

Art Progression

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

Recording and exploring- produce creative work, exploring their ideas and recording their experiences	Year 2	<ul style="list-style-type: none"> - Create links with an artist and show this in their sketchbooks. - Use their sketchbooks as a mode to record emotions. - Begin to demonstrate their ideas through sketches in their sketchbook. - Adults to collect feedback from the class to be recorded in sketchbooks. (Pupil voice- "I like because... I dislike because...")
	Year 3	<ul style="list-style-type: none"> - Use their sketchbooks to express feelings about a subject and to describe likes and dislikes. (Beginning to annotate using WWW and EBI) - Create notes in their sketch books about techniques used by artists. Make observations and share opinions. - Suggest improvements to their work by keeping notes in their sketchbook.
	Year 4	<ul style="list-style-type: none"> - Produce a mood board to inspire and influence their work. - Use their sketchbooks to adapt and improve their original ideas. (Austin's butterfly to be shared with the class.) - 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. - Evaluate their learning and record in sketchbooks.
	Year 5	<ul style="list-style-type: none"> - 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. - Experiment with different styles which artists have used. - Use their sketchbooks as a mode to record the learning journey. - Use their sketchbooks to explore and practice a range of materials, record ideas and experiment. - Use their sketchbooks to build and record their knowledge. - Compare sketchbook ideas and give supportive and constructive feedback on peer's development.
	Year 6	<ul style="list-style-type: none"> - Use their sketchbook to record detailed notes and quotes explaining their drawings and ideas. (E.g. mood boards and thumb nail sketches.) - Compare their methods to those of others and keep notes in their sketchbooks. - Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks. - Use sketchbooks to record experiences such as school trips, drawing from observation.
	Year 1	<ul style="list-style-type: none"> - Discuss and describe what they can see and like in the work of another artist. - Discuss topic links to their art. - Know how to change the hue and tint of a colour. - Organise and sort a range of materials according to colour and texture. - Mix paint to explore colour theory. - Mix paint to create shades of colour. - Create different tones using light and dark.
	Year 2	<ul style="list-style-type: none"> - Make links to an artist to inspire their art. - Observe and discuss how other artists have used colour/pattern/shape in their work. - Generate and discuss topic links to their art. - Know what abstract art is. - Know pencil grades. - Have an understanding of basic colour theory. (E.g. red and yellow make orange etc.)

Knowledge - about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	Year 3	<ul style="list-style-type: none"> - Discuss and describe what they can see and like and dislike in the work of another artist, offering a reason why. - Compare the work of different artists. - Explore art from different cultures. - Explore changes of art over time. - Consider artistic expression and feeling from a piece of work. - Communicate their own feelings through their own work. - Can explain the difference in pencil grades and their uses. - Mix a range of colours in the colour wheel. - Use the language primary colours, secondary colours and tertiary colours to describe a colour that they have mixed. - Identify colours that work well together. (Complimentary colours)
	Year 4	<ul style="list-style-type: none"> - 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. - Experiment with different styles which artists have used. - 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. - Explore historical artefacts/art to inspire their own art. - Create success criteria based on artefact/artist that should inform creative decisions when creating their own art.
	Year 5	<ul style="list-style-type: none"> - Explore and critique the work of artists, giving reasoned justifications for their views. - Have the knowledge to develop an idea through exploration and experimentation. - Transfer knowledge of skills between various mediums. - Confidently use the language primary colours, secondary colours and tertiary colours to describe a colour that they have mixed. - Identify complimentary and contrasting colours, use this understanding to make decisions about colour in their own work.
	Year 6	<ul style="list-style-type: none"> - 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. - Record information in sketchbooks about the styles and qualities in their pieces. - Consider and explain who or what their work is influenced by. - Have the knowledge of a wide range of artists and form their own opinions and preferences on their different styles. - Have a strong understanding of colour theory and how to use it to create a balanced painting. - Create a painting using a restricted colour palette. - Explain colour choices using correct terminology confidently.
	Year 1	<ul style="list-style-type: none"> - Interpret an object through drawing and/or painting. Able to explain what they have drawn in detail. - Recognise and explore mark making through printing with different objects. - Create repeat patterns. - Select, cut and tear apply a range of materials including a range of fabrics to collage and layer. - Recognise different textures in different surfaces. - Experiment with watercolour techniques to create different effects. (Wet on wet method, wet on dry, salt, blooms.) - Create a range of shades using different kinds of paint.
	Year 2	<ul style="list-style-type: none"> - Understand where they might use different grades of pencil in their drawing and why.

