life and landscape painting.
- Continue to develop colour mixing skills.
- Explore painting over different surfaces.

Making:

- Understand that articulated drawings can be animated.
- Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations.

Purpose/Visual Literacy/Articulation:

- To understand that visual artists look to other artforms for inspiration.
- Understand artists often collaborate on projects, bringing different skills together.
- Deconstruct and discuss an original artwork.
- Work collaboratively to present outcomes to others where appropriate. Present as a team.
- Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.



Year 4:

Drawing:

- Understand that artists and illustrators interpret narrative texts and create sequenced drawings.
- Understand artists can work with pattern for different reasons.
- Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry.
- Create owned narratives by arranging toys in staged scenes.
- Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink.
- Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns.

Sketchbooks:

- Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.
- Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling.
- Use sketchbooks to:
 - Practise drawing skills.
 - Make visual notes to record ideas and processes discovered through looking at other artists.
 - Test and experiment with materials.
 - Brainstorm pattern, colour, line and shape.
 - Reflect.

Painting:

- To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background.
- Explore options to work in clay.

Making:

- To understand that make sculpture can be challenging. It is ok to take creative risks and ok if things go wrong as well as right.
- Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials.

Purpose/Visual Literacy/Articulation:

- Work collaboratively to present outcomes to others where appropriate. Present as a team.
- Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.
- Document work using still image (photography) or by making a drawing of the work.



Year 5:

Drawing:

- Understand that designers create fonts and work with Typography.
- Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography.
- Create fonts inspired by objects/elements around you.
- Draw over maps/existing marks to explore how you can make mark making more visually powerful.
- Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme.
- Use charcoal, graphite, pencil, pastel to create drawings of atmospheric “sets” to help inform (though not design) set design.

Sketchbooks:

- Explore mark making.
- Brainstorm ideas generated when reading poetry or prose.
- Make visual notes to capture, consolidate and reflect upon the artists studied.
- Explore ideas relating to design, exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.
- Experiment with colour mixing and pattern, working towards creating paper “fabrics” for fashion design.

Painting:

- Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design.

Making:

- Understand that set designers can design/make sets for theatres or for animations.
- Understand that designers often create scaled models to test and share ideas with others.
- Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better.
- Use Design through Making, inspired by a brief, to create a scale model “set” for a theatre production or an animation.
- Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention.
- Option to work in 3d to devise fashion constructed from patterned papers.

Purpose/Visual Literacy/Articulation:

- Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.
- Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?



Year 6:

Drawing:

- Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects.
- Understand that graphic designers use typography and image to create packaging which we aspire to use.
- Understand that there are technical processes we can use to help us see, draw and scale up our work.
- Explore using negative and positive space to “see” and draw a simple element/object.
- Use the grid system to scale up the image above, transferring the image onto card.
- Use collage to add tonal marks to the “flat image”.

Sketchbooks:

- Explore what your passions, hopes and fears might be. What makes you you?
- Explore colour: make colours, collect colours, experiment with how colours work together.
- Explore combinations and layering of media.
- Make visual notes to capture, consolidate and reflect upon the artists studied.

Printmaking:

- Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art.
- Or create a zine using similar methods.

Making:

- Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future.
- Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you.

Purpose/Visual Literacy/Articulation:

- Work collaboratively to present outcomes to others where appropriate. Present as a team.
- Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.
- Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.