

Drawing - skills progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To draw a recognizable object or shape using a pencil or crayon	I can use 3 different grades of drawing pencils in my drawing (e.g. B, 2B & 6B)	To use different grades of pencil to show shade, tone and texture in m09p9py drawings.	To use greater detail and proportion when drawing objects and figures.	To identify and draw simple objects and use marks and lines to create texture.	To create sketches to communicate emotion, sense of self with accuracy and imagination.
To draw lines of different shapes and thicknesses using 2 different grades of art pencils.	To create different tones to create light and dark	To show facial expressions in my drawing	To create mood and feeling by adding facial expressions and body language.	To use shade to create a 3D drawing.	To use shade and texture to create a 3D scene with perspective.
To show mood in my drawing, such as happy, sad and angry.	To use pencil, charcoal and pastel.	To investigate a variety of lines, shapes, colours and texture to produce work on a theme.	To create a figure in motion using lines, tone & colour.	To create a figure in motion using simple drawing techniques.	To create a figure in motion using varied drawing techniques.
To show something about myself in my drawing.	To use a viewfinder to focus of a specific part of and object or scene.	To use my sketchbook to explore an idea and explain why I have done it.	To explain in my sketchbook through annotation, why I have chosen a specific material to work with.	To investigate a variety of lines, shapes, colours and texture to produce work on a theme	To investigate and explain why I have chosen a variety of lines, shapes, colours and texture to produce my final piece of work
	To create texture and pattern in my drawing		To create an image that shows reflection	To experiment and annotate using different materials to find the best one for the purpose of my work.	To experiment and explain why I have chosen the different materials to find the best one for the purpose of my work, and then have then applied this in my final artwork

Painting - skills progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To choose and control different thicknesses of brushes for my painting.	To mix primary colours to make secondary colours.	To predict with accuracy the outcomes of the colours I mix	To identify and create the colours for a painting.	To create all the colours I need for a painting	To explain what my own style of painting is.
To paint a picture of something I see, such as a scene and people	To create a colour wheel with the primary and secondary colours in the correct place.	To mix colours and predict the outcomes. On a colour wheel show colour gradation of secondary colours.	To create mood using colour and texture in my painting.	To use tone and tint to create 3D shape	To use a wide range of techniques in my painting
To name and use the Primary and Secondary colours.	To create different tints in paint by adding white.	To create a background wash and understand its use in creating a painting.	To successfully use shading in my painting to create depth and mood and describe its impact.	To add a light source in a painting using tint and tone and describe its impact.	To explain why I have chosen different techniques, choice of colours and methods of application
To create mood and feeling in my painting.	To create different tones of colours by adding black.	To use a range of paint brushes to create different effects and textures	To use different types of paint such as gouache, acrylic and water colours	To create colour ladders to show tonal range.	To investigate and explain why I have chosen a variety of lines, shapes, colours and texture to produce my final piece of work.
	To mix colours to make brown and any other tertiary.			To create distance in a painting using colour ranges.	To experiment and explain why I have chosen the different materials to find the best one for the purpose of my work, and then have then applied this in my final artwork.

Printing - skills progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To print with sponges, vegetables and fruit.	To print using a pressing method.	To make a printing block.	To print using at least 3 colours.	To print using a number of colours	To overprint using different colours.
To print on paper and textiles	To print using a rolling method.	To make a two colour print block	To create accurate print designs that lines up.	To create an accurate print that meets set criteria	To make decisions about the methods I use for printing as a result of careful planning and practice of different printing techniques
To design and make my own printing block.	To print using a rubbing method.		To print onto different materials.	To print onto different materials successfully	To create a figure in motion using varied drawing techniques
To create a repeating pattern.	To create a print like a designer.				

3D - skills progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To add texture by using tools.	To make a clay pot	To detail and texture and pattern onto my model	To experiment with and combine materials and process to design and make a 3D form	To experiment with and combine different materials and methods in designing 3D project.	To create a different range of models
can make different kinds of shapes.	To join two finger pots together	To make a pop up model	I can begin to sculpt clay and other moldable materials	To sculpt clay and moldable materials into a design for a project	To include both visual and tactile elements to my models
To cut, roll and coil materials such as dough or plasticine.	To build a simple model from a range of different materials	To work with life size materials		To add texture and detail to my model	To explain why I have chosen both the materials and methods to create my model
To build a simple model using more than 2 materials.					

Textiles - skills progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know the difference between thread and textiles.	To join different fabrics together using glue.	To join fabric together	To sew confidently using more than one stitch type	To experiment with and combine different materials and methods in designing a project	To use sewing and textiles as part of a project
I group fabric and thread by colour and texture	To sew fabrics together.	To add other materials such as padding and buttons to my sewing	To use my textile and sewing skills as part of a project	To use my textile and sewing skills as part of a project – hanging, textile book etc	To create work that is open to interpretation by the audience.
To weave with fabric and thread.	To create part of a class patchwork.	To use more than one stitch type	To experiment with and combine different materials in a project	To do a broad range of stitches including running stitch, cross stitch, back stitch, applique or embroidery	To create a final project that shows a broad range of my skills in sewing, such as stitch choice and range of materials used
To create a repeating pattern.					

Collage - skills progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To confidently cut or tear paper for my collage..	To create my own individual collage	To cut accurately for my collage	To a collage using different materials shade and textures to create a piece of art	To use ceramic mosaic to create a piece of art. To create materials to use in a collage.	To explain my choices of materials I have chosen to use/make in my artwork.
I work out and gather the materials to make my collage	To work together to make a group collage	To successfully use different materials together in a picture	To combine different materials to create tone and form within a collage	To combine visual elements with tactile qualities.	To combine pattern, tone and shape within my collage
To make a picture To talk about.	To mix different materials into my collage and explain why I have chosen them	To create a mosaic			
	To use repeated patterns in my collage.	To create a picture using montage			

Artists, designers and architects - skills progression



**Braeburn**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To describe what a piece of artwork looks like.	To discuss how an artist has used colour within a picture	To compare the work of different artists/designers/architects	To experiment with different styles that artists have used.	To experiment with different styles used by artists within my own work.	To explain my own style of artwork and the quality of my own work
To look at the work of other artists, designer and architects and say what I like or dislike about it	To create my own piece of work in response to an artist/designer/architecture.	To explore works from different cultures	To recognize and explain art from different periods of time	To investigate and learn about artists, designers and architects through varied research and educational visits	To explain the influences of my work
To ask sensible questions about a piece of artwork	To see links of use of colour to create natural and man-made objects.	To explore works from different periods of time			
		To understand how an artist is trying to express feelings and emotions in their work and how they are trying to communicate a message to the audience			

IT - skills progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can use a paint program to create a picture	To create a picture using a computer program independently.	To print a digital image and then add different materials to create a new piece of artwork	To present a collection of my work on a slide show	To create a piece of artwork that combines digital images I have taken	To use software to create digital art and design.
In this program To use the fill and brush tools	To use simple mark-making tools such a brush and pen tools.	To use IT programs to create a piece of work that includes my own work combined with someone else's	To combine some work I have made into a digital format	To combine graphics and text to create an image based on research of other graphics.	To create a piece of art which can be used as part of a wider presentation
To go back to my work and make changes to my picture	To edit and make changes to my work		To create some graphical image using text.	To scan images I have taken and use software to adapt them and create work with meaning	
	To show different moods in photographs			To communicate my ideas using animation, video and sound.	
	To make changes to my photographs using the computer.				