

## Progression in Art - PAINTING

### Making - Design and make art, use a range of materials, techniques in colours, line, shape, form, patterns & textures

Curriculum	Year 1	Year2	Year3	Year4	Year5	Year6
<b>PAINTING</b>	<p>1. Pupils know how to load the brush with the correct amount of paint.</p> <p>2. Pupils develop their preferred way to hold the brush.</p> <p>3. Pupils know how to clean brushes with water between colours to preserve them.</p> <p>4. They can name and recognise primary colours and how they can be mixed to create secondary colours</p> <p>5. Pupils learn how to blend colours on the paper whilst the paint is wet.</p> <p>6. Pupils use different size brushes for different effects.</p> <p>7. Pupils use colours, textures, lines and shape imaginatively, to show their thoughts and feelings.</p> <p>8. Pupils paint 3D surfaces e.g. models and textures using thicker paints.</p> <p>9. Pupils know different types of paint and properties of each, poster paint, powder paint, water colour block paints.</p> <p>10. Pupils use different painting surfaces e.g. cartridge paper, card, brown paper, fabrics and textures and begin to recognise which are suitable for a task.</p> <p>11. Pupils know that things can be added to paint or glue to create textured effects e.g. water, salt, oil, sand, grit, rice etc.</p>	<p>1. Pupils are making good progress in developing their painting skills. They know and have used different types of paint and painting surfaces and can identify different paintbrushes and painting equipment, understanding the various purposes they have.</p> <p>2. Pupils are learning how to paint neatly and carefully, without leaving gaps or messy edges.</p> <p>3. They measure and mix the paint they need and apply the paint sensitively and with control.</p> <p>4. Pupils develop colour mixing to make finer variations in secondary colours.</p> <p>5. Pupils experiment with painting on a range of 2D surfaces e.g. cartridge paper, card, coloured paper, fabrics and textured surfaces</p> <p>6. Pupils paint on 3D surfaces such as models using suitable paints and tools.</p> <p>7. Pupils will begin to use different techniques to create effects; stippling, dripping, pouring, spattering etc.</p> <p>8. Pupils learn to use given and self-made tools to create original lines and shapes when painting expressively.</p>	<p>1. Pupils are making good progress with their painting skills.</p> <p>2. Pupils paint with increasing control, taking care when painting detail, lines and edges.</p> <p>3. Pupils develop colour mixing skills to make a wider range of colours to suit the purpose.</p> <p>4. Pupils learn how to paint with expression using a variety of methods and techniques e.g. rags, sticks, fabric, sponges etc.</p> <p>5. When painting 3D models, paint is evenly and neatly applied to ensure a good standard of finish.</p> <p>6. Pupils adapt the paint and materials to describe a range of surfaces and textures e.g. make a rough surface with only paint and a brush.</p> <p>7. Pupils add items to paint to provide a texture for a given purpose, e.g. sand, water, rice, oil etc.</p>	<p>1. It is evident that the pupil's painting skills are improving.</p> <p>2. Pupils are painting neatly and carefully, without leaving gaps or messy edges</p> <p>3. Pupil's learned skills are evident, showing improved control of the amount of paint/water they need and use, so that they do not obliterate under-drawing or finer detail.</p> <p>4. Pupils are mixing secondary and tertiary colours easily and use colour to express purpose, mood and feelings.</p> <p>5. Awareness of tints and shades are used in painting e.g. the sky is painted from light to dark instead of a singular colour.</p> <p>6. Pupils experiment with painting techniques to see what works and what doesn't. They record these outcomes in sketchbooks for their own learning.</p>	<p>1. Pupil's paint with a developing ability to create form e.g. shadows, highlights etc.</p> <p>2. Pupil's control the density of the paint, to make things appear lighter and further away, and more intense colours to bring them closer e.g. landscape paintings.</p> <p>3. Pupils are painting neatly and carefully without leaving gaps and messy edges, with finer detail being added.</p> <p>4. They use their knowledge of texture and use it in their work when required.</p> <p>5. Pupils are showing control of the amount of paint/water they need and use, so that they do not obliterate under-drawing or finer detail.</p> <p>6. Pupil's continue to experiment with painting techniques to see what works and what doesn't. They record these outcomes in their sketchbooks for their learning.</p> <p>7. Pupils develop the amount of paint and water for blending, improving the translucency of colour.</p> <p>8. When painting 3D models pupils learn the type of paint needed, how to prepare the surface and how many layers of paint will be required to provide a good finish.</p>	<p>1. Pupil's painting is more controlled and skillful at this stage.</p> <p>2. Pupil's should now have the skill to paint neatly and carefully when required without leaving gaps or messy edges, but be able to paint with a looser style when the painting demands it.</p> <p>3. Pupil's should be able to control the amount of paint and water they use so they don't obliterate under-drawings but also know when to thicken paint and how to create textures.</p> <p>4. Pupil's know to add different hues of the same pigment, or to add darker and lighter colours to create more interesting values, rather than painting whole areas in one colour.</p>

