

## Art Progression

<b>Thinking critically-</b> evaluate and analyse creative works using the language of art, craft and design	Year 1	<ul style="list-style-type: none"> <li>- Express their own thoughts and opinions about their own piece of art. 'I like/I dislike...'</li> <li>- Discuss their feelings and positive opinions about a peer's piece of art.</li> <li>- Make links between their own art and other artists.</li> <li>- Evaluate their own and others' art, make suggestions for improvement.</li> <li>- Notice and comment on how an artist has used colour, pattern and shape.</li> <li>- Plan their art using sketches and discussion, make decisions and changes based on feedback given.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>- Express their own thoughts about their own piece of art, giving reasons for their opinions. 'I like because.../I dislike because...'</li> <li>- Discuss their feelings and positive opinions about a peer's piece of art, giving reasons for their opinion.</li> <li>- Make comparisons between their own work and the work of artists.</li> <li>- Articulate what they are trying to express in the artwork and whether they were successful in achieving this.</li> <li>- Make suggestions for improvement in their own and others' art.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>- Evaluate their learning process and make suggestions for improvement in their own and others' art using EBI and WWW.</li> <li>- Act upon advice and critique given to adapt, edit and improve their artwork.</li> <li>- Explain why they have picked specific materials or processes for their artwork.</li> <li>- Begin to communicate influences of their artwork e.g. mood boards, artists, objects, nature.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>- Critique own and others art work throughout the creative/learning process to develop ideas and support each other.</li> <li>- Use a range of sources: books, internet, and galleries to influence and generate ideas.</li> <li>- Experiment with combining different materials and discuss their effectiveness.</li> <li>- Discuss how a range of factors influence art from different cultures.</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>- Critique each other's art as a way of developing and supporting each other's ideas.</li> <li>- Suggest knowledge of techniques to improve their own and others artwork.</li> <li>- Use a range of sources: books, internet, and galleries to research themes and generate / influence ideas.</li> <li>- Keep detailed notes, collect quotes and annotations using advanced vocabulary to explain and reflect of their artistic process. E.g. form, composition, tone.</li> <li>- Carefully plan their art, taking in to account layout, composition and perspective.</li> <li>- Explain their own style of art and what has influenced their choices/preferences. E.g. mood, current or past events, geography, nature, history, artefacts, artists.</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>- Use a range of sources: books, internet, and galleries to research themes and generate / influence ideas.</li> <li>- Demonstrate an understanding of the 'creative process' by managing their time effectively when practicing skills.</li> <li>- Actively seek advice and critiques, enquire how to improve through discussion with peers, teachers and independent research.</li> <li>- Independently offer advice and critiques throughout the learning process, discuss ideas with peers and suggest improvements that can be made to a piece of art by drawing on their knowledge of techniques, materials and artists.</li> <li>- Able to work independently, confidently and take creative risks in their work.</li> </ul>
	Year 1	<ul style="list-style-type: none"> <li>- Begin to demonstrate their ideas through sketches in their sketchbook.</li> <li>- Show experiments using a variety of media to develop techniques. E.g. pencils, pastels, charcoal etc.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>- Create links with an artist and show this in their sketchbooks.</li> </ul>

