












Art – progression in Procedural Knowledge at Brompton and Sawdon

- These milestones outline the procedural knowledge that the pupils will develop through the school in order to secure the key knowledge outlined on the Art long term subject plan.
- Long term planning ensures that these are developed at regular intervals within each class, meaning that they will be secure by the time the pupils transition to the next class
 - Pupils with SEND, through carefully planned support and resources, are expected to achieve these in line with their peers.

Concept	Area	Class 1 Skills Milestones	Class 2 Skills Milestones	Class 3 Skills Milestones
Develop ideas This concept involves understanding how ideas develop through an artistic process.		Basic (remembering) <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	Advancing (Knowing) <ul style="list-style-type: none"> • 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. 	Deep (Reasoning) <ul style="list-style-type: none"> • 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.
	Paint 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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, 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 	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort /arrange materials • Mix materials to create texture. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
	Sculpt 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
Draw 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone, texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light/shadow 	<ul style="list-style-type: none"> • 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. 	

		using coloured pencils.	<ul style="list-style-type: none"> • Use hatching and cross hatching to show tone and texture. 	
	Print 	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment • Use objects to create prints: e.g. fruit, vegetables, sponges • Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
	Digital media 	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).
Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.		<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • 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.
Diversity		<ul style="list-style-type: none"> • Talk about art by artists from different backgrounds, beliefs and countries 	<ul style="list-style-type: none"> • Compare art by artists from different backgrounds, beliefs and countries 	<ul style="list-style-type: none"> • Recognise and explain how different backgrounds, circumstances and beliefs have influenced art from different countries or people.
Global awareness		<ul style="list-style-type: none"> • Find out where artists came from • Look for these places on a map 	<ul style="list-style-type: none"> • Compare art from different place around the world. • Locate these countries / places on a map and identify key features of them 	<ul style="list-style-type: none"> • Compare and contrast different areas where the art studied originated. • Discuss whether art should be permanent or recyclable
Rural Aspirations		<ul style="list-style-type: none"> • Know that art can be created on a computer • Know that everybody is an artist • Know that being an artist can be a job 	<ul style="list-style-type: none"> • Explain the pros and cons of digital and other art forms • Know what AI is and how it can be used to create art • Compare 3d printing with traditional sculpting • Know that being an artist can be a job 	<ul style="list-style-type: none"> • Consider how new technologies have allowed art to develop through time: eg. Digital media / invention of new materials / Artificial Intelligence • Suggest if AI is a good or bad thing with regards to art • Recognise possible careers in art

