Whole School Skill Progression Document

Subject:	Art

	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Drawing	Marks makes Develops grip Gives meaning to marks	Uses lines to enclose a space Uses shapes to represent objects Use a range of pencils, pens Perfects tripod grip	Communicate something about themselves in their drawings create moods use pencils and crayons draw lines of dif shapes and thickness Use 2 grades of pencil	Use 3 grades of pencil Use charcoal, pencil and pastels, create light and dark / tones pattern and texture in drawings use a view finder to focus	Show facial expressions in drawings use sketches to produce a final piece write an explanation of their sketches use different grades of pencil to show tone an texture	begin to show facial expressions and body lang in sketches identify and draw simple objects / use marks and lines to produce texture organise line, tone, shape and colour to represent figures and forms in movement show reflections explain why chose specific materials to draw with	identify and draw simple objects / use makes and lines to produce texture successfully use shading to create mood and feeling. organise line, tone, shape and colour to represent figures and forms in movement show reflections explain why chose specific materials to draw with	Do sketches communicate emotions and sense of self with accuracy and imagination. Explain why they might have used diff tools Explain why chosen specific drawing technique.
Painting	Explore colour Supported to mix powder paint to make new colours	Explores colour and how it can be changed Can begin to recognise colour combinations e.g red and yellow make orange	Communicate something about themselves in their drawings create moods Use thick and thin brushes paint a picture of something they can see. Name primary and secondary colours - colour wheel	Mix paint to create all secondary colours Mix and match colours and predict outcomes mix their own brown make tints by adding white Made tones by adding black	Predict with accuracy the colours they mix understand and know where colours sit on the colour wheel Create a background wash Use a range of brushes to create diff effects.	Can they create all the colours they need? Can they create mood? Do they successfully use shaving to create mood?	Can they create a range of moods in their painting? Can they express their emotions accurately through their sketches and painting?	Can they explain what their own styles is? Can they use a wide range of techniques in their work? Can they explain why they have chosen specific paint techniques?
Printing	Print with sponges, fruits and vegetables print with tyres etc Print with Lego Rubbings	Print with sponges, fruits and vegetables print with tyres etc Print with Lego Rubbings Print a pattern	Print onto paper and textiles Design own printing block Create a repeating pattern	Create a print using pressing, rolling, rubbing and stamping Create a print like a designer	Make a printing block Make a 2-colour print	Print using at least 4 colours create an accurate print design Print onto different materials	Print using a number of colours create an accurate print design given specific criteria print onto different materials	Overprint using different colours look carefully at the methods use and evaluate effectiveness.
Textiles	Experiment with ribbons and threads Begin to identify a range of textures	describe the texture of things Selects tools and techniques needed to shape assemble and join materials they are using Experiments to create different textures Weave with paper/card/ribbon	Sort threads and fabrics groups threads and fabrics by colour and texture weave with fabric and thread	Join fabric using glue sew fabrics together create part of a class patchwork	Use more than one type of stitch Join fabric together to make a quilt using padding Use sewing to add detail to a piece of artwork. Add texture to a piece of artwork.	Use early textiles and sewing skills as part of a project	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.	Can they include both visual and tactile elements in their work?
3D	Explore shape and texture Choose materials to build with Support to join materials together.	Selects tools and techniques needed to shape assemble and join materials they are using selects appropriate resources and adapts where necessary Constructs with a purpose in mind	Can they add texture by using tools? Can they make diff kinds of shapes? Can they cut, roll and coil material like playough or clay	Can they make a clay pot? Can the join two finger pots together? Can they add line and shape to their work?	Can they add onto their work to create texture and shape? Can they work with life size materials? Can they create pop-ups?	Do they experiment with and combine materials and processes to design and make 3D form? Can they begin to sculpt clay and other mouldable materials?	Do they experiment with and combine materials and processes to design and make 3D form? Can they sculpt clay and other mouldable materials?	Can they create models on a range of scales? Can they create work which is open to interpretation by the audience?
Collage	Explore a range of mediums	Manipulates materials to create a planned effect Combines different media to create new effects	Can they cut and tear paper and card for their collages? Can they gather and sort the materials they will need?	Can they create individual and group collages? Can they use different kinds of materials on their collage and explain why they have chosen them? Can they use repeated patterns in their collage?	Can they cut very accurately? Can they overlap materials? Can they experiment using different colours? Can they use mosaic? Can they use montage?	Can they use ceramic mosaic? Can they combine visual and tactile qualities?	Can they use ceramic mosaic to produce a piece of art? 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?
IT			Can they use a simple painting program to create a picture? Can they use tools like fill and brushes in a painting package? Can they go back and change their picture?	Can they create a picture independently? Can they use simple IT mark-making tools, e.g. brush and pen tools? Can they edit their own work? Can they take different photographs of themselves displaying different moods? Can they change their photographic images on a computer?	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 IT programs to create a piece of work that includes their own work and that of others (using web)? Can they use the web to research an artist or style of art?	Can they present a collection of their work on a slide show? 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?	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? Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? Can they create digital images with animation, video and sound to communicate their ideas?	Do they use software packages to create pieces of digital art to design. Can they create a piece of art which can be used as part of a wider presentation?

Knowledge				Can they describe what they can see and like in the work of another artist/craft maker/designer? Can they ask sensible questions about a piece of art?	Can they link colours to natural and man-made objects? Can they say how other artist/craft maker/designer have used colour, pattern and shape? Can they create a piece of work in response to another artist's work?	Can they compare the work of different artists? Can they explore work from other cultures? Can they explore work from other periods of time? Are they beginning to understand the viewpoints 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?	Can they experiment with different styles which artists have used? 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?	Can they make a record about the styles and qualities in their work? Can they say what their work is influenced by? Can they include technical aspects in their work, e.g. architectural design?
Sketchbooks		N/A	Experiment with new media in a range of ways.	Can they begin to demonstrate their ideas through photographs and in their sketch books? Can they set out their ideas, using 'annotation' in their sketch books? Do they keep notes in their sketch books as to how they have changed their work?	Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? Can they make notes in their sketch books about techniques used by artists? Do 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? Can they produce a montage all about themselves? 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?	Do their sketch books contain detailed notes, and quotes explaining about items? Do they compare their methods to those of others and keep notes in their sketch books? 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?