<b>Recording and exploring-</b> produce creative work, exploring their ideas and recording their experiences		<ul style="list-style-type: none"> <li>- Use their sketchbooks as a mode to record emotions.</li> <li>- Adults to collect feedback from the class to be recorded in sketchbooks. (Pupil voice- "I like because... I dislike because...")</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>- Use their sketchbooks to express feelings about a subject and to describe likes and dislikes. (Beginning to annotate using WWW and EBI)</li> <li>- Create notes in their sketch books about techniques used by artists. Make observations and share opinions.</li> <li>- Suggest improvements to their work by keeping notes in their sketchbook.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>- Produce a mood board to inspire and influence their work.</li> <li>- Use their sketchbooks to adapt and improve their original ideas. (Austin's butterfly to be shared with the class.)</li> <li>- Create notes about the purpose of their work in their sketchbooks. What skill/technique is being practiced and how this will contribute to their final piece.</li> <li>- Evaluate their learning and record in sketchbooks.</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>- Begin to create thumbnail illustrations to explore and refine processes such as composition or colour combinations. Annotate preferences and decisions reached based on these thumbnails.</li> <li>- Experiment with different styles which artists have used.</li> <li>- Use their sketchbooks as a mode to record the learning journey.</li> <li>- Use their sketchbooks to explore and practice a range of materials, record ideas and experiment.</li> <li>- Use their sketchbooks to build and record their knowledge.</li> <li>- Compare sketchbook ideas and give supportive and constructive feedback on peer's development.</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>- Use their sketchbook to record detailed notes and quotes explaining their drawings and ideas. (E.g. mood boards and thumb nail sketches.)</li> <li>- Compare their methods to those of others and keep notes in their sketchbooks.</li> <li>- Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks.</li> <li>- Use sketchbooks to record experiences such as school trips, drawing from observation.</li> </ul>
<b>Knowledge -</b> about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	Year 1	<ul style="list-style-type: none"> <li>- Discuss and describe what they can see and like in the work of another artist.</li> <li>- Discuss topic links to their art.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>- Discuss and describe what they can see and like and dislike in the work of another artist.</li> <li>- Make links to an artist to inspire their art.</li> <li>- Observe and discuss how other artists have used colour/pattern/shape in their work.</li> <li>- Generate and discuss topic links to their art.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>- Discuss and describe what they can see and like and dislike in the work of another artist, offering a reason why.</li> <li>- Compare the work of different artists.</li> <li>- Explore art from different cultures.</li> <li>- Explore changes of art over time. (Maya)</li> <li>- Consider artistic expression and feeling from a piece of work.</li> <li>- Communicate their own feelings through their own work.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>- Discuss and describe what they can see and like and dislike in the work of another artist, offering a reason why using EBI/WWW sentence stems.</li> <li>- Experiment with different styles which artists have used.</li> </ul>

<b>Techniques and materials -</b> become proficient in drawing, painting, sculpture and other art, craft and design techniques		<ul style="list-style-type: none"> <li>- Research and learn about the art of others by looking at their work in books, the internet, visits to galleries and sharing ideas as a class.</li> <li>- Explore historical artefacts/art to inspire their own art.</li> <li>- Create success criteria based on artefact/artist that should inform creative decisions when creating their own art.</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>- Explore and critique the work of artists, giving reasoned justifications for their views.</li> <li>- Have the knowledge to develop an idea through exploration and experimentation.</li> <li>- Transfer knowledge of skills between various mediums. E.g. colour theory in paint and printmaking, mark making in charcoal, pencil, texture in clay.</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>- Explore and critique the work of artists, giving reasoned justifications for their views, suggest what they would have done differently drawing on art skills knowledge.</li> <li>- Record information in sketchbooks about the styles and qualities in their pieces.</li> <li>- Consider and explain who or what their work is influenced by.</li> <li>- Have the knowledge of a wide range of artists and form their own opinions and preferences on their different styles.</li> </ul>
	Year 1	<ul style="list-style-type: none"> <li>- Draw lines of different shapes and thicknesses using different grades of pencil.</li> <li>- Interpret an object through drawing and/or painting. Able to explain what they have drawn in detail.</li> <li>- Recognise and explore mark making through printing with different objects.</li> <li>- Create repeat patterns.</li> <li>- Select, cut and tear apply a range of materials including a range of fabrics to collage and layer.</li> <li>- Recognise different textures in different surfaces.</li> <li>- Scrunch, roll and shape materials to make a 3D form. (Clay/junk modelling.)</li> <li>- Use a paint program to create a picture. (computing)</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>- Understand where they might use different grades of pencil in their drawing and why.</li> <li>- Use charcoal and pastels to create different drawing styles.</li> <li>- Apply different shading techniques to create different tones.</li> <li>- Show patterns and texture in their drawings.</li> <li>- Use a viewfinder to focus on a specific part of an artefact/image before drawing it.</li> <li>- Experiment with watercolour techniques to create different effects. (Wet on wet method, wet on dry, salt, blooms.)</li> <li>- Create a repeating print pattern.</li> <li>- Create impressions in a surface and use this to create a print.</li> <li>- Build an image using fabrics.</li> <li>- Mould, form and shape and bond materials to create a 3D form.</li> <li>- Interpret an object through collage.</li> <li>- Apply a range of different kinds of media to embellish and add details on their collage and explain what effect this has on the final piece.</li> <li>- Make changes to their photographic images on a computer. (Anthony Goldsworthy)</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>- Use sketches to develop a final piece of work.</li> <li>- Use drawing as a tool to express an idea.</li> <li>- Use different shading techniques to give depth to a drawing.</li> </ul>

