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| **-Art Progression** | **Drawing** | **Painting** | **3D Work** | **Collage** | **Printing** | **Photography** | **Textiles** | **Evaluating** |
| **Foundation Stage** – Emerging | Enjoys making marks on variety of papers | Explores making marks on a range of papers | Handles, feels and manipulates rigid and malleable materials | Handles different materials | Random experimental printing with hands, feet or any found materials | Becomes aware of photography as an art form | Handles and manipulates materials such as threads, wool, raffia, grass etc. | To identify and use their favourite colour. |
| **Foundation Stage** - **Expected**  **Year 1** – Emerging | Is spontaneously expressive, using marks, lines and curves. | Uses a range of tools to spread paint, in addition to brushes E.g. Straws, match sticks etc. | Pulls apart and reconstructs basic shapes | Selects and sorts materials into given criteria/qualities e.g. warm, cold, shiny, smooth | Uses one colour of paint or ink to create patterns; random or organised | Collects photographs for a theme | Is aware of colour, texture and shape | To identify things they like in their surroundings |
| **Foundation Stage**- Exceeding  **Year 1 - Expected** | Use lines to represent objects seen remembered or imagined | Experiments with and enjoys mixing colour | Becoming more aware of the form, feel, texture and pattern on objects | Engages in more complex activities e.g. cutting and sewing a range of materials | Extends repeating patterns – overlapping, using 2 contrasting colours etc. | Is aware that there are famous or specialist photographers | Sorts, collects, discusses and pulls apart cloths and threads | Say what they like about their own/ another child’s work |
| **Year 1 –** Exceeding  **Year 2 -** Emerging | Explores tone using different grades of pencil, pastel and chalk. | Creates patterns using different tools and colours | Experiments – with a purpose, using basic tools on rigid and plastic materials | Has an idea of adhesives and decides which might be the most effective for the task | Explored and recreates patterns and textures with an extended range of materials. E.g. sponges, leave, fruit | Develops an awareness of scale, perspective, movement and colour in photography | Stitches and cuts threads and fibres | To identify how their own, peers or other artists work makes them feel. |
| **Year 2 - Expected** | Uses line and tone to represent objects draws or observed. | Uses colour to express moods and feelings. | Compares and recreates form and shape | Develops skills of overlapping and overlaying | Creates a range of prints and can identify prints in their own environment | Alters images through collage, jigsaws, positives and negative shapes | Simple weaving with strong wool through stiff card using two colours | Identify what they might change in their own work next time. |
| **Year 2 –** Exceeding | To control the range of marks  And lines made when drawing and representing shape. | Represents things observed,  remembered or imagined using colour | Is able to create texture and  specific effects a range of tools | Develops an awareness of  contrasts in texture and colour | Explores images through mono-  printing on a variety of papers | Experiments with lenses e.g.  telescope, camera, video, magnifying glass, binoculars and is aware of their effect on images | Weaves paper, progressing from  two to three colours to create a pattern | Generate written  Evaluation of their own work. |
| **End of Key Stage** |
| **Year 3 – Emerging** | Explores shading using a range of media including light and dark | Explores the effect of other media on paint E.g. Adding water, sand, glue | Uses stimuli to create simple 2D and 3D images using a variety of tools and materials | Experiments with creating mood, feeling and movement | Explores images recreating texture using wallpaper, string, polystyrene etc. | Explores creating slides using felt-pens, feathers, gauzes and food dyes. | Is able to discriminate between materials to create a specific texture | Compare methods and approaches between their own and others work. |
| **Year 3 – Expected**  **Year 4**  **Emerging** | Uses line, tone and shade to represent things seen drawn or imagined | Introduction of primary and secondary colours with the addition of black and white; including mixing | Is able to recreate a 2D image in a 3D piece. | Interprets stories, music, poems and other stimuli using collage | Explores colour mixing through printing, using 2 colours and a variety of materials | Is aware that movement can be photographed in small slides.  Can make a photobook showing the effect of movement | Prints on fabrics | Directly annotate work, sketches and drawings prior to creating final piece or work. |
| **Year 3 – Exceeding**  **Year 4**  **Expected** | Draws familiar objects from a range of view points | Begins to use different types of brushes for specific purpose and effect | Shows an awareness of texture, shape and form by recreating an image in 3D form | Uses the natural environment or town scape as stimulus | Using printing to represent the natural environment | Explores negative and positive | Simple stitching – using long needles to make straight stitches | To evaluate the work of artists identifying what they like and dislike. |
| **Year 4 – Exceeding**  **Year 5 –**  **Emerging** | Experiments with line, tone and shade with support | Begins to use a range of techniques including dots, scratches and splashes | Starting to look at colour and pattern in 3D structures and transfers this knowledge to  their own creations | Selects and chooses materials to achieve a specific outcome | Compares own image and pattern making with that of a well-known artist for  example William Morris | Use a pin hold camera to explore close-up and distant images and movement | Uses contrasting colours in stitching and weaving | To use the evaluation of artists work to impact and replicate in their own work |
| **Year 5 – Expected**  **Year 6**  **Emerging** | Is confident at using a range of materials to produce line, tone and shade. | Investigates symbols, shapes, form and composition | Explores how stimuli can be used as a starting point for 3D work | Embellishes using a variety of techniques including drawing, painting and printing | Makes connections between own work and patterns in their local environment | Superimpose using a combination of techniques and photographs | Uses a range of plaiting, pinning, stitching and sewing techniques | To generate an explanation, why they like specific features of an artists’ work/techniques |
| **Year 5 – Exceeding**  **Year 6 –**  **Expected** | Selects appropriate media and techniques to achieve a specific outcome. | Explores the effect of light, colour, texture and tone on natural and man-made objects. | Looks at 3D work from a variety of genres and cultures to develop own response and opinions | Develops and applies knowledge of embellishing techniques, e.g. stitching and printing as a form of expression | Recreates images/scenes through relief printing using card/polystyrene | Uses colour, tone and effects to create a specific mood. | Experiments with soft sculpture, cuts, joins patterns embellishing | To explain why they have chosen a specific media, style or technique. And the impact this has on their final outcome. |
| **Year 6 – Exceeding**  **End of KS2** | Independently identifies a mixture/ techniques of media to use to create an outcome, justifying their choices. | Confidently use a range of techniques, colours, told and effects to represent things seen, remembered or imagined. | Makes imaginative use of the knowledge they have of tools, techniques and materials to express own ideas and feelings | Designs an artefact, using knowledge of techniques, for a specific outcome | Designs prints for fabric book/wallpapers etc.  Experiments with approaches used by other artists | Is aware of all basic principles and processes of photography, together with some of its limitations | Designs shapes, tie-dyes and prints for a specific outcome. | To critically evaluate the work that they produce and use the evaluations to impact positively on generating a final outcome/final piece of work. |