



THE ARUN VILLAGES FEDERATION

Enabling every child to thrive and succeed

Threshold Concepts Attainment Map in Art and Design

EYFS/ National Curriculum Statements	Early Learning Goals: To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To use what they have learnt about media and materials in original ways, thinking about uses and purposes,						
	Key Stage 1: 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. 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.						
	Key Stage 2: 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 and clay. About great artists, architects and designers in history.						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing Ideas	Describe simple techniques and media used. Record simple media exploration in a sketch book.	Use a sketch book to plan and develop simple ideas. Build information on colour mixing, the colour wheel and colour spectrums.	Collect textures and patterns to inform their work. Use a sketch book to record media experimentations; try out ideas, plan colours and collect source material Identify interesting aspects of objects as a starting point for work.	Use a sketch book to express feelings about a subject. Make notes in a sketch book about techniques used by artists. Annotate ideas for improving their work.	Use sketch books to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future work. Express likes and dislikes through annotations. Use a sketch book to adapt and improve original ideas.	Keep notes to indicate their intentions / purpose on a piece of work. Use sketch books to collect and record visual information from different sources including digital as well as planning, trying out ideas, plan colours and collect source material for future works. Adapt work as and when necessary and explain why.	Use sketch books to collect and record visual information from different sources including digital as well as planning and collecting source material. Use sketch books to plan sculpture through drawing and other preparatory work including how to join parts of the sculpture. Keep notes which consider how a piece of work may be developed further.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Drawing</p> <p>(pencil, charcoal, inks, chalk, pastels, software)</p>	<p>Use and control a variety of drawing tools (fingers, hands, chalk, pens, pencils, sticks.</p> <p>Use drawings to tell a story.</p> <p>Investigate different lines and textures</p> <p>Make accurate drawings of people.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, chalks, charcoal, pen, felt tips.</p> <p>Control the types of marks made with the range of media.</p> <p>Observe anatomy (faces, limbs) when drawing people.</p>	<p>Develop a range of tone using a pencil and begin to use a range of drawing techniques such as hatching, scribbling, stippling & blending to create light / dark.</p>	<p>Develop intricate patterns / marks with a variety of media.</p> <p>Draw from close observation</p> <p>Accurate drawings of people – particularly faces.</p>	<p>Draw for a sustained period of time.</p> <p>Develop intricate patterns using different grades of pencil to create lines and marks.</p> <p>Identify and draw the scale and proportion.</p> <p>Accurate drawings of whole people.</p> <p>Use media and techniques (line, colour, tone) to show representation of movement in figures and forms.</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Show consideration in the choice of pencil grade</p> <p>Develop close observation skills using a view finder.</p> <p>Produce increasingly accurate drawings of people including proportion and placement.</p> <p>Show understanding of perspective</p>	<p>Work in a sustained and independent way to develop their own style of drawing.</p> <p>Effect of light on objects and people from different directions</p> <p>Produce increasingly accurate drawings of people including facial expressions.</p> <p>Developed concept of perspective</p>
<p>Painting</p>	<p>Experimenting primary colours</p> <p>Naming</p> <p>Colour-mixing</p> <p>Learn the names of different tools that bring colour.</p> <p>Use a range of tools to make coloured marks.</p>	<p>Name all the colours</p> <p>Deliberate mixing of colours</p> <p>Applying colour with a range of tools</p>	<p>Be able to mix all the secondary colours using primary colours.</p> <p>Understand how to make tints using white and tones by adding black to make lighter and darker shades.</p>	<p>Use light and dark within painting and explore complementary colours.</p> <p>Mix colours, shades, tints and tones with increasing confidence.</p> <p>Understand how to create a background using a wash.</p> <p>Use different types of brushes and techniques- dotting, scratching, splashing</p>	<p>Develop a painting from a drawing.</p> <p>Use light and dark within painting and show understanding of complementary colours.</p>	<p>Mix and match colours to create atmosphere and light effects.</p> <p>Use texture in colour – blocking in, washes, thickened paint.</p>	<p>Work in a sustained and independent way to develop their own style of painting.</p> <p>Further the use of texture in colour – blocking in, washes, thickened paint.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sculpture	<p>Handling, feeling, enjoying and manipulating materials such as clay, papier-mache, salt dough, play dough etc.