

Name:		Year group joined/date:		SEND/EI		PP: Yes/No	
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 draw .	Draw recognisable shapes experimenting with a range of lines including; straight, wavy, thick and thin.	When drawing use a range of different surfaces to draw for different purposes including; represent stories and real life observations.	When drawing , use shading to create tone using an increasing awareness of composition (foreground /background). Experiment with different grades of pencil; HB, 2B and 8B.	When drawing , 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 drawing , 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 drawing , 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 drawing , independently select and use a range of materials and techniques to create increasingly detailed and realistic drawings
When painting , explore a range of ways to apply paint including fingers, brushes, sponges, thick brushes, card and sticks.	When painting , 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 painting , 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 painting , 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 painting , experiment with different effects and textures including watercolour washes and thickened paint.	When painting , create atmosphere and movement in paintings through texture and choice of paint. Identify complementary colours.	When painting , use a range of colours to create specific atmosphere and light effects. Identify contrasting colours.	When painting , independently select from a range of materials and techniques to create a required effect.
When printing , use a range of found objects to create a simple pattern.	When printing , roll printing inks over found objects to create a pattern e.g. mesh, stencils.	When printing , design more repetitive patterns along lines using printing blocks.	When printing , create freehand repeating patterns using printing blocks using at least 2	When printing , create printing blocks using a relief or impressed method and overprinting	When printing , create printing blocks by simplifying an initial sketch in a sketch book using	When printing , work into prints with a range of media including pens, coloured pencils and paint.	When printing , design and produce prints selecting the most appropriate method and media.

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

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 digital photographs of their art work.	Use simple digital graphic packages to create images experimenting with colour and tools.	Use simple digital graphic packages to create images experimenting with a range of line styles and shapes. Lines: alter the thickness of a line. Shape: use shape and fill tools. Eraser: use to alter the image.	Use simple digital graphic packages to create images with increased precision when using line and shape. Be able to duplicate or repeat a shape/ pattern.	Use simple digital graphic packages to cut into/crop image and use a choice of filters to manipulate an image.	Use simple digital graphic packages to manipulate images with special effects and filters for a specific purpose.	Use simple digital graphic packages to create layered images from an original idea in a sketchbook.	Use digital 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.