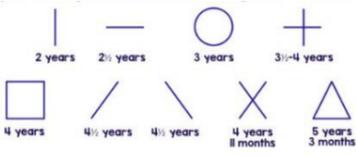
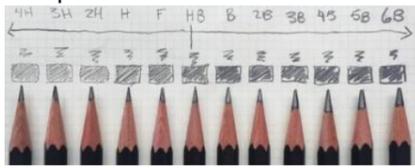
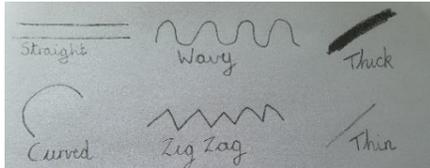
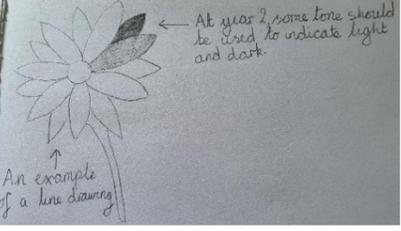
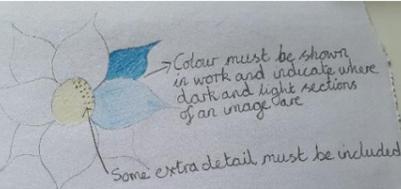
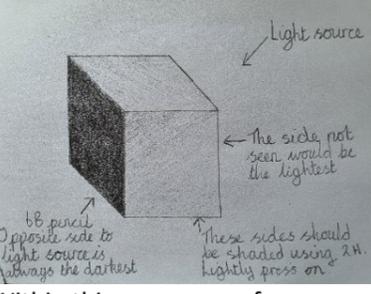
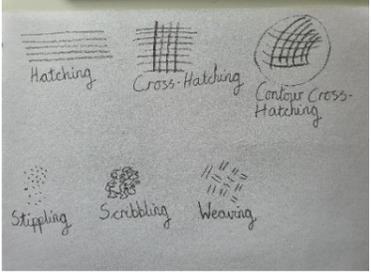
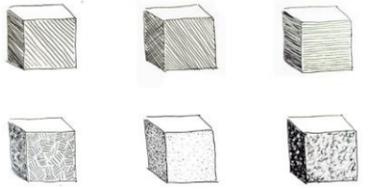
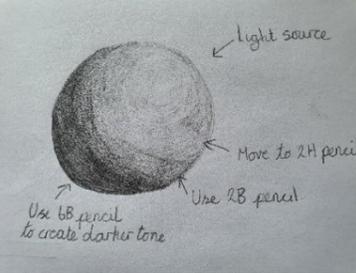
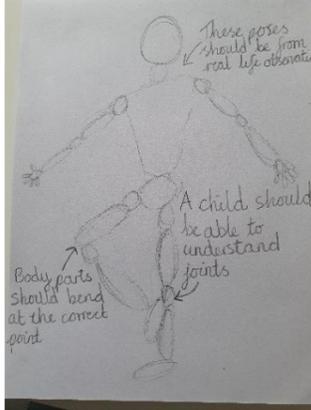
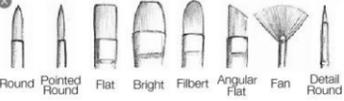


