

## **ART WHOLE SCHOOL PROGRESSION**

materials freely, in order to develop their ideas about how to use them and what to make.refine a variety of artistic effects to express their ideas and feelings.ideas used by the artist in my own work.artist's style in my own work.I can express my views on the work of others.views on the work of others, giving reasons.I can use sketch books to record my observations artists.and discu details of styles of artists.Develop their which materials to use to express them.Return to and build on their previous learning, refining ideas and to express them.I can describe what I think and feel about my own work.I can describe what I think and feel about my own work.I can describe what I think and feel about my own work.I can compare my work to the work of others.I can adapt and improve my ownI can adapt and improve my own our terview and adapt them to improve andI can adapt and improve andI can adapt and improve my ownI can adapt and improve my own our terviewI can adapt and improve my ownI can adapt and improve my ownI can adapt and improve my own our terviewI can adapt and improve my ownI can adapt and improve andI can adapt them to improve andI can adapt	Concept	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Index.	ke inspiration and developing ideas. <mark>bstantive</mark> Disciplinary	materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use	refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Creating materials ELG Share their creations, explaining the process they	ideas used by the artist in my own work. I can collect ideas to use from sources provided. I can describe what I think and feel about my own work.	artist's style in my own work. I can explore my own ideas. I can make my own art in response to the stimuli given. I can compare my work to the work of others. I can talk about ways of improving my own work.	views on the work of others. I can use a sketch book to record my observations and use them to review and revisit ideas. I can adapt and improve my own work.	views on the work of others, giving reasons. I can use my sketchbook to communicate my own ideas and meanings through a range materials and processes. I can recognise when I need to adapt and improve my own work.	books to record my observations from a range of sources and for a variety of purposes. I can review and revisit my idea and adapt them to improve and realise my own intentions.	I can use sketch books to record my observations from a range of sources and for a variety of purposes. I can adapt and refine my work to reflect my intention, purpose and meaning. I can discuss the work of great artists, architects and designers in



	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Creating materials	I can create marks using scribbles, lines and curves. I can use lines to represent objects that I have seen, remembered or imagined.	I can show increasing pencil control when drawing recognisable images from observation or imagination. I can use lighter and	I can control a range of graded pencils to experiment with lines and tones. I can use crosshatch and	I can explore tone using different grades of pencil, pastel and chalk with increasing control. I can use line and	I can work for a sustained amount of time on a detailed drawing applying learnt techniques. I can use close	I can work on sustained, independent, detailed drawings. I can use a range of learnt techniques to
chniques <mark>Substantive</mark> Disciplinary	<ul> <li>complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confid.</li> </ul>	ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.	<ul> <li>I am beginning to use mark-making to show the form of shapes and objects.</li> <li>I am beginning to explore using lighter and darker tones to help me show shapes and objects.</li> <li>I can colour in solid objects with coloured pencils or pastels.</li> </ul>	darker tones to show 3D objects using shading and smudging. I can infill shapes to the given outline using coloured pencils or pastels.	crossnatch and stippling to show 3D objects. I can create images that I have seen, remembered or imagined that realistically represent what is being drawn.	I can use line and tone to represent things seen, remembered or imagined that realistically represent what is being drawn. I can use scumbling and contour hatching to show 3D objects.	<ul> <li>I can use close</li> <li>observational skills</li> <li>in varying contexts</li> <li>using a range of</li> <li>learnt techniques.</li> <li>I can use lines,</li> <li>patterns, textures</li> <li>and shapes within</li> <li>a drawing.</li> <li>I can use a range</li> <li>of learnt</li> <li>techniques to</li> <li>create realistic 3D</li> <li>drawings and</li> <li>whole sketches.</li> <li>I can use</li> <li>perspective in my</li> <li>work by using a</li> <li>single focal point</li> <li>on a horizon.</li> <li>I am beginning to</li> <li>draw familiar</li> <li>things from</li> <li>entlydifferent</li> <li>viewpoints.</li> </ul>	techniques to create realistic 3D drawings and whole sketches. I can use perspective and develop an awareness of composition, scale and proportion.
Master techniques Drawing Substant								



