

		ART MILESTONE PROGRESSION		
		goals children should reach by the end of each Milestone		
		Within each MILESTONE children gradually progress their procedural and semantic knowledge through three cognitive domains: BASIC, ADVANCING, DEEP.		
		Milestone 1	Milestone 2	Milestone 3
Threshold Concepts The big ideas which underpin art. These are explored in a breadth of topics to develop an art schema.	Develop ideas	Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.	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.	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.
	Take inspiration	Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.	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.
	Master practical skills	Painting Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. 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. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. 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 Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. 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	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. Collage Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. Sculpture Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail. Drawing Use different grades 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. Use hatching and cross hatching to show tone and texture. Print 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). Make precise repeating patterns. Textiles Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric. Digital Media Create images, video and sound recordings and explain why they were created.	Painting Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. 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. Collage Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques. Sculpture Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form. Drawing Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. Print 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. Textiles Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces. Digital Media Enhance digital media by editing (including sound, video, animation, still images and installations).

This provides a progression model. To meet each Milestone children will need strong schema based on knowledge, vocabulary and tasks. Different pedagogical styles are used in each of the cognitive domains. Direct instruction in the basic domain and problem-based discovery in the deep domain. Proof of Progress tasks show are curriculum expectations in each cognitive domain.