Art progression document

Drawing

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <ul style="list-style-type: none"> • (age 3) Can start to include the following in mark making: <ul style="list-style-type: none"> - Square, circles and rectangles (they do not need to know the name of the shapes) - Attempts at triangles but may not be correctly formed yet - crosses - letters (pretend writing) • (Age 3) Can start to draw a person which progresses from a head with arms and legs to include details such as eyes. • (age 4) After this, other details such as feet and fingers will emerge • (age 5) Can include the following in mark making: <ul style="list-style-type: none"> - Basic shapes - Triangles and diamonds - spontaneous letters (imitating writing) • (Age 5) a portrait of a person includes details such as hair, hands, fingers, feet and a whole body in the correct order. • (age 5) Other images may include houses with doors and windows, plants, rainbows etc  <ul style="list-style-type: none"> • Can hold and use drawing tools such as pencils and crayons using them with some dexterity and control. • Make meaning from mark making. 	<ul style="list-style-type: none"> • Explores tone using different grades of pencil  <ul style="list-style-type: none"> • Can draw carefully using a range of different lines  <ul style="list-style-type: none"> • Can hold and use drawing tools using them with good dexterity and control. • Can use a viewfinder to select a view, or shapes and visual clues in an image and then record what is selected within the frame 	<ul style="list-style-type: none"> • Use line and tone to represent the things seen, remembered and observed  <ul style="list-style-type: none"> • Can make quick line and shape drawings from observations adding light/dark tone (adding grey to a pure colour), colour and features  <ul style="list-style-type: none"> • Can hold and use drawing tools using them with good dexterity and control. 	<ul style="list-style-type: none"> • Explores shading, using different pencil grades to achieve a range of light and dark tones  <p>Within this year group, focus on the tone of solid shapes with straight edges as shown above. There is no expectation to blend seamlessly.</p> <ul style="list-style-type: none"> • Can use and manipulate a range of drawing tools with control and dexterity (e.g using wider side of pastel to create a different tone) • Draws familiar things from different viewpoints and combines images to make new images 	<ul style="list-style-type: none"> • Uses line, tone, shape and mark to create a range of textures  <p>The expectation is that they use their knowledge of light/dark tone and use the different sketching techniques to add texture.</p>  <ul style="list-style-type: none"> • Can draw in line with care when taking a line for a walk, or in scale applying rules of simple perspective (relative size of items e.g a pear would be smaller than a vase) • Can start to show understanding of joints when drawing bodies. There should be movement shown by changing the direction of arms and legs at the joint or tilting the head. 	<ul style="list-style-type: none"> • Be able to seamlessly move from light to dark when drawing spherical and curved objects  <ul style="list-style-type: none"> • Begins to use charcoal/pastels in response to light and dark, shadows and well-lit areas. • When drawing bodies, the proportions should be correct. This includes making sure the head is smaller than main section of body, arms and legs are proportionate to the rest of the body, thumbs smaller than index fingers ect 	<ul style="list-style-type: none"> • Confidently and strongly uses charcoal/pastels in response to light and dark, shadows and well lit areas • Can use ovals to sketch a body shape depicting movement. 

Painting

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Can explore different sized brushes and make marks of different thickness  <ul style="list-style-type: none"> Can spread and apply paint to make a background using wide brushes 	<ul style="list-style-type: none"> Can investigate mark-making using thick brushes and sponge brushes for particular effects  <ul style="list-style-type: none"> Can identify primary colours red, yellow and blue Can mix primary colours to make green, orange and purple Can apply colour for purposes to represent real life, ideas and convey mood (See year 1 term 1 knowledge organiser) <p>Note: Do not use any pre-mixed colours except primary in the summer term. All other colours must be mixed by children. (adult can support if needed)</p>	<ul style="list-style-type: none"> Can understand how artists use warm and cool colour using this when mixing paint to express a mood (see year 2 term 1) Can represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes Introduces different types of brushes for specific purposes  <p>Round: outlining, detailed work, controlled washes, filling in small areas. Creates thin to thick lines - thin at the tip, becoming wider the more it's pressed down. Use with thinned paint rather than thick paint.</p> <p>Pointed round: Narrower than the round paintbrush. Has sharply pointed tip. Good for fine details and lines, delicate areas, spotting and retouching.</p> <p>Flat: Square end, with medium to long hairs. Good for bold strokes, washes, filling wide spaces, impasto. Can use edge for fine lines, straight edges and stripes. Long haired flat brushes are ideal for varnishing.</p> <p>Bright: Flat with edges curved inward at tip, with shortish hairs. Good for short controlled strokes. Thick, heavy colour so it's better for working up close rather than holding the brush at a distance from the canvas.</p> <p>Filbert: Flat and oval-shaped end with medium to long hairs. Good for blending, soft rounded edges like flower petals. This brush is sort of a combination of the rounds (because they can be used for detail) and flat (because they can cover more space than round).</p> <p>Fan: Flat, spread hairs. Good for smoothing, blending, and feathering. Synthetic hairs are</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="text-align: left; font-size: small; margin-right: 5px;"> TINT <small>adding white to a pure hue</small> </div>  </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="text-align: left; font-size: small; margin-right: 5px;"> SHADE <small>adding black to a pure hue</small> </div>  </div> <div style="display: flex; align-items: center;"> <div style="text-align: left; font-size: small; margin-right: 5px;"> STONE <small>adding grey to a pure hue</small> </div>  </div> </div> <ul style="list-style-type: none"> Identify the difference between tint, shade and tone. Be able to mix paint colour then change the tint, shade and tone Incorporate knowledge of primary/secondary colours into the use of tint, tone and shade. There must be evidence of secondary colours that have been mixed by child used in work. <p>Note: Do not use any pre-mixed colours except primary. All other colours must be mixed by children.</p>	<ul style="list-style-type: none"> Introduced to water colours Children to understand the effect of adding water Know to change the intensity of colour in foreground and background Understanding the use of layering due to the water content. (letting background dry before adding more detail)  <ul style="list-style-type: none"> Understanding the use of layering due to the water content. (letting background dry before adding more detail) Can explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting 	<ul style="list-style-type: none"> Be introduced to acrylic paint. The children will need old clothes for this as acrylic paint does not come off clothes Children to understand the effect of adding water to acrylic paint and that we add water to the paper/canvas not the paint in the tray. Be able to blend colours into a background How to use black, grey and white paint to change tint, shade and tone  <ul style="list-style-type: none"> use acrylic on a range of texture such as mod roc, clay, paper mache <p>Note: Do not use any pre-mixed colours except primary. All other colours must be mixed by children.</p>	<ul style="list-style-type: none"> Can create different effects by using a variety of tools and techniques such as dots, scratches and splashes Be able to choose a suitable type of paint and brush to create a specific texture <p>Note: Do not use any pre-mixed colours except primary. All other colours must be mixed by children.</p>

