



## Progression of Skills and Knowledge: Art and Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Exploring and developing ideas</b>	<p>I can record and explore ideas from first-hand observation, experience and imagination.</p> <p>I can begin to ask and answer questions about the starting points for my work and develop my ideas.</p> <p>I can begin to explore the differences and similarities within the work of artists and designers in different times and cultures.</p>	<p>I can record and explore ideas from first-hand observation, experience and imagination.</p> <p>I can ask and answer questions about the starting points for my work and the processes I have used and will develop my ideas.</p> <p>I can begin to describe the differences and similarities between different practices and disciplines of artists, designers and craftspeople and make links to my own work.</p>	<p>I can select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>I can question and make thoughtful observations about starting points and select ideas to use in my work.</p> <p>I can explore the roles and purposes of artists, designers and architects working in different times and cultures.</p> <p>I can describe the similarities and differences between the different disciplines and make links to my own work.</p>	<p>I can select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>I can ask questions and make thoughtful observations about starting points and select ideas to use in my work.</p> <p>I can explore the roles and purposes of artists, designers and architects working in different times and cultures.</p> <p>I can describe the similarities and differences between the different disciplines and make links to my own work.</p>	<p>I can select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>I can ask questions and make thoughtful observations about starting points and select ideas and processes to use in my work.</p> <p>I can begin to explore in depth the roles and purposes of artists, designers and architects working in different times and cultures.</p> <p>I can explore in detail the similarities and differences between the different disciplines and make clear links to my own work.</p>	<p>I can select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>I can ask questions and make thoughtful observations about starting points and select ideas and processes to use in my work.</p> <p>I can explore in depth the roles and purposes of artists, designers and architects working in different times and cultures.</p> <p>I can explore in great detail the similarities and differences between the different disciplines and make clear links to my own work.</p>
<b>Evaluating and developing work</b>	I can review what I and others have	I can review what I and others have done	I can compare ideas, methods and approaches	I can compare ideas, methods and approaches	I can compare ideas, methods and approaches	I can compare ideas, methods and approaches



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	<p>done and say what I think and feel about it.</p> <p>I can begin to identify what I might change in my current work or develop in my future work.</p>	<p>and say what I think and feel about it.</p> <p>I can identify what I might change in my current work or develop in my future work.</p>	<p>in my own and others' work and say what I think and feel about them.</p> <p>I can adapt my work according to my views and describe how I might develop it further.</p> <p>I can annotate work in my sketchbook.</p>	<p>in my own and others' work and say what I think and feel about them.</p> <p>I can adapt my work according to my views and describe how I might develop it further and explain my reasons for this.</p> <p>I can annotate work in my sketchbook.</p>	<p>in my own and others' work and say what I think and feel about them, giving clear reasons for this.</p> <p>I can adapt my work according to my views and describe how I might develop it further, clearly explaining my reasons for this.</p> <p>I can annotate work in my sketchbook as I review my ideas.</p>	<p>in my own and others' work and say what I think and feel about them, giving clear reasons for this.</p> <p>I can adapt my work according to my views and describe how I might develop it further, clearly explaining my reasons for this.</p> <p>I can annotate work in my sketchbook and continually adapt and make changes to my work.</p>
<b>Drawing</b>	<p>I can use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>I can use a sketchbook to gather and collect artwork.</p>	<p>I can layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>I can understand the basic use of a sketchbook and work out ideas for drawings.</p>	<p>I can experiment with different grades of pencil and other implements.</p> <p>I can plan, refine and alter my drawings as necessary.</p> <p>I can use my sketchbook to collect and record visual information from different sources.</p>	<p>I can make informed choices in drawing including paper and media.</p> <p>I can alter and refine my drawings and describe changes using art vocabulary.</p> <p>I can collect images and information</p>	<p>I can use a variety of source material for my work.</p> <p>I can work in a sustained and independent way from observation, experience and imagination.</p> <p>I can use my sketchbook to develop ideas.</p>	<p>I can demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>I can identify artists who have worked in a similar way to my own work.</p> <p>I can develop ideas using different or mixed media, using my sketchbook.</p>



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	<p>I can begin to explore the use of line, shape and colour.</p>	<p>I can draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>I can experiment with the visual elements: line, shape, pattern and colour.</p>	<p>I can draw for a sustained period of time at my own level.</p> <p>I can use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>independently in a sketchbook.</p> <p>I can use my research to inspire drawings from memory and imagination.</p> <p>I can explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>I can explore the potential properties of the visual elements: line, tone, pattern, texture, colour and shape.</p>	<p>I can manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>
<b>Painting</b>	<p>I can use techniques including the use of different brush sizes and types.</p> <p>I can mix and match colours to objects.</p> <p>I can work on different scales.</p> <p>I can mix secondary colours and shades.</p> <p>I can use different types of paint.</p>	<p>I can mix a range of secondary colours, shades and tones.</p> <p>I can experiment with tools and techniques including layering, mixing media, scraping through etc.</p> <p>I can name different types of paint and their properties.</p> <p>I can work on a range of scales e.g. large</p>	<p>I can mix a variety of colours and know which primary colours make secondary colours.</p> <p>I can use a developed colour vocabulary.</p> <p>I can experiment with different effects and textures including blocking in colour, washes, thickened paint etc.</p>	<p>I can make and match colours with increasing accuracy.</p> <p>I can use more specific colour language e.g. tint, tone, shade, hue.</p> <p>I can choose paints and implements appropriately.</p> <p>I can plan and create different effects and textures with paint according to what I need for the task.</p>	<p>I can demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>I can work on preliminary studies to test media and materials.</p> <p>I can create imaginative work from a variety of sources.</p>	<p>I can create shades and tints using black and white.</p> <p>I can choose appropriate paint, paper and implements to adapt and extend my work.</p> <p>I can carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>I can work from a variety of sources, including those researched independently.</p>



