



ART CURRICULUM PROGRESSION

Yr	Drawing	Painting	3D / Clay	Collage	Printing	Evaluation
6	<p>Selects appropriate media and techniques, without prompting, to achieve a specific outcome.</p> <p>Drawings are accurate and detailed; creating form, texture and tone effectively.</p>	<p>Confidently use a range of techniques and effects to represent things seen, remembered or imagined.</p> <p>Explores the effect of light, colour, texture and tone on natural and man-made objects.</p>	<p>Makes imaginative use of the knowledge they have of tools, techniques & materials to express own ideas & feelings.</p> <p>Looks at 3D work from a variety of genres and cultures to develop own response and opinions.</p>	<p>Designs a piece of artwork, using knowledge of techniques, for a specific outcome.</p> <p>Develops and applies knowledge of embellishing techniques as a form of expression.</p>	<p>Designs prints for fabric book/wallpapers etc.</p> <p>Experiments with approaches used by other artists.</p> <p>Recreates images/ scenes through relief printing.</p>	<p>Critically evaluate the work that they produce. Use their evaluation to impact positively on improving a final piece of work.</p> <p>Explain the impact of their choices (e.g. media, style, technique) this has on their final outcome.</p>
5	<p>Selects appropriate media and techniques to achieve a specific outcome.</p> <p>Is confident at using a range of materials.</p>	<p>With support, explores the effect of light, colour, texture and tone when painting natural and man-made objects.</p> <p>Investigates symbols, shapes, form and composition.</p>	<p>With support, looks at 3D work from a variety of genres and cultures to develop own response and opinions.</p> <p>Explores how stimuli can be used as a starting point for 3D work.</p>	<p>Embellishes collage work using a variety of techniques including drawing, painting and printing.</p>	<p>Recreates images/ scenes through relief printing using card/polystyrene.</p> <p>Makes connections between own work and patterns in their local environment.</p>	<p>Explain why they have chosen a specific media, style or technique.</p> <p>Write an explanation as to why they like specific features of an artists' work/techniques.</p>
4	<p>Experiments with line, tone and shade, with support.</p> <p>Draws familiar objects from a range of view points.</p> <p>Greater detail is included.</p>	<p>Begins to use a range of techniques including dots, scratches and splashes.</p> <p>Begins to use different types of brushes for specific purpose and effect.</p>	<p>Starts to look at colour /pattern in 3D structures & transfers this knowledge to their own creations.</p> <p>Shows an awareness of texture, shape and form by recreating an image in 3D.</p>	<p>Selects and chooses materials to achieve a specific outcome.</p> <p>Uses the natural environment or town scape as stimulus for independent work.</p>	<p>Compares own image and pattern making with that of a well-known artist.</p> <p>Uses printing to represent the natural environment.</p>	<p>Use their evaluation of artists work to impact and replicate in their own work.</p> <p>Evaluate the work of artists, identifying what they like and dislike.</p>
3	<p>Uses line, tone & shade to represent things seen or imagined.</p> <p>Explores shading using a range of media.</p>	<p>Understands colour-mixing principles (primary, secondary colours, adding black / white).</p> <p>Explores the effect of other media on paint. e.g. Adding water, sand, glue</p>	<p>Is able to recreate a 2D image in a 3D piece.</p> <p>Uses stimuli to create simple 2D and 3D images using a variety of tools and materials</p>	<p>Interprets stories, music, poems and other stimuli using collage.</p> <p>Experiments with creating mood, feeling and movement.</p>	<p>Explores colour mixing through printing: using 2+ colours / variety of materials.</p> <p>Explores images recreating texture using wallpaper, string, polystyrene etc.</p>	<p>Directly annotate work, sketches and drawings prior to creating final piece or work.</p> <p>Compare methods and approaches between their own and others work.</p>
2	<p>Controls marks and lines when drawing & representing shape.</p> <p>Uses line and tone to represent objects.</p>	<p>Represents things observed, remembered or imagined.</p> <p>Uses colour to express moods and feelings.</p>	<p>Is able to create texture and specific effects with a range of tools.</p> <p>Compares and recreates form and shape.</p>	<p>Develops a greater awareness of contrasts in texture and colour.</p> <p>Develops skills of overlapping and overlaying.</p>	<p>Explores images through mono-printing.</p> <p>Creates a range of prints and can identify prints in their own environment.</p>	<p>Write an evaluation of their own work.</p> <p>Identify what they might change in their own work next time.</p>
1	<p>Explores tone using pastel, chalk and different grades of pencil.</p> <p>Uses lines to represent objects.</p>	<p>Creates patterns using different tools and colours.</p> <p>Experiments with mixing colours.</p>	<p>Experiments with a purpose, using basic tools.</p> <p>Becomes more aware of form, feel, texture, pattern</p>	<p>Chooses which adhesive might be the most effective for the task.</p> <p>Cuts a wider range of materials for collage work.</p>	<p>Explores & recreates patterns with an extended range of materials.</p> <p>Extends repeating patterns.</p>	<p>Identifies how their own, peers or other artists work makes them feel.</p> <p>Say what they like about their own / another child's work.</p>
FS	<p>Hold a pencil effectively using the tripod grip.</p> <p>Begin to show accuracy and care when drawing.</p>		<p>Use a range of small tools – including scissors and paintbrushes.</p> <p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Experiment with colour, design, texture, form and function.</p>			<p>Share their creations, explaining the process they have used.</p>