		<p>better for textural effects, clouds, and leaves on trees.</p> <p>Angular flat: Flat with angled hairs at end. Good for: curves and filling corners. Can reach small areas with tip. Also can be used to cover lots of space, similar to flat brushes.</p> <p>Detail round: Round, hairs shorter in length. Shorter handle. Good for details and short strokes.</p> <p>Note: Do not use any pre-mixed colours except primary. All other colours must be mixed by children. (adult can support if needed for SEND/EHCP chn)</p>				
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Collage

<ul style="list-style-type: none"> Can select different materials from the teachers resources and explain choice verbally <p>“Why did you choose that colour/piece?”</p> <p>“I chose it because...”</p> <ul style="list-style-type: none"> Can cut and tear materials with care before adding other marks and colour to represent an idea 	<ul style="list-style-type: none"> Can sort and use materials according to specific qualities, e.g. warm, cold, shiny, smooth Can engage in more complex activities, e.g. control surface decoration of materials with clear intentions e.g forming materials into the shape of a flower, animal etc. It does not have to resemble the shape but the child can explain the choice and you can observe the child thinking about what pieces they want. 	<ul style="list-style-type: none"> Can independently use PVA or glue stick when creating collage in a controlled manner. Instead of spreading adhesive everywhere, the children should be placing glue in a smaller section or spreading glue on item prior to sticking to paper Start using scissors when selecting materials to use in order to create a specific shape Collage should now resemble the idea portrayed by child 	<ul style="list-style-type: none"> Can improve skills of overlapping and overlaying to place objects in front and behind Can cut multiple shapes with a scissors and arrange /stick these on a surface for a purpose Can experiment with creating mood, feeling, movement and areas of interest using different media 	<ul style="list-style-type: none"> Can Interpret stories, music, poems and other stimuli and represent these using mixed media elements Can use the natural / town environment as a stimulus for a mixed media work to convey meaning Can make a representational textured image from found textures 	<ul style="list-style-type: none"> Can select and use cutting tools and adhesives with care to achieve a specific outcome Can embellish a surface using a variety of techniques, including drawing, painting and printing (placing collage down then adding detail onto the image) 	<ul style="list-style-type: none"> Can select and use found materials with art media and adhesives to assemble and represent a surface or thing e.g. water Can embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing
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Textiles

<ul style="list-style-type: none"> Can select and use materials such as threads, cottons, wool, raffia, paper strips and natural fibres to make a simple craft product 	<ul style="list-style-type: none"> Can select and sort materials based on colour, shape and texture Can make a new piece of fabric by joining materials in different ways 	<ul style="list-style-type: none"> Can weave in a simple loom and build constructed textile surfaces 	<ul style="list-style-type: none"> Can weave paper and found materials to represent an image e.g landscape, pattern or texture Can discriminate between fabric materials to select and assemble a constructed form 	<ul style="list-style-type: none"> Can print on fabric using a monoprint block or tile, or as part of a group using a simple stencil Can attach different elements using stitching, using straight stitch, running or cross-stitch 	<ul style="list-style-type: none"> Can select and use contrasting colours and textures in stitching and weaving Can show an awareness of the natural environment through careful colour matching and understanding of seasonal colours use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact 	<ul style="list-style-type: none"> Can control stitching - using various needles to produce more complex patterns with care and some accuracy Can dye fabrics and use tie-dye techniques to control and create a fabric image
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Sculpture

<ul style="list-style-type: none"> • Can handle and manipulate rigid and malleable materials such as clay, card and found objects • Can make meaning from sculptures 	<ul style="list-style-type: none"> • Can model using malleable/plastic materials • Can assemble an imaginary or realistic form • Can respond to sculptures and artists to help them adapt and make their work 	<ul style="list-style-type: none"> • Can feel, recognise and control surface experimenting with basic tools on rigid / pliable materials • Can use clay to construct a simple functional form such as a pinch pot or coil pot, smoothing and joining clay with care 	<ul style="list-style-type: none"> • Can create textured surfaces using rigid and plastic materials and a variety of tools • Can construct a structure in linear or soft media before then covering the surface to make a form 	<ul style="list-style-type: none"> • Can identify and assemble found materials to make a new form, carefully covering with ModRoc or papier maché • Can scale a design up to a larger scale and work as part of a group to create a human scale structure or form • Can build in clay a functional form using two/three building techniques and some surface decoration 	<ul style="list-style-type: none"> • Can explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour • Can use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages 	<ul style="list-style-type: none"> • Can make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings • Can apply knowledge of different techniques to expressive scale, weight or a concept
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Printing