## Progression in Art - DRAWING

## Making - Design and make art, use a range of materials, techniques in colours, line, shape, form, patterns & textures

Curriculum	Year 1	Year2	Year3	Year4	Year5	Year6
<b>DRAWING</b>	<p>1. Pupils develop their ability to draw things from simple geometric shapes.</p> <p>2. Pupils use a range of media including, charcoal, crayons, pencils, felt pens, biro, pastels.</p> <p>3.They learn similarities between theses media and can say which they prefer and why.</p> <p>4.Pupils draw for pleasure, developing interest in things in the world around them.</p> <p>5.Pupils try out new ways of making lines and marks and describe a wide range of textures and forms.</p> <p>6.Pupils explore light and dark, learning how to create both and controlling them to make tones.</p> <p>7.Pupils practise shading tones with few gaps and that is neat to the edges.</p> <p>8.They begin to blend shading with fingers and rub out rough edges to refine the detail.</p> <p>9.Sketchbooks are used to to record and try out new ideas and techniques</p>	<p>1. Drawings are becoming more competent, greater detail is shown, techniques are improving and there is evidence of greater control.</p> <p>2.Pupils link drawing shapes to writing and alter them to suit their ideas and fluently add extra detail.</p> <p>3.Pupils work using a range a of drawing media, charcoal, crayons, coloured pencils, felt pens, biro, pastels. They know the similarities and differences between these materials and select which one is most suitable for the task they need.</p> <p>4.Pupils have developed a sense of the subjects they like to draw and have the opportunity to draw these, learning to improve their style from a range of sources including, friends, books, photos and the internet.</p> <p>5.Pupils develop their confidence in ways of making lines and mark and describe a wide range of textures and forms.</p> <p>6.Pupils can more effectively control drawing media to crate light and dark tones. They practise shading with few gaps and neat to the edges. They can more effectively blend shading with tissues or fingers and can rub out rough edges to refine them.</p> <p>7.Pupils continue to evidence work in sketchbooks</p>	<p>1. Pupils are developing more control and they can draw basic shapes more accurately and with more confidence. They learn to adapt and refine their drawings, learning that it can take time to get it right.</p> <p>2. Pupils draw for a sustained period of time at their own level.</p> <p>3. Pupils add detail and texture to their drawings.</p> <p>4. They draw 3d shapes more confidently and learn to apply neat, flat areas of shading by filling in shapes to edges without leaving gaps.</p> <p>5. Pupils try out different drawing styles.</p> <p>6.Pupils develop their ability to make marks in a range of different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>7.Pupils are using drawing for different reasons: for pleasure, to solve problems, for thinking in groups or alone.</p> <p>8.Pupils use their sketchbooks to collect and record visual information from different sources.</p>	<p>1.Dexterity and coordination is improving and pupils can draw basic shapes fluently and with more confidence. They can adapt and refine their drawings, understanding that it can take time to get it right.</p> <p>2. They begin to make informed choices in drawing, including paper and media.</p> <p>3.Pupils add detail, some shading and texture to their drawings. They draw 3D shapes more confidently and are introduced to the concept of perspective at a basic level by shading flat areas in single tones and from dark to light. They begin to learn how light affects objects to make them appear solid.</p> <p>4. Pupils develop their ability to control a range of different media, exploring their unique properties and expressing different mark making techniques to suit the task in hand.</p> <p>5.Pupils continue to use drawing for different reasons; for pleasure, to solve problems, for thinking in groups or alone</p> <p>6.Pupils continue to use sketchbooks to evidence work and begin to describe changes made using art vocabulary.</p>	<p>1. Pupils learn basic perspective, shading flat areas in single tones and from dark to light. They begin to learn how light affects objects to make them appear solid.</p> <p>2.Pupils are introduced to different types of drawing e.g. graphic, abstract, architectural, illustration, computer, sculptural etc. They are able to say what they like and which style suits their ability and why.</p> <p>3. Pupils develop their ability to control a range of drawing media, exploring their unique properties and expressing different mark making techniques to suit the task.</p> <p>4.Pupils have developed a personal style of drawing, drawing for pleasure, to solve problems, for thinking in groups and alone.</p> <p>5.Pupils work in a sustained and independent way from observation, experience and imagination.</p> <p>6.Pupils continue to use their sketchbooks to explore and refine techniques and describe their evidence using art vocabulary.</p>	<p>1. Pupils drawings show an increasing level of skill, incorporating some basic perspective, light and shade form. There is a greater knowledge and application of skill when drawing.</p> <p>2.Pupils have learned different styles of drawing, e.g. abstract, architectural, graphic, illustration, computer, sculptural etc. They are able to gain inspiration from these sources to help them.</p> <p>3.Pupils have worked in a range of different drawing media, describing their properties and expressing preferences to suit their style and purpose.</p> <p>4.Pupils have developed a personal style of drawing, expressing what they like drawing. They have drawn for pleasure.</p> <p>5. Pupils are confident to experiment and manipulate with the elements of art: line, tone, pattern, texture, form, colour and shape.</p> <p>6.Pupils confidently use sketchbooks to record and annotate work</p>