</p> <p>Constructing / sculpting using a variety of objects recycled, natural, manmade.</p> <p>Shape and model</p>	<p>Experiment with a variety of media such as clay, papier-mache, salt dough, Modroc.</p> <p>Use materials to make known objects for a purpose.</p> <p>Manipulate malleable materials using rolling, pinching, and kneading.</p>	<p>Use clay, Modroc, or other malleable material to create an imaginary or a realistic form e.g. clay pot, figure, sculpture etc.</p> <p>Impress and apply simple decoration techniques.</p> <p>Explore carving as a form of 3D art.</p>	<p>Join two parts successfully.</p> <p>Produce more intricate surface patterns and textures.</p> <p>Use pinch, slab, coil techniques to produce sculpture.</p> <p>Continue to explore carving.</p>	<p>Make a slip to join two pieces of clay.</p> <p>Decorate, coil and produce maquettes.</p> <p>Use recycled, natural and manmade materials to create sculptures.</p> <p>Adapt work where necessary and explain why.</p> <p>Gain more confidence in carving.</p> <p>Demonstrate an awareness in environmental sculpture and found object art.</p> <p>Show an awareness of the effect of time upon sculptures.</p>	<p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Understand different ways of finishing work; glaze, paint, polish,</p> <p>Gain experience in modelling using e.g. newspaper frame for Modroc.</p> <p>Use recycled, natural and manmade materials to create sculptures confidently and successfully joining.</p> <p>Carve a simple form.</p>	<p>Model and develop work through a combination of pinch, slab and coil.</p> <p>Work around armatures or over constructed foundations.</p> <p>Select different ways of finishing work: glaze, paint, polish.</p> <p>Recognise sculptural forms in the environment: furniture, buildings.</p> <p>Demonstrate experience in relief using a range of media.</p> <p>Confidently carve a simple form.</p>
Printing	<p>Take rubbings (brick, coin, leaf etc)</p> <p>Create simple pictures by printing objects.</p> <p>Develop simple patterns.</p>	<p>Develop impressed printing.</p> <p>Explore printing in relief e.g. string, card.</p> <p>Use printing to create a repeating pattern.</p>	<p>Take simple prints – mono-printing.</p> <p>Experiment with overprinting motifs and colour.</p> <p>Identify forms of printing e.g. books, posters, pictures, fabrics.</p>	<p>Print pictures using different printing techniques. (relief, impressed, mono)</p> <p>3 colour printing</p> <p>Colour mixing through overlapping colour prints</p>	<p>Fabric printing.</p> <p>Expand experience of 3 colour printing.</p> <p>Combining prints to produce an end piece.</p>	<p>Overlaying colours and prints with other media.</p> <p>Use print as a starting point for embroidery.</p> <p>Show experience in a range of mono printing techniques.</p>	<p>Describe techniques and processes.</p> <p>Adapt work.</p> <p>Develop their own style using tonal contrast and mixed media.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Optional additional artists
Textiles	Handling, manipulating and enjoying using textiles and fabrics. Simple weaving e.g. paper, twigs.	Investigate textures by describing, naming, rubbing, copying. Show pattern by weaving.	Use large eyed needles – running stitches. Simple appliqué work Use a dyeing technique Use other stitches.	Use smaller eyed needles and finer threads. Tie dyeing, batik. Weaving.	Use a wider variety of stitches. Fabric printing Observation and design of own textural art.	Overlapping and layering to create texture and effect. Embellish work. Fabric making.	Apply knowledge of different techniques. Work collaboratively on a larger scale	Caverley Williams Klimt
Collage	Simple collages	Use a combination of materials that have been torn, cut and glued to create simple collages.	Sort and arrange materials that have been cut and torn to create collages. Add texture by mixing materials.	Techniques: overlapping, symmetry, mosaic. Select colours and materials for effect. Refine their work as they go.	Techniques: tessellation and montage. Select colours and materials for effect and give reasons for their choices.	Plan and design collages. Use a range of mixed media.	Plan and design collages including adding collage to a painted or printed background. Create and arrange accurate patterns.	Miro Klee
Work of Other Artists / Responding to Art	Look and talk about what they have produced, describing simple techniques and media.	Look at and talk about their own work and that of other artists expressing their likes and dislikes and noting similarities and differences.	Explore the work of a range of artists, craft makers and designers making links to their own work. Express thoughts and feelings about a piece of art.	Discuss own and others work expressing thoughts and feelings and using knowledge of other artists and techniques. Respond to art from other cultures and periods of time.	Discuss and review own and others work, expressing thoughts and feelings, and identifying modifications / changes.	Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others work, expressing thoughts and feelings, and identifying modifications / changes and see how they can be developed further.	Compare the different styles and approaches. Identify artists who have worked in a similar way to their own.	

