

Art Progression

Statutory content	Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. about great artists, architects and designers in history. 			
	Year 3	Year 4	Year 5	Year 6
Drawing	Can they show facial expressions in their drawings? •Can they use their sketches to produce a final piece of work?	•Can they begin to show facial expressions and body language in their sketches? •Can they identify and draw simple objects, and use marks and lines to produce texture? •Can they use different grades of pencil shade, to show different tones and texture?	•Do they successfully use shading to create mood and feeling? •Can they show reflections? •Can they explain why they have chosen specific materials to draw with?	•Can they organise line, tone, shape and colour to represent figures and forms in movement? •Can they explain why they have combined different tools to create their drawings? •Can they explain why they have chosen specific drawing techniques?
Painting	•Can they predict with accuracy the colours that they mix? •Do they know where each of the primary and secondary colours sits on the colour wheel? •Can they create a background using a wash?	•Can they create all the colours they need? •Can they use a range of brushes to create different effects? •Do they successfully use shading to create mood and feeling?	•Can they create a range of moods in their paintings? •Can they express their emotions accurately through their painting and sketches?	•Can they explain what their own style is? •Can they use a wide range of techniques in their work? •Can they explain why they have chosen specific painting techniques?
Printing	•Can they make a printing block?	•Can they make a 2 colour print? •Can they create an accurate print design?	•Can they print using a number of colours? •Can they create an accurate print design that meets a given criteria? •Can they print onto different materials?	•Can they overprint using different colours? •Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?
Sketch book	•Can they write an explanation of their sketch in notes? •Can they suggest improvements to their work by keeping notes in their sketch books?	•Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? •Do they use their sketch books to adapt and improve their original ideas? •Do they keep notes about the purpose of their work in their sketch books?	•Do they keep notes in their sketch books as to how they might develop their work further? •Do they use their sketch books to compare and discuss ideas with others? •Can they make notes in their sketch books about techniques used by artists?	•Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. •Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?
3D / textiles	•Can they create pop-ups? •Can they use sewing to add detail to a piece of work?	•Can they begin to sculpt clay and other mouldable materials? •Can they use early textile and sewing skills as part of a project?	•Do they experiment with and combine materials and processes to design and make 3D form? •Can they work with life size materials? •Can they use textile and sewing skills as part of a project, this could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.	•Can they create models on a range of scales? •Can they include both visual and tactile elements in their work?
Collage	•Can they cut very accurately? •Can they overlap materials? •Can they experiment using different colours?	•Can they combine visual and tactile qualities? •Can they use montage?	•Can they use mosaic? •Can they combine visual and tactile qualities to express mood and emotion?	•Can they justify the materials they have chosen? •Can they combine pattern, tone and shape?

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Use of IT	<ul style="list-style-type: none"> •Can they use the printed images they take with a digital camera and combine them with other media to produce art work? •Can they use the web to research an artist or style of art? 	<ul style="list-style-type: none"> •Can they create a piece of art work which includes the integration of digital images they have taken? •Can they combine graphics and text based on their research? 	<ul style="list-style-type: none"> •Can they present a collection of their work on a slide show? •Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? 	<ul style="list-style-type: none"> •Can they create digital images with animation, video and sound to communicate their ideas? •Can they create a piece of art which can be used as part of a wider presentation?
Knowledge	<ul style="list-style-type: none"> •Can they explore work from other cultures? •Can they explore work from other periods of time? 	<ul style="list-style-type: none"> •Can they compare the work of different artists? •Are they beginning to understand the view points of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work? 	<ul style="list-style-type: none"> •Can they explain art from other periods of history? •Can they experiment with different styles which artists have used? •Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information? 	<ul style="list-style-type: none"> •Can they make a record about the styles and qualities in their work? •Can they say what their work is influenced by?