Curriculum	Year 1	Year2	Year3	Year4	Year5	Year6
<b>PRINTING</b>	<ol style="list-style-type: none"> <li>1. Pupils make marks with a variety of objects including natural and made.</li> <li>2. Pupils learn different methods of printing e.g. mono, block, relief or etching into soft materials.</li> <li>4. Pupils will create a repeating pattern and recognise pattern in the environment</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils begin to use a variety of printing techniques e.g relief, fabric, rubbings</li> <li>2. Pupils begin to create patterns of increasing complexity and repetition.</li> <li>3. Pupils print using a variety of materials and objects.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils print with a variety of materials, objects and techniques including layering.</li> <li>2. Pupils are able to talk about the process used to produce a simple print.</li> <li>3. Pupils explore pattern and shape creating designs for printing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils research, create and refine a print using a variety of techniques.</li> <li>2. Pupils will select the kinds of materials to print with in order to get the effect they want.</li> <li>3. To introduce resist printing e.g. marbling, silkscreen, cold-water paste.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils can explain a few techniques e.g the use of poly blocks, relief, mono, resist etc.</li> <li>2. Pupils choose the appropriate method for their task including inks and overlays.</li> <li>3. Pupils build up layers and texture in work.</li> <li>4. Pupils organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils describe varied techniques.</li> <li>2. Pupils are familiar with layering prints.</li> <li>3. Pupils are confident in printing on both paper and fabric</li> <li>4. Pupils can alter and modify their work.</li> <li>5. Pupils work relatively independently.</li> </ol>
<b>TEXTILES &amp; COLLAGE</b>	<ol style="list-style-type: none"> <li>1. Pupils develop tearing, cutting and layering paper to create different effects.</li> <li>2. Pupils are taught how to cut, glue and trim materials.</li> <li>3. Pupils develop a collage based on a simple drawing using paper and materials.</li> <li>4. Pupils learn to investigate texture through rubbings.</li> <li>5. Pupils learn basic weaving techniques using paper.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils use a variety of media e.g. fabric, plastic, tissue paper, magazine, crepe paper, beads etc. to tear, cut and layer to create artwork to suit collage ideas</li> <li>2. Pupils use natural materials to create a temporary collage.</li> <li>3. Pupils weave using a variety of media e.g. paper, wool, carrier bags, fabric etc.</li> <li>4. Pupils introduced to dyeing fabric e.g. tea bags, beetroot, onion, red cabbage etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils to be introduced to new skills e.g tie dyeing fabric, batik and embroidery,</li> <li>2. Pupils begin with embroidery threads to do simple stitches e.g. running stitch</li> <li>3. Pupils experiment with a range of media e.g. overlapping, layering etc to express their views.</li> <li>4. Pupils develop individual/group collages</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils use their learned skills more readily.</li> <li>2. Pupils can refine and alter their ideas and explain their choices using art vocabulary.