# Techniques and materials

		<ul style="list-style-type: none"> <li>- Apply different shading techniques to create texture in a drawing. E.g. stippling, cross-hatch etc.</li> <li>- Apply bonding techniques to add parts on to their sculpture. (Slip)</li> <li>- Apply a smooth surface to a sculptural form.</li> <li>- Apply understanding of line and shape to their sculptural work.</li> <li>- Create backgrounds using a wash.</li> <li>- Use a range of brushes and found objects to create different effects using paint. E.g. toothbrush, sponges, pipettes etc.</li> <li>- Experiment with layered printing using 2 colours or more.</li> <li>- Transfer a drawing/concept into a print.</li> <li>- Use collage as a tool to develop a piece in mixed media.</li> <li>- Use collage to create mood boards of ideas.</li> <li>- Use the internet to research an artist or style of art.</li> <li>- Use digital images and photographs with other media.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>- Experiment with drawing techniques to support drawing from observation e.g. grid method, view finders etc.</li> <li>- Create a sense of distance and proportion in a drawing. (Perspective.)</li> <li>- Use experimental drawing techniques to create atmosphere in a drawing.</li> <li>- Explain choice of specific material to draw with.</li> <li>- Understand the different properties of different paints. E.g. watercolour's transparency and acrylic's opaqueness.</li> <li>- Create different moods with painting.</li> <li>- Use shade to create depth in a painting.</li> <li>- Explore a variety of printing techniques.</li> <li>- Create an accurate print design.</li> <li>- Explore a range of textures using textiles.</li> <li>- Transfer a drawing into a textile design.</li> <li>- Experiment with and combine materials and processes to design and make 3D forms.</li> <li>- Transform a 2D drawing into a 3D form.</li> <li>- Create different shapes using a variety of mouldable materials.</li> <li>- Use collage to create a mood board of ideas.</li> <li>- Use coiling, overlapping, tessellation, mosaic and montage.</li> <li>- Present a collection of their work on a slide show.</li> <li>- Create a piece of art work which include the integration of digital images they have taken.</li> <li>- Combine graphics and text based on their research.</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>- Experiment with drawing techniques to support drawing from observation e.g. grid method, view finders etc.</li> <li>- Create a sense of distance and proportion in a drawing. (Perspective.)</li> <li>- Apply lines and create movement in drawings.</li> <li>- Understand how drawing skills can support other media. E.g. planning sketches.</li> <li>- Develop a series of drawings that explore a theme.</li> <li>- Explain why they have chosen a specific material to draw with.</li> <li>- Create a range of shades using different kinds of paint.</li> </ul>