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	<p>I can create different textures e.g. use of sawdust or sand.</p>	<p>brush on large paper etc.</p> <p>I can mix and match colours using artefacts and objects.</p>	<p>I can work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>I can show increasing independence and creativity with the painting process.</p>		<p>I can show an awareness of how paintings are created.</p>
<p><b>Printing</b></p>	<p>I can make marks in print with a variety of objects, including natural and man-made objects.</p> <p>I can carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p> <p>I can make rubbings.</p> <p>I can build a repeating pattern and recognise pattern in the environment.</p>	<p>I can use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings.</p> <p>I can design patterns of increasing complexity and repetition.</p> <p>I can print using a variety of materials, objects and techniques.</p>	<p>I can print using a variety of materials, objects and techniques including layering.</p> <p>I can talk about the processes used to produce a simple print.</p> <p>I can explore pattern and shape,</p>	<p>I can research, create and refine a print using a variety of techniques.</p> <p>I can select broadly the kinds of material to print with in order to get the effect I want.</p> <p>I can use resist printing including marbling, silkscreen and cold water paste.</p>	<p>I can explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.</p> <p>I can choose the printing method appropriate to my task.</p> <p>I can build up layers and colours/textures in my work.</p> <p>I can organise my work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>I can choose inks and overlay colours.</p>	<p>I can describe varied printing techniques.</p> <p>I can use and recognise layering prints.</p> <p>I can be confident with printing on paper and fabric.</p> <p>I can alter and modify my work.</p>



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<p><b>Textiles/Collage</b></p>	<p>I can use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <p>I can thread a needle, cut, glue and trim material.</p> <p>I can use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>I can use a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, applique and embroidery.</p> <p>I can create textured collages from a variety of media.</p> <p>I can make a simple mosaic.</p> <p>I can stitch, knot and use other manipulative skills.</p>	<p>I can use a variety of techniques, including printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and applique.</p> <p>I can name the tools and materials I have used.</p> <p>I can develop skills in stitching, cutting and joining.</p> <p>I can experiment with a range of media e.g. overlapping, layering etc.</p>	<p>I can match the tool to the material.</p> <p>I can choose collage or textiles as a means of extending work already achieved.</p> <p>I can refine and alter ideas and explain choices using art vocabulary.</p> <p>I can collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>I can experiment with paste resist.</p>	<p>I can join fabrics in different ways, including stitching.</p> <p>I can use different grades and uses of threads and needles.</p> <p>I can extend my work within a specified technique.</p> <p>I can use a range of media to create collage.</p> <p>I can experiment with using batik safely.</p>	<p>I can discuss and explain the potential of the uses of material.</p> <p>I can use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>I can be expressive and analytical to adapt, extend and justify my work.</p>
<p><b>3d form</b></p>	<p>I can manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p>	<p>I can manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models.</p>	<p>I can join clay adequately and work reasonably independently.</p> <p>I can construct a simple clay base for extending</p>	<p>I can make informed choices about the 3d technique chosen.</p>	<p>I can describe the different qualities involved in modelling, sculpture and construction.</p>	<p>I can develop skills in using clay including slabs, coils, slips, etc.</p> <p>I can make a mould and use plaster safely.</p>



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<p><i>I can explore sculpture with a range of malleable media, especially clay.</i></p> <p><i>I can experiment with, construct and join recycled, natural and man-made materials.</i></p> <p><i>I can explore shape and form.</i></p>	<p><i>I can build a textured relief tile.</i></p> <p><i>I can understand the safety and basic care of materials and tools.</i></p> <p><i>I can experiment with, construct and join recycled, natural and man-made materials more confidently.</i></p>	<p><i>and modelling other shapes.</i></p> <p><i>I can make a simple papier mache object.</i></p> <p><i>I can plan, design and make models.</i></p>	<p><i>I can show an understanding of shape, space and form.</i></p> <p><i>I can plan, design, make and adapt models.</i></p> <p><i>I can talk about my work understanding that it has been sculpted, modelled or constructed.</i></p> <p><i>I can use a variety of materials.</i></p>	<p><i>I can use recycled, natural and man-made materials to create my sculpture.</i></p> <p><i>I can plan a sculpture through drawing and other preparatory work.</i></p>	<p><i>I can create sculpture and constructions with increasing independence.</i></p>
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