</li> <li>3. Pupils develop more embroidery skills, e.g. new stitches: chain, cross stitch etc</li> <li>4. Pupils use a range of stimulus for collage work, trying to think of abstract ways of showing views.</li> <li>5. Pupils experiment with batik style of dyeing incorporating a simple pattern.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils investigate ways of changing fabrics e.g. sewing, ironing, cutting, tearing, creasing, knotting, etc. to create a desired effect.</li> <li>2. Pupils use relevant materials suitable for the purpose.</li> <li>3. Pupils extend their work within a specified technique.</li> <li>4. Pupils use learned knowledge to create collage</li> <li>5. Pupils use artwork as a stimulus for collage e.g. the natural world.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils are more confident with the use of materials.</li> <li>2. Pupils are able to choose the techniques, colours and textures when designing and making pieces of work.</li> <li>3. Pupils are able to express, evaluate, extend and justify their work.</li> </ol>
<b>3D SCULPTURE</b>	<ol style="list-style-type: none"> <li>1. Pupils cut, form, tear, join and shape a range of materials e.g. modelling clay, card, plastic, pipe cleaners etc. to make things they have designed or invented.</li> <li>2. Pupils can manipulate clay by rolling, pinching, kneading, coiling etc.</li> <li>3. Pupils understand that their creations have to dry/set.</li> <li>4. Pupils take care to finish creations at their ability</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils are developing an understanding of 2D and 3D in sculpture.</li> <li>2. Pupils can make simple plans for making 3D objects, deciding which tasks need to be done first.</li> <li>3. Pupils know different ways of joining and can choose the correct method e.g. when to use glue, tape etc.</li> <li>4. Pupils can manipulate clay to make a simple design.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils manipulate and join clay adequately and work reasonably independently.</li> <li>2. Plan, design and evaluate a model. This could be from real life or invention.</li> <li>3. Develop models using a range of materials e.g. clay, wire, pipe cleaners, Papier Mache, etc.</li> <li>4. Pupils use modelling tools to engrave the clay.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils able to work with more confidence and show an understanding of shape, space and form.</li> <li>2. Plan, design, make, adapt and evaluate a model. Talking about their work understanding that it has been sculptured, modelled or constructed.</li> <li>4. Pupils to make informed choices about the 3D techniques chosen.</li> <li>5. Pupils use a variety of materials.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils describe the different qualities involved in modelling, sculpture and construction.</li> <li>2. Incorporate the use of recycled, natural and man-made materials to create sculpture.</li> <li>3. Plan a sculpture through drawing and other preparatory work from famous landmarks around the world.</li> <li>4. Pupils develop using some finishing touches to the detail to complete sculptures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create sculpture and construction with increasing independence.</li> <li>2. Plan a sculpture through drawing and other preparatory work from famous landmarks around the world.</li> <li>3. Make informed choices of materials to be used to match the needs of the design.</li> <li>4. Refine finishing techniques to give a pleasing appearance.</li> </ol>

