

Ferndale Primary School Progression Ladder for Art

Making	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Notice the effects of making movements that leave marks using a variety of drawing tools. To investigate different lines Begin to use representation to communicate (giving meaning to marks)	• Exploring mark making • Using 2D mathematical shapes to draw • Experimenting with line	• Exploring drawing techniques • Applying tone to create form • Developing skill and control with art materials including blending pastels	• Identifying and representing subject matter • Drawing with charcoal	• Creating geometric and mathematical drawings • Still life drawing with tone	• Drawing from observation • Drawing using the continuous line method • Creating detailed drawings • Drawing using mathematical processes	Developing the continuous line technique • Sketching methods • Drawing using a negative medium, identifying areas of light and dark

	To draw faces with basic features. To begin to draw more accurate drawings of people. To use drawings to tell a story. .						
painting	Experiment with blocks, colours, textures and marks. Begin to use representation to communicate (giving meaning to marks)	• Mixing primary colours to create secondary colours • Developing skill and control with painting	• Mixing, refining and applying more sophisticated colours Improving painting skills, developing skill and control when painting	• Making own paint from natural pigments • Developing ability to control the tonal quality of paint	• Creating tints and shades • Developing technical mastery of painting skills • Use a range of different strokes and shades	• Painting in a style of an artist • • Further improving skill and control when painting	• Developing colour mixing and tonal shading with colour • Further improving skill and control when painting • Creating tonal paintings

sculpture	Experiment with blocks, colours, textures and marks Experiment with different textures (e.g. collage, junk modelling, playdough) To manipulate dough shaping and modelling for a for a particular purpose. . Add layers to textiles by sticking on sequins/paper etc Understand that different media can be combined to create new effects (e.g. Easter card, =	Manipulate and join using modelling media (rolling, kneading, shaping). Use techniques such as pinching, rolling, twisting, scratching and coiling when working with mouldable materials. Build construction/sculpture from a variety of objects. Use appropriate language to describe tools and media.	Use equipment in a safe way. Investigate ways of joining clay. Join with confidence. Add details and textures using tools. Use simple tools for shaping. Replicate patterns and textures in a 3D form. Look at the work of sculptors as starting points for own work.	Shape, form, model and construct from observation. Use a range of decorative techniques: applied, impressed, painted etc. Add colour once clay is dried.	Shape, form, model and construct from imagination. Use surface pattern and textures. Analyse and interpret natural and manmade forms of construction.	Shape, form, model and join with confidence. Use wire to create sculptures of human forms Work directly from observation with confidence. Create human forms showing movement. . Discuss and evaluate own work and that of other sculptors.	Produce more intricate patterns and textures. Work directly from imagination with confidence. Discuss and evaluate own work and that of other sculptors.

	print, paint, markers)						
Formal Elements	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
colour	Explore how colour can be changed. Explore what happens when they mix colours, naming the primary colours Experiment with colour, (including lightness and darkness) design, form and function	• Learning the names of the primary colours and that they can be mixed to make secondary colours • Creating and describing different shades of one colour using paint • Choosing and justifying appropriate colours to reflect a theme and purpose	• Developing their knowledge of mixing primary colours to create secondary colours (paint and pastels) • Describing their use of colour to achieve a specified intention	• Experimenting with and discussing the pigments in natural products to make different coloured paints • Increasing awareness of manipulating paint to achieve more accurate colours and shades • Articulating their understanding of application of	• Analysing and describing the use of colour within artists' work • Manipulating colour and pattern to create prints • Describing how great artists mixed and applied paint	• Defining and using more complex colours • selecting and mixing colours to depict own thoughts, feelings and intentions	• Selecting colours to accurately reflect objects in a still life composition • Expressing feelings, emotions and events through colour mixing • Recreating colours used by artists

	to create with a purpose.			colour to paint sculptural forms			
Line	Understand that they can use lines to enclose a space and begin to use these to represent objects.	• 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	• Creating portraits by controlling and defining their use of line for expression. • Drawing lines with increased skill, awareness and control	• Expressing line in different ways to express geometric and organic forms	• Analysing and describing the use of line within artists' work • Using knowledge of lines of symmetry to help draw accurate shapes	• Extending and expressing drawings using a developing understanding of line	• Articulating their deepening knowledge of line to create portraits • Developing continuous line drawing, developing control, expression, shape, form and detail
Pattern	I can use objects to copy a simple repeating pattern with two items. Lay out the pattern/ thread beads.	• Understanding patterns in nature from observation • Making patterns in a range of materials to develop their understanding • Designing and creating own patterns	• Creating a pattern of their choosing • Learning a range of techniques to express their knowledge of repeating and nonrepeating pattern	• Constructing patterns through craft methods to further their knowledge and understanding	• Analysing and describing the use of pattern within artists' work • Creating original outcomes through the use of colour and pattern, using geometric,	• Constructing images through various methods to further their knowledge and understanding	• Using knowledge and understanding of patterns to represent feelings and emotions • Extending and articulating their knowledge

					repeating and symmetrical patterns		of pattern from multiple sources to create sophisticated original artwork
Shape	Understand they can use lines to enclose a space and then begin to use these shapes to represent objects.	• Creating abstract compositions using various shapes • Identifying, making and describing their use of shape for print	• Composing geometric designs by adapting and synthesising the work of others	• Identifying 2D shapes within images and objects • Identifying, drawing and labelling simple shapes found in everyday objects • Creating and forming shapes from 3D materials	• Analysing and describing the use of shape within artists' work • Expressing geometric compositions using mathematical shapes	• Composing original designs by adapting and synthesising the work of others • Analysing and evaluating an artists' use of shape	• 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	Children begin to explore different techniques to show lightness and darkness	• Learning that tone refers to the lightness or darkness of something • Developing understanding of use of	• Experimenting with pencils to create more complex tones – learning that different ways of holding a	• Applying and blending charcoal to create more sophisticated areas of tone	• Analysing and describing the use of tone within artists' work	• Developing an increasing sophistication in the use of tone to describe objects when drawing from observation	• Increasing awareness of how to use tone to describe light and shade,

		different tints and shades to create simple tone in their work	pencil affects the tone created • Using tone to create 3D form when drawing	• Learning and applying four simple rules of shading • Developing skill and control when using tone.	• Using a variety of tones to achieve different effects • Understanding of tone to create a 3D effect	• Analysing and evaluating an artists' use of tone	contrast and shadow