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Disciplinary	Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Creating materials ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Use a range of small tools, including scissors, paint brushes and cutlery;	I can represent things observed, remembered or imagined, using colour/mark-making tools. I can mix secondary colours. I can create pattern and texture using different tools and colours. I can explore the effect of adding water, glue, sand, sawdust etc. to paint. I can create a range of marks with a paintbrush and a variety of tools – fingers, card, twigs, etc I can hold a paint brush correctly.	I can identify, mix and use primary and secondary colours, exploring how to create a range of hues. I am beginning to consider and discuss the qualities of different colours, e.g. hot/cold etc. I can use a variety of tools to create different effects such as dots, scratches and splashes. I am beginning to use different types of brushes for specific purposes.	I can use paint and equipment correctly. I can use techniques, colours, tools and effects to represent things seen, remembered or imagined. I can identify, mix and use primary and secondary colours, with the addition of black and white to produce tints and tones. I am beginning to explore, using different colours and techniques to express mood. I can use water colour to build up thicker layers. I am beginning to recognise, discuss and investigate composition.	I can use paint and equipment correctly and with increasing confidence. I can use techniques, colours, tools and effects to represent things seen, remembered or imagined. I am beginning to use my knowledge of colour tones (warm/ cool) to mix a wider variety of secondary colours of different shades. I can use different colours, textures and techniques to express mood. I am beginning to consider composition when planning a piece of art.	I can confidently apply paint to large flat areas of colour and use appropriate brushwork to the method of painting. I can develop a painting from a drawing. I can mix and match colours to create atmosphere and light effects. I can demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours (including identifying, mixing and using).	I can choose appropriate paint, paper and implements to adapt and extend my work. I can develop a painting from various pieces of art-work or a different type of medium (from drawings, collages or painting in a different medium). I can apply my knowledge of the colour wheeler and tints to create any desired colour.
Painting Substantive			I can identify primary and secondary colours.	I can identify, mix and use primary and secondary colours,	I can identify primary and secondary colours, with the addition of black and white to produce tints and tones.	I am beginning to use my knowledge of colour tones (warm/ cool) to mix a wider variety of secondary colours of different shades.	I can demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours	



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	Explore different materials freely, in	Explore, use and refine a variety of	I can make choices about which material to use	I can investigate texture through a range of	I can select and use materials to	I can use a range of collage techniques		
	order to develop their	artistic effects to	from a given selection.	materials e.g	achieve a specific	to create a desired		
	ideas about how to	express their ideas	I can select, sort, cut and	scrunching and	outcome.	effect.		
	use them and what to make.	and feelings.	tear.	screwing paper up.	l can experiment	I can add		
	IIIdKe.	Creating materials	Least start also and seats	I can experiment with	with creating	embellishment		
	Develop their own	ELG	I can use glue and paste carefully to overlap and	using colours or	mood, feeling,	using a variety of		
	ideas and then decide	Safely use and	, ,	textures to create a	movement and	techniques,		
	which materials to use	explore a variety of	overlay.	specific mood or	areas of interest.	including drawing		
	to express them.	materials, tools and	I can cut shapes using	feeling.		and painting.		
>	to express them.	techniques,	scissors.	I can cut a variety of	I can experiment with a range of			
ar		experimenting with		shapes to complete a	collage techniques			
Disciplinary	Join different	colour, design,		composition.	such as tearing,			
cip	materials and explore	texture, form and		composition.	overlapping and			
<b>Dis</b>	different textures.	function.			layering to create			
-					images and			
0	Develop their small	Use a range of small			represent textures.			
,š	motor skills so that	tools, including						
<b>T</b>	they can use a range	scissors, paint			•			
st	of tools competently,	brushes and cutlery.						
Substantive	safely and confidently.							
S								
e B								
lag								
Collage								
	Explore different	Explore, use and					I can create a relief	I can create an
	materials freely, in	refine a variety of					printing block.	impressed
Σ.	order to develop their	artistic effects to					l can create two	printing block.
inë	ideas about how to	express their ideas					coloured print.	I can organise my
ip	use them and what to	and feelings.						work into correct
Disciplinary	make.						I can make choices	printing order.
		Creating materials					about my printing	
	Join different	ELG Safely use and					outcome in terms	l can use an
<u>v</u>	materials and explore different textures.	explore a variety of					of pattern,	impressed
nti		materials, tools and					repetition, symmetry or	printing block to
sta	Develop their small	techniques,					random printing	print on fabric and
Substantive	motor skills so that	experimenting with					styles.	paper.
	they can use a range	colour, design,						I can use ink and
ng	of tools competently,	texture, form and					I can use ink and	ink rollers to
nti	safely and confidently.	function.					ink rollers.	experiment with
Printing								layered prints.
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s Substantive Disciplinary		I can experiment with techniques such as pinching and rolling when working with moldable materials (plasticine and doughs). I can carve into a moldable material. I can make simple impressions on moldable material.	I can shape moldable materials by using a range of techniques. (Clay) I can join moldable materials using slip and blending. I can use simple tools for shaping, mark making and carving.	I can build a sculpture frame from a variety of objects. I can use modrock to add layers to and refine my sculpture. I can use embellishing techniques to create a desired finish.	I can use a range of techniques to shape and form. I can use a range of techniques to join and create texture. I can use a range of finishing and embellishment techniques to acquire the desired finish.	I can shape, form, model and join with confidence. I can use appropriate material, finishing technique and embellishment to add detail.	I can take into account the properties of the chosen media. (modrock/clay) I can create a detailed design that identifies the media being used. I can use a variety of techniques appropriate to the media. I can shape, form and join to create a desired outcome. I can add texture and detail to my sculpture. I can select from a range of finishing techniques and embellishment.
							techniques and
3D Sculptures							