Progression in Art - IDEAS, KNOWLEDGE, EVALUATION

Curriculum	Year 1	Year2	Year3	Year4	Year5	Year6
<p><b>IDEAS</b> Share ideas &amp; imagination, experiences, thoughts and feelings (for instance)</p>	<p>Draw and paint from imagination e.g. story telling Draw and paint from memory e.g. People places they know Draw and paint to invent e.g. creatures Draw and paint from observation e.g. still life, photo Develop ideas, work in groups, listen to ideas, decide on what to do</p>	<p>To record events, people, family, develop memory through observational drawing. Make art for expression, imagination, pleasure, to translate and describe things. Work from memory. Work from observation. Work in groups, pairs to design and make things, listening to others ideas, deciding what is best to do, identify roles and resolve issues</p>	<p>Make art for expression, imagination and pleasure, to translate and describe things. Work from memory to illustrate, places, people etc. Observational painting, things they can see in natural form, environment, photographs, objects etc.</p>	<p>They realise that they have their own ideas and thoughts about art, and can record their thoughts and ideas, verbally and by using a combination of materials and colour to express this. Observational art inspired by natural form, the environment, photographs, still life etc. Makes art for pleasure</p>	<p>Combines and controls materials to express thoughts and feelings. Uses the addition of different media to improve ideas. Investigates art, craft and design in the locality, in a variety of genres, styles and traditions. Looks at 3-dimensional work</p>	<p>Pupils have the opportunity to express their own thoughts and ideas from their imagination and observations. They create art for pleasure and solve design problems. Uses the addition of different media to improve ideas. Investigates art, craft and design in the locality, in a variety of genres, styles and traditions. Looks at 2 &amp; 3-dimensional work</p>
<p><b>KNOWLEDGE</b> Range of old and new artists, cultures, looking at how different artists approach the same theme (for instance)</p>	<p>Learn about the work of different artists and styles. Develop an understanding of how different artists express the same theme. Use language to describe art e.g. cold blue, angry shapes, sad colours, prickly textures</p>	<p>Learn about the work of different artists and styles. Look at art for pleasure, choosing which art they like best and say why. Can say things about works of art that they like using correct words. They use questions to establish facts and opinions about art and artists. They learn different ways art can be made. They concentrate for longer periods of time</p>	<p>To learn about different artists and painting styles. Look at art for pleasure to find out about different pieces of work artists have completed. Identify what they like best and why. Develop their artistic vocabulary when speaking and describing artwork.</p>	<p>They can explore how artists create their work. They can look at other cultures both past and present. Can look at art for pleasure, expressing likes with reason using some artistic language.</p>	<p>Select and record from first-hand experience and imagination and explore ideas for different purposes. Make thoughtful observations and ask questions about starting points to clarify ideas. Select relevant ideas and processes to use in their work.  Explore the roles and purposes of artists working in different times and cultures.</p>	<p>They should have looked at a wide range of artists, work and painting styles both for pleasure and inspiration. They are more confident at articulating their opinions, using terminology such as the formal elements and be able to say how the materials have been used to create mood and emotion.</p>
<p><b>EVALUATION</b> Describe own and others art, give advice to others, use famous art to help own (for instance)</p>	<p>Talk about their work saying what they like and went well and which part they would like to improve. Use key words when describing art Give encouragement to others to improve or offer advice. Learn from watching others.</p>	<p>They help each other, sharing knowledge and skills. Have time to talk about their own work and that of others, offering opinions of how they could make it better. Pupils are developing use of key art terms and vocabulary. They can explain how and why they made their work and linking to artist work if appropriate.</p>	<p>They can make sensible judgements about their ability to improve work. They can explain how they can improve their own work and can offer advice to others.</p>	<p>They can talk about how they can improve / develop their work. They can compare ideas, methods and approaches in their own work and that of others and say what they think and feel about them.</p>	<p>Makes careful consideration and judgements about their own work and that of others. (not actually comparing work to their own) They use evaluation to understand what they need to do to improve their work and all artists do this. Begin to look at work fairly acknowledging what they have done well, as well as the improvements to be made. Accept negative feedback not as a criticism but as a learning point.</p>	<p>They understand that the creation of art is not easy and should not be too self-critical or compare their work to others at their own expense. They know how to evaluate their work fairly and accept criticism and that most artists find this part hard but it is a vital process in art improvement.</p>