<ul style="list-style-type: none"> • Can apply ink to a shape or surface to experiment with printing. They can use hands, feet, shapes, objects and found materials 	<ul style="list-style-type: none"> • Can take rubbings from texture to understand and inform their own texture prints • Can repeat a randomly created pattern using a range of printing blocks 	<ul style="list-style-type: none"> • Can explore and create patterns and textures with an extended range of found materials 	<ul style="list-style-type: none"> • Can explore lines, marks and tones through mono printing on a variety of papers to create an image • Can explore images and recreate texture in a Collograph print using e.g. corrugated card, string, • Can explore colour mixing through printing, using two coloured inks 	<ul style="list-style-type: none"> • Can design a complex pattern made up from two or more motifs and print a tiled version • Can compare own design and pattern making with that of well-known designers or familiar patterns • Can cut a simple stencil and use this for making printed shapes 	<ul style="list-style-type: none"> • Can make connections between own work and patterns in their local environment • Can recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone • Add layers using different colours. 	<ul style="list-style-type: none"> • Can recreate a scene and detail remembered, observed or imagined, through layered printing • Can design prints for e.g. fabrics, book covers, wallpaper or wrapping paper
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Analysing and Evaluating

	<ul style="list-style-type: none"> • Deconstruct artists work to learn techniques/deeper meanings 	<ul style="list-style-type: none"> • Deconstruct artists work to learn techniques/deeper meanings • 	<ul style="list-style-type: none"> • Deconstruct artists work to learn techniques/deeper meanings • Investigate information to find new approaches, innovative solutions 	<ul style="list-style-type: none"> • Deconstruct artists work to learn techniques/deeper meanings • Investigate information to find new approaches, innovative solutions 	<ul style="list-style-type: none"> • Deconstruct artists work to learn techniques/deeper meanings • Investigate information to find new approaches, innovative solutions • Discover new skills, materials, techniques and approaches • Separate and select information relevant for successful outcomes 	<ul style="list-style-type: none"> • Deconstruct artists work to learn techniques/deeper meanings • Investigate information to find new approaches, innovative solutions • Discover new skills, materials, techniques and approaches • Separate and select information relevant for successful outcomes
	<ul style="list-style-type: none"> • Critique others work to develop personal, informed opinions and choices 	<ul style="list-style-type: none"> • Critique others work to develop personal, informed opinions and choices • 	<ul style="list-style-type: none"> • Critique others work to develop personal, informed opinions and choices • Modify Ideas and solutions to improve them, acquiring new skills and knowledge when required 	<ul style="list-style-type: none"> • Critique others work to develop personal, informed opinions and choices • Modify Ideas and solutions to improve them, acquiring new skills and knowledge when required 	<ul style="list-style-type: none"> • Critique others work to develop personal, informed opinions and choices • Modify Ideas and solutions to improve them, acquiring new skills and knowledge when required • Check with self and others what is or is not working and make sound choices to go forward • Decide the most favoured action from your own preferences, tastes, experiences 	<ul style="list-style-type: none"> • Critique others work to develop personal, informed opinions and choices • Modify Ideas and solutions to improve them, acquiring new skills and knowledge when required • Check with self and others what is or is not working and make sound choices to go forward • Decide the most favoured action from your own preferences, tastes, experiences

Sketchbook expectations

KS2 expectations for using a sketchbook

- A cover page must be glued into the sketchbook upon starting a new term
- A short date must be written on every piece of artwork
- All work must be completed in the sketchbook unless it is not practical. In this case, photo evidence and annotation by student must be entered into the sketchbook.
- The sketchbook should follow the teaching steps outlined in the knowledge organisers.
- At the end of every lesson, pupils must evaluate their work and consider improvements for future work and record these into their sketch books.
- Work should only be completed on the right hand sided page (if left-handed then work can be completed on the left) the other page will be for recording the child's evaluations, thoughts and any teacher comments.
- Based on the skills progression document, teacher judgement should indicate whether the child is working below, at or above the expected standard
- These sketchbooks will follow the child all the way through KS2 so it is extremely important that children take pride in their work and high standards of presentation should be reinforced at all times.