

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

<p>Painting / Printing</p>	<ul style="list-style-type: none"> <li>Name the primary and secondary colours.</li> <li>Paint simple shapes to develop control.</li> <li>Choose to use thick and thin brushes as appropriate.</li> <li>Communicate something about themselves in their painting.</li> </ul> <p><b>GD Challenge:</b> Begin to mix primary colours to make some secondary colours.</p>	<p><b>As year 1 plus:</b></p> <ul style="list-style-type: none"> <li>Mix paint to create all the secondary colours.</li> <li>Mix and match colours, predict outcomes.</li> <li>Mix their own brown.</li> <li>Create a print using pressing, rolling, rubbing and stamping.</li> </ul> <p><b>GD Challenge:</b> Independently and consistently predict, mix and use their own colours when painting.</p>	<p><b>As year 2 plus:</b></p> <ul style="list-style-type: none"> <li>Predict with accuracy the colours that they mix.</li> <li>Know where each of the primary and secondary colours sits on the colour wheel.</li> <li>Create a background using a wash.</li> <li>Use a range of brushes to create different effects.</li> <li>Make a printing block.</li> <li>Make a 2 colour print.</li> </ul> <p><b>GD Challenge:</b> Begin to consider use of different effects to introduce mood and feeling to their paintings.</p>	<p><b>As year 3 plus:</b></p> <ul style="list-style-type: none"> <li>Create all the colours they need.</li> <li>Make tints by adding white.</li> <li>Make shades by adding black.</li> <li>Create mood in their paintings.</li> <li>Successfully use shading, tone and brushstrokes to create mood and feeling.</li> </ul>	<p><b>As year 4 plus:</b></p> <ul style="list-style-type: none"> <li>Produce work with meaning and message (British values).</li> <li>Consistently create mood and tone in their painting.</li> <li>Express their emotions accurately through their painting and sketches.</li> </ul>	<p><b>As year 5 plus:</b></p> <ul style="list-style-type: none"> <li>Explain what their style is.</li> <li>Use a wide range of techniques in their work.</li> <li>Explain why they have chosen specific painting techniques.</li> <li>Use symbolism in their painting.</li> <li>Overprint using 3 or more colours.</li> <li>Print onto different materials.</li> <li>Evaluate the effectiveness of their work.</li> </ul>
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3D / Textiles	<ul style="list-style-type: none"> <li>• Use natural and found materials to create sculpture.</li> <li>• Gather and sort the materials they will need.</li> <li>• Cut and tear materials for their collages.</li> </ul>	<ul style="list-style-type: none"> <li>• Sort threads and fabrics.</li> <li>• Group fabrics and threads by colour and texture.</li> <li>• Weave with fabric and thread.</li> <li>• Show accuracy when cutting materials for their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Add onto their work to create texture and shape.</li> <li>• Work with life size materials.</li> <li>• Practise with more than one type of stitch.</li> <li>• Join fabric using glue.</li> <li>• Sew fabrics together.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to sculpt clay and other mouldable material.</li> <li>• Use ceramic mosaic to produce a piece of art.</li> <li>• Combine visual and tactile qualities.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>• Choose from a range of tools to add detail to clay sculpture.</li> <li>• Show an understanding of shape, space and form.</li> <li>• Show human expression in their sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>• Use recycled, natural and manmade materials to create sculpture.</li> <li>• Experiment with and combine materials and processes to design and make 3D form.</li> <li>• Convey a message through their sculpture.</li> </ul>
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<p>Sketchbook / Knowledge &amp; Understanding</p>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Describe what they can see and like in their work of another artist.</li> <li>Ask sensible questions about a piece of art.</li> </ul>	<p><b>As year 1 plus:</b></p> <ul style="list-style-type: none"> <li>Identify what they might change in their current work or develop in their future work.</li> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Annotate work in sketchbook (post-it note).</li> <li>Keep notes in the sketch books as to how they have changed their work.</li> <li>Say how other artists have used colour, pattern and shape.</li> <li>Create a piece of work in response to another artist's work.</li> </ul>	<p><b>As year 2 plus:</b></p> <ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers.</li> <li>Use their sketch books to express feelings about a subject and to describe likes and dislikes.</li> <li>Make notes about techniques used by artists.</li> <li>Suggest improvements to their work by keeping notes.</li> <li>Compare the work of different artists.</li> <li>Begin to understand what the artist is trying to express in their work.</li> </ul>	<p><b>As year 3 plus:</b></p> <ul style="list-style-type: none"> <li>Collect images and information independently.</li> <li>Experiment with different styles which artists have used.</li> <li>Explain art from other periods of history.</li> <li>Explore work from other cultures.</li> <li>Use their sketchbooks to adapt and improve their original ideas.</li> <li>Keep notes about the purpose of their work.</li> </ul>	<p><b>As year 4 plus:</b></p> <ul style="list-style-type: none"> <li>Use a sketchbook to develop their ideas independently.</li> <li>Learn about the work of others by looking at their work in books, the internet, visits to galleries and other sources of information.</li> <li>Include technical aspects in their work e.g. perspective.</li> <li>Keep notes as to how they might develop their work further.</li> <li>Compare and discuss ideas with others.</li> </ul>	<p><b>As year 5 plus:</b></p> <ul style="list-style-type: none"> <li>Develop ideas using different or mixed media.</li> <li>Independently identify artists who have worked in a similar way to their own work.</li> <li>Independently select materials and techniques to create a specific outcome.</li> <li>Make a record about the styles and qualities in their work.</li> <li>Say what their work is influenced by.</li> <li>Sketch books contain detailed notes and quotes explaining about items.</li> <li>Compare their methods to those of others and keep notes.</li> <li>Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations.</li> </ul>
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