Techniques and materials

		<ul style="list-style-type: none"> - Show patterns and texture in their drawings. - Use a viewfinder to focus on a specific part of an artefact/image before drawing it. - Experiment with watercolour techniques to create different effects. (Wet on wet method, wet on dry, salt, blooms.) - Create impressions in a surface and use this to create a print. - Build an image using fabrics. - Mould, form and shape and bond materials to create a 3D form. - Interpret an object through collage. - 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. - Scrunch, roll and shape materials to make a 3D form. (Clay/junk modelling.) - Draw lines of different shapes and thicknesses using different grades of pencil.
	Year 3	<ul style="list-style-type: none"> - Use sketches to develop a final piece of work. - Use drawing as a tool to express an idea. - Use different shading techniques to give depth to a drawing. - Apply different shading techniques to create texture in a drawing. E.g. stippling, cross-hatch etc. - Create backgrounds using a wash. - Use collage as a tool to develop a piece in mixed media. - Use the internet to research an artist or style of art. - Use digital images and photographs with other media. - Use a paint program to create a picture. (computing). - Make changes to their photographic images on a computer. - Create a piece of art work which include the integration of digital images they have taken.
	Year 4	<ul style="list-style-type: none"> - Explain choice of specific material to create with. - Understand the different properties of different paints. E.g. watercolour's transparency and acrylic's opaqueness. - Explore a variety of printing techniques. - Create an accurate print design. - Create different shapes using mouldable materials. - Use collage to create a mood board of ideas. - Transform a 2D drawing into a 3D form. - Use coiling, overlapping, tessellation, mosaic and montage. - Apply bonding techniques to add parts on to their sculpture. (Slip) - Apply a smooth surface to a sculptural form. - Apply understanding of line and shape to their sculptural work. - Transfer a drawing/concept into a print. - Use collage to create mood boards of ideas. - Create a repeating print pattern - Create impressions in a surface and use this to create a print. - Create an accurate print design that reflects a theme or ideas.

Techniques and materials

Year 5	<ul style="list-style-type: none"> - Experiment with drawing techniques to support drawing from observation e.g. grid method, view finders etc. - Use shade to create depth. - Understand how drawing skills can support other media. E.g. planning sketches. - Develop a series of drawings that explore a theme. - Identify different painting styles and how artists are influenced by these styles over time. - Use a range of brushes and found objects to create different effects using paint. E.g. toothbrush, sponges, pipettes etc. - Make links with printmaking and other media to help develop their work. - Use charcoal and pastels to create different drawing styles. - Apply different shading techniques to create different tones. - Overlap materials in a variety of ways to build an image. - Use collage as a tool to develop a piece in mixed media. - Use collage to create a mood board of ideas. - Combine pattern, tone and shape in collage. - Use shading to create the illusion of 3D shapes in drawings.
Year 6	<ul style="list-style-type: none"> - Communicate ideas through sketches and convey a sense of individual style. - Create a sense of distance and proportion in a drawing. (Perspective.) - Interpret an object in a 3D form. - Develop an understanding of different ways on how to finish a sculptural form. E.g. paint, polish, glaze. - Show a strong understand of how to use shading techniques to create depth and tone. - Explain why they have chosen a specific material to draw with. - Identify when to apply different drawing techniques to support their outcomes. - Create experimental and accurate drawings. - Explain how they have combined different tools and explain why they have chosen specific drawing techniques. - Explain what their own painting style is. - Apply a wide range of techniques to their painting and explain why they have chosen these techniques. - Create work which is open to interpretation by the audience. - 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. - Justify why they have chosen specific materials. - Apply and combine patterns, tones and shapes. - Create a piece of art which can be used as part of a wider presentation.