Art

Milestones for progress

Because the threshold concepts are repeated in each year group it is important that students progress in their understanding of them. The curriculum at St Botolph's sets out this progression in the form of three 'Milestones'. Each Milestone contains a range of descriptors which give more detail to be discovered within the concept. Over a two year period students will become more and more familiar with these details by exploring them in a breadth of contexts. These descriptors are not exhaustive and should only be used as a guide for teachers. They should not be 'ticked off' as each one is covered: they should be repeated in as many different contexts as possible.

Threshold Concept	Milestone 1	Milestone 2	Milestone 3
Creativity	Select the best materials and techniques to develop an idea. (Creation) Make simple sketches to explore and develop ideas. (Generation of Ideas) Analyse and evaluate their own and others' work using artistic vocabulary. (Evaluation)	Develop techniques through experimentation to create different types of art. (Creation) Create a series of sketches over time to develop ideas on a theme or mastery of a technique. (Generation of Ideas) Compare and comment on the ideas, methods and approaches in their own and others' work. (Evaluation)	Create innovative art that has personal, historic or conceptual meaning. (Creation) Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. (Generation of Ideas) Adapt and refine artwork in light of constructive feedback and reflection. (Evaluation)

Threshold Concept	Milestone 1	Milestone 2	Milestone 3
Materials	Press objects into a malleable material to make textures, patterns and imprints. (Malleable Materials) Create a range of textures using the properties of different types of paper. (Fabric and Paper) Identify and mix secondary colours. (Paint) Use the properties of pencil and charcoal to create different textures and tones in drawings. (Pencil, Ink, Charcoal and Pen) Use the properties of various materials, such as clay or polystyrene, to develop a block print. (Print)	Use clay, Modroc or papier mache to create a detailed 3-D form. (Malleable Materials) Use a range of stitches to add detail and texture to fabric or mixed-media collages. (Fabric and Paper) Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. (Paint) Use the properties of pen and ink to create a range of effects in drawing. (Pencil, Ink, Charcoal and Pen) Combine a variety of printmaking techniques and materials to create a print on a theme. (Print)	Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. (Malleable Materials) Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. (Fabric and Paper) Use colour palettes and characteristics of an artistic movement or artist in artwork. (Paint) Use line and tone to draw perspective. (Pencil, Ink, Charcoal and Pen) Add text or photographic samples to a print. Use the work of a significant printmaker to influence artwork. (Print)

Threshold Concept	Milestone 1	Milestone 2	Milestone 3
Comparison	Describe similarities and differences between art on a common theme. (Compare & Contrast)	Compare and contrast artwork from different times and cultures. (Compare & Contrast)	Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art. (Compare & Contrast)

Threshold Concept	Milestone 1	Milestone 2	Milestone 3
Significance	Explain why a painting, piece of art, body of work or artist is important. (Significant people, artwork and movements)	Explain the significance of art, architecture or design from history and create work inspired by it. (Significant people, artwork and movements)	Explain the significance of different artwork from a range of times and cultures, and use elements of these to create artwork. (Significant people, artwork and movements)