

| Name:                                                                                                                              |                                                                                                                                                                                | Year group joined/date:                                                                                                                                                                              |                                                                                                                                                                                    |                                                                                                                                                        | SEND/EI                                                                                                                                                                                                                 |                                                                                                                                                                                                      | PP: Yes/No                                                                                                                                    |
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| Art                                                                                                                                |                                                                                                                                                                                |                                                                                                                                                                                                      |                                                                                                                                                                                    |                                                                                                                                                        |                                                                                                                                                                                                                         |                                                                                                                                                                                                      |                                                                                                                                               |
| Year 1 Developing                                                                                                                  | Year 1 Expected                                                                                                                                                                | Year 2 Expected                                                                                                                                                                                      | Year 3 Expected                                                                                                                                                                    | Year 4 Expected                                                                                                                                        | Year 5 Expected                                                                                                                                                                                                         | Year 6 Expected                                                                                                                                                                                      | Year 6 Exceeded                                                                                                                               |
| Use and explore a range of mark making materials; pencil, crayons, chalk, pens to <b>draw</b> .                                    | <b>Draw</b> recognisable shapes experimenting with a range of lines including; straight, wavy, thick and thin.                                                                 | When <b>drawing</b> use a range of different surfaces to draw for different purposes including; represent stories and real life observations.                                                        | When <b>drawing</b> , use shading to create tone using an increasing awareness of composition (foreground /background). Experiment with different grades of pencil; HB, 2B and 8B. | When <b>drawing</b> , use shading to create a 3D effect with an increasing awareness of scale. Select and use a wider range of pencil grades; HB to 8B | When <b>drawing</b> , use a range of line including hatching and cross hatching to create texture in drawing. Use a greater awareness of compositions (foreground/ middle ground/ background) and scale and proportion. | When <b>drawing</b> , demonstrate a greater awareness of detail such as facial expression, folds on clothing and proportion. Begin to use simple perspective using a single focal point and horizon. | When <b>drawing</b> , independently select and use a range of materials and techniques to create increasingly detailed and realistic drawings |
| When <b>painting</b> , explore a range of ways to apply paint including fingers, brushes, sponges, thick brushes, card and sticks. | When <b>painting</b> , identify primary colours and mix to create secondary colours. Use thick and thin brushes according to purpose. Create texture paint by adding sand etc. | When <b>painting</b> , use a developing understanding of colour mixing to create tints and tones on a more complex colour wheel. Experiment with techniques including layering and scraping through. | When <b>painting</b> , work on a range of scales, selecting the most appropriate sized brush e.g. thick brush for large work, thin brush for smaller areas.                        | When <b>painting</b> , experiment with different effects and textures including watercolour washes and thickened paint.                                | When <b>painting</b> , create atmosphere and movement in paintings through texture and choice of paint. Identify complementary colours.                                                                                 | When <b>painting</b> , use a range of colours to create specific atmosphere and light effects. Identify contrasting colours.                                                                         | When <b>painting</b> , independently select from a range of materials and techniques to create a required effect.                             |
| When <b>printing</b> , use a range of found objects to create a simple pattern.                                                    | When <b>printing</b> , roll printing inks over found objects to create a pattern e.g. mesh, stencils.                                                                          | When <b>printing</b> , design more repetitive patterns along lines using printing blocks.                                                                                                            | When <b>printing</b> , create freehand repeating patterns using printing blocks using at least 2                                                                                   | When <b>printing</b> , create printing blocks using a relief or impressed method and overprinting                                                      | When <b>printing</b> , create printing blocks by simplifying an initial sketch in a sketch book using                                                                                                                   | When <b>printing</b> , work into prints with a range of media including pens, coloured pencils and paint.                                                                                            | When <b>printing</b> , design and produce prints selecting the most appropriate method and media.                                             |

