

## Art and Design Milestones

	Milestone 1	Milestone 2	Milestone 3
<b>Generating Ideas</b>	<ul style="list-style-type: none"> <li>Recognise that ideas can be generated through doing as well as thinking</li> <li>Recognise that ideas can be expressed through art</li> <li>Experiment with an open mind</li> <li>Enjoy trying out different activities and make both informed, and intuitive choices about what to do next, letting practical experience feed ideas</li> <li>Use drawing to record and discover ideas and experiences</li> </ul>	<ul style="list-style-type: none"> <li>Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential</li> <li>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration</li> <li>Use sketchbooks, together with other resources, to understand how inspiration can come from many rich and personal sources to feed into creative projects</li> </ul>	<ul style="list-style-type: none"> <li>Independently develop a range of ideas which show curiosity, imagination and originality</li> <li>Investigate, research and test ideas and plans using sketchbooks and other approaches</li> <li>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration</li> </ul>
<b>Making</b>	<ul style="list-style-type: none"> <li>Try out a range of materials &amp; processes and recognise they have different qualities</li> <li>Use materials purposefully to achieve particular characteristics or qualities</li> <li>Be excited by the potential to create.</li> <li>Understand that art is different to many subjects at school: through art, they can invent and discover</li> <li>Deliberately choose to use particular techniques for a given purpose</li> <li>Develop and exercise some care and control over the range of materials they use</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the nature and qualities of different materials and processes</li> <li>Apply technical skills to improve quality of work, combined with beginning to listen and trust "instinct" to help make choices</li> <li>Be excited by the potential to create and feel empowered to undertake their own exploration</li> </ul>	<ul style="list-style-type: none"> <li>Independently take action to refine technical and craft skills to improve mastery of materials and techniques</li> <li>Confidently follow intuition and instinct during the making process, making intelligent and confident creative choices</li> <li>Independently select and effectively use relevant processes in order to create successful and finished work</li> <li>Feel safe enough to take creative risks, enjoying the journey</li> </ul>
<b>Evaluating</b>	<ul style="list-style-type: none"> <li>Show interest in and describe what they think about the work of others</li> <li>Take pleasure in the work they have created and see that it gives other people pleasure</li> <li>Understand how evaluating creative work during the process, as well as at the end, helps feed the process.</li> <li>Begin to take photographs and use digital media as a way to re-see work</li> <li>When looking at creative work express clear preferences and give some reasons</li> </ul>	<ul style="list-style-type: none"> <li>Reflect regularly upon their work, throughout the creative process</li> <li>Look to the work of others (pupils and artists) to identify how to feed their own work</li> <li>Take photographs and videos and use digital media as a way to re-see work</li> </ul>	<ul style="list-style-type: none"> <li>Provide a reasoned evaluation of both their own work and professionals work which take into account starting points, intentions and contexts</li> <li>Regularly analyse and reflect upon progress taking into account of intention</li> <li>Take photographs and videos and use digital media as a way to re-see work</li> </ul>

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<b>Knowledge and understanding</b>	<p><b>Formal</b></p> <p>Each child should:</p> <ul style="list-style-type: none"> <li>• Know how to recognise and describe some simple characteristics of different kinds of art, craft and design</li> <li>• Know the names of tools, techniques and formal elements (in pink above and below)</li> <li>• Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes</li> <li>• Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</li> </ul> <p><b>Experiential</b></p> <p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Discover that art is subjective (we all have our own legitimate understanding)</li> <li>• Begin to feel confident to express a preference in....</li> <li>• Experience the connection between brain, hand and eye</li> <li>• Understand ideas can come through hands-on exploration</li> <li>• Begin to build knowledge of what different materials and techniques can offer the creative individual</li> <li>• Work at different scales, alone and in groups</li> </ul>	<p><b>Formal</b></p> <p>Each child should:</p> <ul style="list-style-type: none"> <li>• Know the names of tools, techniques and formal elements</li> <li>• Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities.</li> </ul> <p><b>Experiential</b></p> <p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</li> <li>• Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with</li> </ul>	<p><b>Formal</b></p> <p>Each child should:</p> <ul style="list-style-type: none"> <li>• Know the names of tools, techniques and formal elements</li> <li>• Be happy to describe, interpret and explain the work, ideas and working practices of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</li> </ul> <p><b>Experiential</b></p> <p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes</li> <li>• Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with</li> </ul>