

Ferndale Primary School Progression Ladder for Art



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects (3-4)</p> <p>Draw with increasing complexity and detail e.g. representing a face with a circle and including details (3-4)</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Exploring mark making</p> <p>Using 2D mathematical shapes to draw</p> <p>Experimenting with line</p>	<p>Exploring drawing techniques</p> <p>Applying tone to create form</p> <p>Developing skill and control with art materials including blending pastels</p>	<p>Identifying and representing subject matter</p> <p>Using geometry and tonal shading</p> <p>Drawing from observation</p>	<p>Creating geometric and mathematical drawings</p> <p>Still life drawing with tone</p>	<p>Drawing from observation</p> <p>Drawing using the continuous line method</p> <p>Using 2D drawings to develop ideas for 3D work</p> <p>Drawing from different perspectives</p> <p>Creating detailed drawings</p> <p>Drawing using mathematical processes</p>	<p>Creating detailed portraits chiaroscuro techniques</p> <p>Developing the continuous line technique</p> <p>Drawing for expression</p> <p>Sketching methods</p> <p>Still life using charcoal</p> <p>Drawing using a negative medium, identifying areas of light and dark</p>

	Begin to show accuracy and care when drawing (ELG)						
Sculpture	<p>Enjoy using a variety of malleable media such as clay, papier mache, salt dough and plasticine. Impress and apply simple decoration.</p> <p>Use one-handed tools and equipment for example making snips with scissors(3-4)</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade</p>	<p>Experiment in a variety of malleable materials like paper and clay</p> <p>Shape and model materials for a purpose,</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques: impressed, painted, applied.</p>	<p>.Shape, form, construct and model from observation and imagination.</p> <p>Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Explore carving as a form of 3D art</p>	<p>Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Produce more intricate surface patterns/ textures and use them when appropriate.</p> <p>Produce larger ware using pinch/ slab/ coil techniques.</p>	<p>Make a slip to join to pieces of clay.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Demonstrate awareness in environmental sculpture.</p>	<p>Develop understanding of different ways of finishing paint or polish</p> <p>Use manmade materials to create sculptures, confidently and successfully joining.</p> <p>Recognise sculptural forms in the environment:</p>	<p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Solve problems as they occur and explain how they were overcome</p>
Painting	<p>Use large-muscle movements to paint and make marks (3-4).</p> <p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p> <p>Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p>	<p>Developing skill and control with painting</p>	<p>Improving painting skills, developing skill and control when painting</p>	<p>Developing ability to control the tonal quality of paint</p>	<p>Developing technical mastery of painting skills</p> <p>Use a range of different strokes and shades</p>	<p>Further improving skill and control when painting</p>	<p>Further improving skill and control when painting</p> <p>Creating tonal paintings</p>
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
colour	Explore colour and colour	• Learning the names of the	• Developing their knowledge of	• Experimenting with and	• Analysing and describing the	• Defining and using more	• Selecting colours to

