



## Art Progression Ladder



|                  | Drawing and painting  | 3D and textiles  | Collage/Printing   | Reflection<br>Artist knowledge/learning  |
|------------------|---|--|--|--|
| Foundation Stage | <p><b><u>Drawing.</u></b></p> <ol style="list-style-type: none"> <li>1. Use lines, marks and curves, on a variety of surfaces to show representation.</li> </ol> <p><b><u>Painting.</u></b></p> <ol style="list-style-type: none"> <li>1. Use a range of tools to spread paint in addition to brushes (Straws, matchsticks, etc)</li> <li>2. Explore making marks on a variety of surfaces.</li> <li>3. Experiments with, and enjoys, colour mixing</li> </ol> <p>Children can make marks, using different tools, on different surfaces to show basic representation. They have explored colour mixing.</p> | <p><b><u>3D.</u></b></p> <ol style="list-style-type: none"> <li>1. Handles, feels and manipulates rigid and malleable materials</li> <li>2. Pulls apart and reconstructs basic shapes.</li> </ol> <p><b><u>Textiles.</u></b></p> <ol style="list-style-type: none"> <li>1. Handles and manipulates materials such as threads, wool, raffia, grass etc</li> <li>2. Is aware of colour and texture of a range of textiles.</li> </ol> <p>Children have handled and manipulated a range of materials, reconstructing basic shapes and understanding colour and texture.</p> | <p><b><u>Collage/Printing.</u></b></p> <ol style="list-style-type: none"> <li>1. Handles different materials and attempts random experimental printing with feet, hands and other found material</li> <li>2. Selects and sorts collage material into given criteria (shiny, smooth, warm, cold)</li> </ol> <p>Children have explored printing with a variety of items and can select and sort collage materials.</p> | <p><b><u>Reflection.</u></b></p> <ol style="list-style-type: none"> <li>1. Can identify and use their favourite colour</li> <li>2. Can identify things they like in their surroundings</li> </ol> <p><b><u>Artist.</u></b></p> <ol style="list-style-type: none"> <li>1. Can think about what art is</li> <li>2. Can describe a picture painted by an artist</li> </ol> <p>Mondrian, Matisse</p> <p>Children can explain a favourite colour and why they like things around them. They can name one artist and recognise work by this artist</p> |



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| Year 1 | <p><b><u>Drawing.</u></b></p> <ol style="list-style-type: none"> <li>1. Use a variety of dry tools (pencils, charcoal, pens, rubbers etc) to represent objects seen, remembered or imagined.</li> <li>2. Begin to explore tone (light and dark) using any mark making device.</li> </ol> <p><b><u>Painting.</u></b></p> <ol style="list-style-type: none"> <li>1. Explore the effects of adding other materials to paint. (sand glitter etc)</li> <li>2. Continue to develop colour mixing to create patterns.</li> </ol> <p>Children can use a range of dry media to represent objects seen, remembered and imagined, beginning to use tone. Children can develop colour mixing and explore adding materials to paint.</p> | <p><b><u>3D.</u></b></p> <ol style="list-style-type: none"> <li>1. Become more aware of form, feel, texture and pattern</li> <li>2. Make structures by joining simple objects together</li> <li>3. Use basic tools on rigid and plastic materials</li> <li>4. Experiment with different materials to design and make in 2D and 3D</li> </ol> <p>Textiles.</p> <ol style="list-style-type: none"> <li>1. Experiment with sorting, cutting and shaping fabrics and ways of joining them.</li> <li>2. Undertake simple weaving</li> </ol> <p>Children can use basic tools to create both 2D and 3D work. Children can cut, shape and join textiles and begin to weave.</p> | <p><b><u>Collage/printing.</u></b></p> <ol style="list-style-type: none"> <li>1. Cut, glue and trim material to create images from a variety of media (photocopies, fabric, magazines, crepe etc)</li> <li>2. Make marks in print using found objects and basic tools</li> <li>3. Create repeating patterns in print.</li> </ol> <p>Children can cut, trim and glue from a variety of media. Children can make marks in print and create repeating patterns.</p> | <p><b><u>Reflection.</u></b></p> <ol style="list-style-type: none"> <li>1. Know the names of tools, techniques and elements used.</li> <li>2. Use artwork to record ideas and observations</li> <li>3. Explain what they like about their own and other's work</li> </ol> <p><b><u>Artist.</u></b></p> <ol style="list-style-type: none"> <li>1. Experiment with techniques used by artists.</li> <li>2. Look at and talk about work of artists.</li> </ol> <p>Frida Kahlo, Picasso, Warhol, Raku Inoue</p> <p>Children can explain what they like about their own and other's work. Children can name at least one artist used this year and recognise the artwork of at least 2 different artists.</p> |