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Key Vocabulary		soft scribble portrait primary faint light pointed sharp straight soft cool mixed loose free still life shiny matt smooth	rounded curved strong bright secondary design intricate angular size faded landscape foreground middle ground shading cylindrical background simple plain	confident sharp dark wet hard overlapped short cylindrical cracked body complimentary figurative pure density perspective print focus continuous	centred flat thick sculpture symmetry size broad shadow solid figure symmetrical smooth contrast highlight circular dull bold glossy	thin soft irregular dull proportion flowing dry rough natural complicated abstract bumpy pastel shade blended reflected silky wavy	spiral complex square deep harmonious curvaceous organic angular cast structured sculpture bulky warm vibrant graduated tinted hue diffused	
Focus Artists	Matisse	Aboriginal art Pollock Monet Goldsworthy Van Gogh Klee/Klimt		Cave art Frida Kahlo Riley Bayeux Tapestry Manuscripts and illuminated letters Holbein/Picasso (contrasting portraiture)		William Morris Escher Warhol/Banksie Hopper/Hockney Antony Gormley Leonardo da Vinci Lowry		

Learning goals for Art & Design using revised Blooms Taxonomy

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Challenge for more able children in Art and Design

Children who attain highly in art and design can be challenged to respond to more complex challenges which draw on and strengthen all four domains of knowledge.



	Factual what you need to know to do the task	Conceptual Ideas, principles, theories, behaviours	Procedural the skills and techniques of doing things	Metacognitive Self-awareness, using experiences, cognition
Remembering (Recognise, remember, recall)	Recite key terminology, names of materials, processes, artists & movements	Recognise what you already know and understand what might be helpful for the task	Recall your existing experiences, skills & techniques	Identify your tastes & preferences, answer tasks to show own thoughts, opinions
Understanding (Illustrate, explain, translate, compare)	Explain the meanings, content, process, mood & context of artists work	Show you understand how to answer complex questions, problems, tasks	Demonstrate knowledge, skill, control and understanding of materials, techniques	Understand that there are different ways of responding to the task
Applying (Carry out, execute, use, implement)	Apply knowledge of artists techniques/concepts to inform your own work	Design a range of ideas & approaches, alone and in collaboration	Carry out making processes and/or experiments in new skills and techniques	Use your abilities and skills appropriately, take risks, overcome failure, learn new things
Analysing (Select, organise, deconstruct, discover, focus)	Deconstruct artists work to learn techniques/deeper meanings	Investigate information to find new approaches, innovative solutions	Discover new skills, materials, techniques and approaches	Separate and select information relevant for successful outcomes
Evaluating (Check, decide, test, make choices, modeling, critiquing)	Critique others work to develop personal, informed opinions and choices	Modify Ideas and solutions to improve them, acquiring new skills and knowledge when required	Check with self and others what is or is not working and make sound choices to go forward	Decide the most favoured action from your own preferences, tastes, experiences
Creating (Design, make, construct, generate, produce)	Produce personal work that demonstrates a knowledge & understanding of how artists work	Generate appropriate, original ideas, prototypes and/or Marquette's that clarify your thoughts and intentions	Develop original products, objects, artifacts to solve problems	Create And design original products objects, artifacts that reflect your own thoughts, ideas and opinions

Concrete thinking



Abstract thinking