	<p>mixing (3-4)</p> <p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Decorate a piece of fabric.</p> <p>Show experience in simple stitch work.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering fabric.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p>primary colours and that they can be mixed to make secondary colours</p> <ul style="list-style-type: none"> • Creating and describing different shades of one colour using paint • Choosing and justifying appropriate colours to reflect a theme and purpose • Mixing primary colours to create secondary colours 	<p>mixing primary colours to create secondary colours (paint and pastels)</p> <ul style="list-style-type: none"> • Describing their use of colour to achieve a specified intention • Mixing, refining and applying more sophisticated colours 	<p>discussing the pigments in natural products to make different coloured paints</p> <ul style="list-style-type: none"> • Increasing awareness of manipulating paint to achieve more accurate colours and shades • Articulating their understanding of application of colour to paint sculptural forms • Making own paint from natural pigments 	<p>use of colour within artists' work</p> <ul style="list-style-type: none"> • Manipulating colour and pattern to create prints • Describing how great artists mixed and applied paint <p>Creating tints and shades</p>	<p>complex colours</p> <ul style="list-style-type: none"> • selecting and mixing colours to depict own thoughts, feelings and intentions <p>Painting in a style of an artist</p>	<p>accurately reflect objects in a still life composition</p> <ul style="list-style-type: none"> • Expressing feelings, emotions and events through colour mixing • Recreating colours used by artists <p>Developing colour mixing and tonal shading with colour</p>
Line	<p>ELG for Expressive Arts and Design:</p> <p>-safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>-share their creations, explaining the process they have used.</p>	<ul style="list-style-type: none"> • Using and expressing line to represent a landscape and water • Learning the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy • Experimenting with line 	<ul style="list-style-type: none"> • Creating pictures by controlling and defining their use of line • Drawing lines with increased skill, awareness and control 	<ul style="list-style-type: none"> • Expressing line in different ways to express geometric and organic forms 	<ul style="list-style-type: none"> • Analysing and describing the use of line within artists' work • Using knowledge of lines of symmetry to help draw accurate shapes 	<ul style="list-style-type: none"> • Extending and expressing drawings using a developing understanding of line 	<ul style="list-style-type: none"> • Articulating their deepening knowledge of line to create portraits • Developing continuous line drawing, developing control, expression, shape, form and detail
Pattern	<p>-share their creations, explaining the process they have used.</p>	<ul style="list-style-type: none"> • Understanding patterns in nature from observation • Making patterns in a range of materials to develop their understanding • Designing and creating own patterns 	<ul style="list-style-type: none"> • Creating a pattern of their choosing • Identifying and relating manmade and natural repeating patterns • Learning a range of techniques to express their knowledge of repeating and nonrepeating pattern 	<ul style="list-style-type: none"> • Constructing patterns through paint methods to further their knowledge and understanding 	<ul style="list-style-type: none"> • Analysing and describing the use of pattern within artists' work • Creating original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns 	<ul style="list-style-type: none"> • Constructing images through various methods to further their knowledge and understanding 	<ul style="list-style-type: none"> • Using knowledge and understanding of patterns to represent feelings and emotions • Extending and articulating their knowledge of pattern from multiple sources to create sophisticated original artwork

Shape		<ul style="list-style-type: none"> • Creating abstract compositions using various shapes • Identifying, making and describing their use of shape for print 	<ul style="list-style-type: none"> • Composing geometric designs by adapting and synthesising the work of others 	<ul style="list-style-type: none"> • Identifying 2D shapes within images and objects • Identifying, drawing and labelling simple shapes found in everyday objects • Creating and forming shapes from 3D materials 	<ul style="list-style-type: none"> • Analysing and describing the use of shape within artists' work • Expressing geometric compositions using mathematical shapes 	<ul style="list-style-type: none"> • Composing original designs by adapting and synthesising the work of others • Analysing and evaluating an artists' use of shape 	<ul style="list-style-type: none"> • Sketching the key shapes objects from different angles when drawing still life • Imitating the techniques of other artists, they use simplified shapes and lines to create more abstract drawings
tone		<ul style="list-style-type: none"> • Learning that tone refers to the lightness or darkness of something • Developing understanding of use of different tints and shades to create simple tone in their work 	<ul style="list-style-type: none"> • Experimenting with pencils to create more complex tones - learning that different ways of holding a pencil affects the tone created • Using tone to create 3D form when drawing 	<ul style="list-style-type: none"> • Applying and blending charcoal to create more sophisticated areas of tone • Learning and applying four simple rules of shading • Developing skill and control when using tone. 	<ul style="list-style-type: none"> • Analysing and describing the use of tone within artists' work • Using a variety of tones to achieve different effects • Understanding of tone to create a 3D effect 	<ul style="list-style-type: none"> • Developing an increasing sophistication in the use of tone to describe objects when drawing from observation • Analysing and evaluating an artists' use of tone 	<ul style="list-style-type: none"> • Deliberately manipulating tone to portray emotions - using 'halo' and 'chiaroscuro' techniques • Increasing awareness of how to use tone to describe light and shade, contrast and shadow
Inspiration from the greats	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Picasso's portrait style	Painting – Sculpture – Rainbow Fish Drawing - Acrimbaldo	Painting – Sculpture – pottery Drawing – Paul Klee	Painting – Van Gogh Sculpture – Masks Drawing -	Painting – Henri Rousseau Sculpture – Drawing - Paul Cezanne	Painting – Sculpture – Greek Gods/body poses Drawing – Da Vinci, Van Gogh, Hannah Hock	Painting – Sculpture – Drawing -