

Art Progression Overview – Knowledge, Skills & Understanding

Drawing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can they communicate something about themselves in their drawing?</p> <p>Can they create moods in their drawings?</p> <p>Can they draw using pencil and crayons?</p> <p>Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</p>	<p>Can they use three different grades of pencil in their drawing (4B, 8B, HB)?</p> <p>Can they use charcoal, pencil and pastels?</p> <p>Can they create different tones using light and dark?</p> <p>Can they show patterns and texture in their drawings?</p> <p>Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</p>	<p>Can they show facial expressions in their drawings?</p> <p>Can they use their sketches to produce a final piece of work?</p> <p>Can they write an explanation of their sketch in notes?</p> <p>Can they use different grades of pencil shade, to show different tones and texture?</p>	<p>Can they begin to show facial expressions and body language in their sketches?</p> <p>Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Can they organise line, tone, shape and colour to represent figures and forms in movement?</p> <p>Can they show reflections?</p> <p>Can they explain why they have chosen specific materials to draw with?</p>	<p>Can they identify and draw simple objects, and use marks and lines to produce texture?</p> <p>Do they successfully use shading to create mood and feeling?</p> <p>Can they organise line, tone, shape and colour to represent figures and forms in movement?</p> <p>Can they show reflections?</p> <p>Can they explain why they have chosen specific materials to draw with?</p>	<p>Do their sketches communicate emotions and a sense of self with accuracy and imagination?</p> <p>Can they explain why they have combined different tools to create their drawings?</p> <p>Can they explain why they have chosen specific drawing techniques?</p>
Painting					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can they communicate something about themselves in their painting?</p> <p>Can they create moods in their paintings?</p> <p>Can they choose to use thick and thin brushes as appropriate?</p> <p>Can they paint a picture of something they can see?</p> <p>Can they name the primary and secondary colours?</p>	<p>Can they mix paint to create all the secondary colours?</p> <p>Can they mix and match colours, predict outcomes?</p> <p>Can they mix their own brown?</p> <p>Can they make tints by adding white?</p> <p>Can they make tones by adding black?</p>	<p>Can they predict with accuracy the colours that they mix?</p> <p>Do they know where each of the primary and secondary colours sits on the colour wheel?</p> <p>Can they create a background using a wash?</p> <p>Can they use a range of brushes to create different effects?</p>	<p>Can they create all the colours they need?</p> <p>Can they create mood in their paintings?</p> <p>Do they successfully use shading to create mood and feeling?</p>	<p>Can they create all the colours they need?</p> <p>Can they create mood in their paintings?</p> <p>Can they express their emotions accurately through their painting and sketches?</p>	<p>Can they explain what their own style is?</p> <p>Can they use a wide range of techniques in their work?</p> <p>Can they explain why they have chosen specific painting techniques?</p>