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|                                                                                                                                                  | Create and use simple printing blocks.                                                                                                                                                                         |                                                                                                                                                                   | different colours or patterns.                                                                                                                          | using at least 2 colours or patterns.                                                                                                | a relief or impressed method and overprinting using at least 3 colours or patterns.                                                                 |                                                                                                        |                                                                                                                                                   |
| When working with <b>textiles</b> glue a selection of materials onto a background. Weave on a large scale with a range of found materials.       | When working with <b>textiles</b> tie, wrap, weave materials into a structure of sticks, canes, chicken wire etc. Create simple weaves on a small scale.                                                       | When working with <b>textiles</b> use simple running stitches.<br><br>Cut and shape fabric using scissors and use the pieces to decorate another piece of fabric. | When working with <b>textiles</b> use straight stitches (running stitch and back stitch) and cross stitches.<br><br>Decorate fabric using fabric paint. | When working with <b>textiles</b> use blanket stitches to outline the pattern to enhance the design. Create simple appliqué designs. | When working with <b>textiles</b> use a wider range of decorative stitches including chain stitch and feather stitches to decorate a piece of work. | When working with <b>textiles</b> add detail to a design by attaching beads, buttons, sequence etc.    | When working with <b>textiles</b> experiment with a range of techniques to overlap and layer to create interesting colours, textures and effects. |
| When working in <b>3D</b> manipulate malleable materials (playdoh, clay) using hands and rolling tools.<br><br>Create basic freeform sculptures. | When working in <b>3D</b> manipulate malleable materials for a specific purpose e.g. pinch pot, tile.<br><br>Create sculptures with a range of recycled, manmade and natural materials following a basic plan. | When working in <b>3D</b> enhance the surface of a piece of work e.g. build a textured tile by carving into it.                                                   | When working in <b>3D</b> enhance the surface of a piece of work by pinching out pieces to create texture.                                              | When working in <b>3D</b> use simple slip techniques to join pieces of clay together or add decoration.                              | When working in <b>3D</b> develop skills in using clay including slabs, coils slips                                                                 | When working in <b>3D</b> produce more intricate patterns and textures when using malleable materials. | When working in <b>3D</b> shape, form, model and construct independently selecting the most appropriate tools and techniques.                     |
| When creating <b>collages</b> arrange and glue, materials (paper, magazine cuttings, fabric                                                      | When creating <b>collages</b> sort a range of materials based on their properties such as                                                                                                                      | When creating <b>collages</b> fold, crumple, tear and overlay a range of materials working                                                                        | When creating <b>collages</b> overlap and layer a range of materials to represent objects                                                               | When creating <b>collages</b> use viewfinders/ magnifying glasses to simplify what is                                                | When creating <b>collages</b> begin to create more abstract representations                                                                         | When creating <b>collages</b> use techniques to enhance painted, printed or drawn                      | When creating <b>collages</b> begin to employ techniques to balance a composition in                                                              |

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| etc) onto a background.                            | colour or texture.                                                                               | on different scales.                                                                                                                                                                                                                                   | or different textures.                                                                                                                                           | observed and recreate it in collage.                                                                                  | of drawings / paintings or photographs.                                                                                  | backgrounds to create a specific effect.                                                                   | order to lead the eye on a visual journey.                                                                                               |
| Take <b>digital</b> photographs of their art work. | Use simple <b>digital</b> graphic packages to create images experimenting with colour and tools. | Use simple <b>digital</b> graphic packages to create images experimenting with a range of line styles and shapes.<br><b>Lines:</b> alter the thickness of a line.<br><b>Shape:</b> use shape and fill tools.<br><b>Eraser:</b> use to alter the image. | Use simple <b>digital</b> graphic packages to create images with increased precision when using line and shape. Be able to duplicate or repeat a shape/ pattern. | Use simple <b>digital</b> graphic packages to cut into/crop image and use a choice of filters to manipulate an image. | Use simple <b>digital</b> graphic packages to manipulate images with special effects and filters for a specific purpose. | Use simple <b>digital</b> graphic packages to create layered images from an original idea in a sketchbook. | Use <b>digital</b> graphic packages to create blended images and enhance their work by experimenting with modifications and adjustments. |
| Below age related expectations                     |                                                                                                  |                                                                                                                                                                                                                                                        |                                                                                                                                                                  |                                                                                                                       |                                                                                                                          |                                                                                                            |                                                                                                                                          |
| At age related expectations                        |                                                                                                  |                                                                                                                                                                                                                                                        |                                                                                                                                                                  |                                                                                                                       |                                                                                                                          |                                                                                                            |                                                                                                                                          |
| Exceeding age related expectations                 |                                                                                                  |                                                                                                                                                                                                                                                        |                                                                                                                                                                  |                                                                                                                       |                                                                                                                          |                                                                                                            |                                                                                                                                          |

\*\* Please note that this progression focuses on skills and not the progression in an understanding of great artists, craft makers and designers, and the historical and cultural development of their art forms.