

**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.	When <b>printing</b> , design more repetitive patterns along lines using printing	When <b>printing</b> , create freehand repeating patterns using printing blocks	When <b>printing</b> , create printing blocks using a relief or impressed method	When <b>printing</b> , create printing blocks by simplifying an initial sketch in a	When <b>printing</b> , work into prints with a range of media including pens, coloured	When <b>printing</b> , design and produce prints selecting the most appropriate



<b>collages</b> arrange and glue, materials (paper, magazine cuttings, fabric etc) onto a background.	<b>collages</b> sort a range of materials based on their properties such as colour or texture.	<b>collages</b> fold, crumple, tear and overlay a range of materials working on different scales.	<b>collages</b> overlap and layer a range of materials to represent objects or different textures.	<b>collages</b> use viewfinders/ magnifying glasses to simplify what is observed and recreate it in collage.	<b>collages</b> begin to create more abstract representations of drawings / paintings or photographs.	<b>collages</b> use techniques to enhance painted, printed or drawn backgrounds to create a specific effect.	<b>collages</b> begin to employ techniques to balance a composition in 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. <b>Lines:</b> alter the thickness of a line. <b>Shape:</b> use shape and fill tools. <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.

\*\* 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.