# Techniques and materials

		<ul style="list-style-type: none"> <li>- Identify different painting styles and how artists are influenced by these styles over time.</li> <li>- Print using a variety of materials.</li> <li>- Create an accurate print design that reflects a theme or ideas.</li> <li>- Make links with printmaking and other media to help develop their work.</li> <li>- Plan, design and create a fabric piece using mixed media.</li> <li>- Interpret an object in a 3D form.</li> <li>- Develop an understanding of different ways on how to finish a sculptural form. E.g. paint, polish, glaze.</li> <li>- Overlap materials in a variety of ways to build an image.</li> <li>- Use collage as a tool to develop a piece in mixed media.</li> <li>- Use collage to create a mood board of ideas.</li> <li>- Combine pattern, tone and shape in collage.</li> <li>- Take digital photos, use software to alter them and adapt them.</li> <li>- Create digital images with animation, video and sound.</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>- Communicate ideas through sketches and convey a sense of individual style.</li> <li>- Show a strong understand of how to use shading techniques to create depth and tone.</li> <li>- Identify when to apply different drawing techniques to support their outcomes.</li> <li>- Create experimental and accurate drawings.</li> <li>- Use shading to create the illusion of 3D shapes in drawings.</li> <li>- Explain how they have combined different tools and explain why they have chosen specific drawing techniques.</li> <li>- Explain what their own painting style is.</li> <li>- Apply a wide range of techniques to their painting and explain why they have chosen these techniques.</li> <li>- Overprint using different colours.</li> <li>- Identify different printing methods and make decisions about the effectiveness of their printing methods.</li> <li>- Know how to make a positive and a negative print.</li> <li>- Create work which is open to interpretation by the audience.</li> <li>- Include both visual and tactile elements in their work.</li> <li>- Identify and know the properties of a wide range of sculptural materials and how to use them to create 3D forms E.g. clay, junk model, Modroc.</li> <li>- Create models on a range of scales.</li> <li>- Justify why they have chosen specific materials.</li> <li>- Apply and combine patterns, tones and shapes.</li> <li>- Apply knowledge of collage and use as a tool as part of a mixed media project.</li> <li>- Express their ideas through collage.</li> <li>- Create digital art.</li> <li>- Create a piece of art which can be used as part of a wider presentation.</li> </ul>
	Year 1	<ul style="list-style-type: none"> <li>- Express their feelings through drawing and painting associating and representing mood with colour.</li> <li>- Have an understanding of basic colour theory. (E.g. red and yellow make orange etc.)</li> <li>- Organise and sort a range of materials according to colour and texture.</li> </ul>

<b>Colour</b>	Year 2	<ul style="list-style-type: none"> <li>- Create different tones using light and dark.</li> <li>- Mix paint to explore colour theory.</li> <li>- Mix paint to create shades of colour.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>- Mix a range of colours in the colour wheel.</li> <li>- Use the language primary colours, secondary colours and tertiary colours to describe a colour that they have mixed.</li> <li>- Identify colours that work well together. (Complimentary colours)</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>- Mix a range of colours in the colour wheel.</li> <li>- Use the language primary colours, secondary colours and tertiary colours to describe a colour that they have mixed.</li> <li>- Identify colours that work well together. (Complimentary colours)</li> <li>- Identify colours that do not work well together (contrasting colours)</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>- Confidently use the language primary colours, secondary colours and tertiary colours to describe a colour that they have mixed.</li> <li>- Identify complimentary and contrasting colours, use this understanding to make decisions about colour in their own work.</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>- Have a strong understanding of colour theory and how to use it to create a balanced painting.</li> <li>- Create a painting using a restricted colour palette.</li> <li>- Explain colour choices using correct terminology confidently.</li> </ul>

<b>Art Vocabulary</b>					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Line weight, collage, primary colour, mood, texture, dark, light, gradient, repetition, pattern, 3D, sketch.	Composition, carving, sculpture, tone, pencil grades, observe, blooms, water colour, impressions, embellish, shades, focus, zoom, scale, shade, cross-hatching, hatching, smudging, blending, scumbling, secondary colour, warm tone, cool tone, effect, smooth, rough, mould, form, fabric, secondary colours.	Complimentary, mood board, expression, depth, stippling, wash, transfer, contour, shading, highlight, shadow, background, foreground, mid-ground, real-life, acrylic, tertiary colours.	Mosaic, contrasting, influence, style, observation, distance, proportion, perspective, transparent, opaque, atmosphere, tessellation, montage, distance, lino print, mono print, accuracy, realistic, abstract, expression, exhibition, gallery, armature.	Portraits, landscapes, print, collage, pattern, line, outline, design, perspective, dimension, tone, print, digital, animation, edit.	Balance, individual style, positive, negative, 3D, observational, drawing, realistic/fine art, naturalistic, hue, tint, pigment, palette, mixed-media, matte, prime, saturation, technique.