

Progression Art						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Begin to explore the use of line, shape and colour 	<p>As Year 1 plus:</p> <ul style="list-style-type: none"> Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Look at drawings and comment thoughtfully, begin to discuss the use of shadows and use of light/dark. Sketch to make quick records of something Work out ideas through drawing. 	<p>As Year 2 plus:</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Draw, demonstrate increasingly fine motor skills, learn from any mistakes, rework when necessary, and finish the activity Make initial sketches as a preparation for painting. Demonstrate improved accuracy when drawing people and faces. 	<p>As year 3 plus:</p> <ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. Identify and draw the effect of light (shadows) on a surface, on objects and people. Begin to create technical drawings. 	<p>As year 4 plus:</p> <ul style="list-style-type: none"> Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape (cross hatch, pointillism etc). Observe and use a variety of techniques to show the effect of light on objects and people. E.g use rubbers to lighten, use pencils to show tone, use tones of the same colour. 	<p>As year 4 plus:</p> <ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Look at the effect of light on a shape from different directions. Introduce the concept of perspective. Produce increasingly detailed preparatory sketches for painting and other work. Create computer generated drawings. Vocab awareness: thumbnail sketch, continuous line, technical/figurative drawing, exploded diagram, perspective

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Painting/ Printing	<ul style="list-style-type: none"> Communicate something about themselves in their painting. Create moods in their paintings. Choose to use thick and thin brushes as appropriate. Paint a picture of something they can see. Name the primary and secondary colours. 	<p>As in Year 1 plus:</p> <ul style="list-style-type: none"> Mix paint to create all the secondary colours. Mix and match colours, predict outcomes. Mix their own brown. Make tints by adding white. Make tones by adding black. Create a print using pressing, rolling, rubbing and stamping. Create a print like a designer. 	<p>As in Year 2 plus:</p> <ul style="list-style-type: none"> Predict with accuracy the colours that they mix. Know where each of the primary and secondary colours sits on the colour wheel. Create a background using a wash. Use a range of brushes to create different effects. Make a printing block. Make a 2 colour print. Notice where we see paint in the school environment – why is it there? Become vocab aware: ferrule, outline, visual/tactile texture, composition, paint types 	<p>As in Year 3 plus:</p> <ul style="list-style-type: none"> Create all the colours they need. Create mood in their paintings. Successfully use shading, tone and brushstrokes to create mood and feeling. Hold paint tools correctly with increasing control/accuracy to suit marks intended (without damaging brushes), outline/fill in/create some visual texture 	<p>As in Year 4 plus:</p> <ul style="list-style-type: none"> Create all the colours they need. Consistently create mood in their paintings. Express their emotions accurately through their painting and sketches. 	<p>As in Year 5 plus:</p> <ul style="list-style-type: none"> Explain what their own style is. Use a wide range of techniques in their work. Explain why they have chosen specific painting techniques. Print using a number of colours. Create an accurate print design that meets a given criteria. Print onto different materials. Overprint using different colours. Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods.

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3D / Textiles	<ul style="list-style-type: none"> • Cut and tear paper and card for their collages. • Gather and sort the materials they will need. • Decorate or create surface texture (even if smooth) in some way. 	<ul style="list-style-type: none"> • Add onto their work to create texture and shape. • Work with life size materials. • Begin to sculpt clay and other mouldable materials. • Become vocab aware: sculptor, sculptress, texture, form. 	<ul style="list-style-type: none"> • Experiment with and combine materials and processes to design and make 3D form. • Know that sculptures are 3D and this means 'three dimensional'. Become vocab aware: sculpt, deconstruct, scale. Ceramics: incise, impress, coil pot • Combine visual and tactile qualities. • Deconstruct/watch the deconstruction of an everyday object to see how it has been made and possibly reconstruct it 	<ul style="list-style-type: none"> • Construct, assemble or model (small or large) into 3D form using various materials/ceramics; show finer motor skills, learn from any mistakes, rework when necessary & finish the activity. • Add materials to a sculpture to create interesting detail. • Show patience, tenacity, risk-taking and/or inventiveness when encountering mistakes or the unexpected to find solutions 	<ul style="list-style-type: none"> • Finger knit • Crochet/knit • Sew fabrics together • Use more than one type of stitch. • 	<ul style="list-style-type: none"> • Use recycled, natural and manmade materials to create sculpture. • Plan a sculpture through drawing and other preparatory work. • Show an understanding of shape, space and form.

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Sketchbooks / Knowledge and understanding.	<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Describe what they can see and like in the work of another artist. Ask sensible questions about a piece of art. 	<p>As year 1 plus;</p> <ul style="list-style-type: none"> Identify what they might change in their current work or develop in their future work. Record and explore ideas from first hand observation, experience and imagination. Annotate work in sketchbook. Keep notes in their sketch books as to how they have changed their work. Knowledge Say how other artists have used colour, pattern and shape. Create a piece of work in response to 	<p>As year 2 plus:</p> <ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Use their sketch books to express feelings about a subject and to describe likes and dislikes. Make notes in their sketch books about techniques used by artists. Suggest improvements to their work by keeping notes in their sketch books. Compare the work of different artists. Explore work from other cultures. 	<p>As year 3 plus:</p> <ul style="list-style-type: none"> Collect images and information independently in a sketchbook. Experiment with different styles which artists have used. Explain art from other periods of history. Use their sketch books to adapt and improve their original ideas. Keep notes about the purpose of their work in their sketch books. Plan composition (main subject/focus, foreground, middle ground, background) before painting 	<p>As year 4 plus:</p> <ul style="list-style-type: none"> Use a sketchbook to develop ideas independently. Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information. Include technical aspects in their work, e.g. architectural design. Keep notes in their sketch books as to how they might develop their work further. Use their sketch books to compare and discuss ideas with others. 	<p>As year 5 plus:</p> <ul style="list-style-type: none"> Develop ideas using different or mixed media, using a sketchbook. Independently identify artists who have worked in a similar way to their own work. Independently selects materials and techniques to use to create a specific outcome. Make a record about the styles and qualities in their work. Say what their work is influenced by. Sketchbooks contain detailed notes, and quotes explaining about items. Compare their methods to those of others and keep notes in their sketch books.

		another artist's piece of work.	<ul style="list-style-type: none">• Explore work from other periods of time.• Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.			<ul style="list-style-type: none">• Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.
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