Creativity, Excellence, Resilience

3D Work / Textiles					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can they sort threads and fabrics?</p> <p>Can they group fabrics and threads by colour and texture?</p> <p>Can they weave with fabric and thread?</p>	<p>Can they make a clay pot?</p> <p>Can they join two finger pots together?</p> <p>Can they add line and shape to their work?</p> <p>Can they join fabric using glue?</p> <p>Can they sew fabrics together?</p> <p>Can they create part of a class patchwork?</p>	<p>Can they add onto their work to create texture and shape?</p> <p>Can they work with life size materials?</p> <p>Can they create pop-ups?</p> <p>Can they use more than one type of stitch?</p> <p>Can they join fabric to form a quilt using padding?</p> <p>Can they use sewing to add detail to a piece of work?</p> <p>Can they add texture to a piece of work?</p>	<p>Do they experiment with and combine materials and processes to design and make 3D form?</p> <p>Can they begin to sculpt clay and other mouldable materials?</p> <p>Can they use early textile and sewing skills as part of a project?</p>	<p>Do they experiment with and combine materials and processes to design and make 3D form?</p> <p>Can they sculpt clay and other mouldable materials?</p> <p>Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</p>	<p>Can they create models on a range of scales?</p> <p>Can they create work which is open to interpretation by the audience?</p> <p>Can they include both visual and tactile elements in their work?</p>
Print					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can they print with sponges, vegetables and fruit?</p> <p>Can they print onto paper and textile?</p> <p>Can they design their own printing block?</p> <p>Can they create a repeating pattern?</p>	<p>Can they create a print using pressing, rolling, rubbing and stamping?</p> <p>Can they create a print like a designer?</p>	<p>Can they make a printing block?</p> <p>Can they make a 2 colour print?</p>	<p>Can they print using at least four colours?</p> <p>Can they create an accurate print design?</p> <p>Can they print onto different materials?</p>	<p>Can they print using a number of colours?</p> <p>Can they create an accurate print design that meets a given criteria?</p> <p>Can they print onto different materials?</p>	<p>Can they overprint using different colours?</p> <p>Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</p>
Collage					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can they cut and tear paper and card for their collages?</p> <p>Can they gather and sort the materials they will need?</p>	<p>Can they create individual and group collages?</p> <p>Can they use different kinds of materials on their collage and explain why they have chosen them?</p> <p>Can they use repeated patterns in their collage?</p>	<p>Can they cut very accurately?</p> <p>Can they overlap materials?</p> <p>Can they experiment using different colours?</p> <p>Can they use mosaic?</p> <p>Can they use montage?</p>	<p>Can they use ceramic mosaic to produce a piece of art?</p> <p>Can they combine visual and tactile qualities?</p>	<p>Can they use ceramic mosaic to produce a piece of art?</p> <p>Can they combine visual and tactile qualities?</p>	<p>Can they justify the materials they have chosen?</p> <p>Can they combine pattern, tone and shape?</p>

Creativity, Excellence, Resilience

Knowledge					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can they describe what they can see and like in the work of another artist?</p> <p>Can they ask sensible questions about a piece of art?</p>	<p>Can they link colours to natural and man-made objects?</p> <p>Can they say how other artists have used colour, pattern and shape?</p> <p>Can they create a piece of work in response to another artist's work?</p>	<p>Can they compare the work of different artists?</p> <p>Can they explore work from other cultures?</p> <p>Can they explore work from other periods of time?</p> <p>Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling what the artist is trying to express?</p>	<p>Can they experiment with different styles which artists have used?</p> <p>Can they explain art from other periods of history?</p>	<p>Can they experiment with different styles that artists have used?</p> <p>Do they learn about the work of others by looking at artists' work in books, the internet, visits to galleries and other sources of information?</p>	<p>Can they make a record about the styles and qualities in their work?</p> <p>Can they say what their work is influenced by?</p> <p>Can they include technical aspects in their work, e.g. architectural design?</p>
Sketchbooks					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Can they begin to demonstrate their ideas through photographs and in their sketch books?</p> <p>Can they set out their ideas, using 'annotation' in their sketch books?</p> <p>Do they keep notes in their sketch books as to how they have changed their work?</p>	<p>Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p> <p>Can they make notes in their sketch books about techniques used by artists?</p> <p>Can they suggest improvements to their work by keeping notes in their sketch books?</p>	<p>Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?</p> <p>Can they produce a montage all about themselves?</p> <p>Do they use their sketch books to adapt and improve their original ideas?</p> <p>Do they keep notes about the purpose of their work in their sketch books?</p>	<p>Do they keep notes in their sketch books as to how they might develop their work further?</p> <p>Do they use their sketch books to compare and discuss ideas with others?</p>	<p>Do sketch books contain detailed notes and quotes explaining about items?</p> <p>Do they compare their methods to those of others and keep notes in their sketch books?</p> <p>Do they combine graphics and text based research of commercial design, e.g. magazines etc., to influence the layout of their sketch books?</p> <p>Do they adapt and refine their work to reflect its meaning and purpose, keeping notes/annotations in their sketch books?</p>