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| Year 2 | <p><b><u>Drawing.</u></b></p> <ol style="list-style-type: none"> <li>1. Use line and tone to represent observations, both observed and imagined, in pencil, chalk or charcoal, in 2D and 3D.</li> <li>2. Colour neatly following the lines</li> <li>3. Control the range of marks and lines made when drawing and representing shape</li> <li>4. Explore different grades of pencil 3a, 6b etc</li> </ol> <p><b><u>Painting.</u></b></p> <ol style="list-style-type: none"> <li>1. Use colour to express moods and feelings</li> <li>2. Represent things observed, remembered or imagined in paint</li> </ol> <p>Children can use a range of tone and shading, show control when colouring and represent imagined and observed images.<br/>Children can use colour to represent things observed, remembered and imagined.</p> | <p><b><u>3D.</u></b></p> <ol style="list-style-type: none"> <li>1. Compare and recreate form and shape.</li> <li>2. Create texture and specific effects exploring a range of tools on rigid and flexible material</li> </ol> <p><b><u>Textiles.</u></b></p> <ol style="list-style-type: none"> <li>1. Weave paper in 2 and 3 colours</li> <li>2. Develop joining techniques and apply decorations using a running or over stitch</li> </ol> <p>Children can compare and recreate form, shape and texture in different materials.<br/>Children can weave paper.<br/>Children can develop joining techniques in sewing.</p> | <p><b><u>Collage.</u></b></p> <ol style="list-style-type: none"> <li>1. Make textured collages from a variety of media, using crumpling, folding and tearing</li> <li>2. Select particular techniques to create, while developing precision and control with materials</li> </ol> <p><b><u>Printing.</u></b></p> <ol style="list-style-type: none"> <li>1. Build on previous techniques and develop to fabric printing, relief and rubbings</li> </ol> <p>Children can make textured collages using different techniques.<br/>Children have built on previous printing skills.</p> | <p><b><u>Reflection.</u></b></p> <ol style="list-style-type: none"> <li>1. Give reasons for preferences when looking at art work</li> <li>2. Try out different activities and make sensible choices about what to do next.</li> <li>3. Identify what they might change in their own work and adapt accordingly.</li> </ol> <p><b><u>Artists.</u></b></p> <ol style="list-style-type: none"> <li>1. Create a piece of art in the style of an artist</li> <li>2. Know that different artistic works are created in different cultures and times</li> </ol> <p>Banksy, Aboriginal art, Andy Goldsworthy, Peter Thorpe, Arcimboldo</p> <p>Children can consider how to adapt work.<br/>Children can name at least one artist used this year and recognise the artwork of at least 2 different artists.</p> |



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| Year 3 | <p><b><u>Drawing</u></b></p> <ol style="list-style-type: none"> <li>1. Experiment with grip to assist drawing styles- eg hold pencil like a brush.</li> <li>2. Explore shading, using a range of media, including light and dark</li> <li>3. Use line, tone and shape to represent things seen or imagined with greater observational skills.</li> <li>4. Use a sketchbook for recording observations, for experimenting with techniques, or planning ideas</li> </ol> <p><b><u>Painting</u></b></p> <ol style="list-style-type: none"> <li>1. Explore the effect of other media in paint, eg, adding sand, water, glue etc</li> <li>2. Introduce primary and secondary colours, with the addition of black and white, including colour mixing effectively to create warm/cold</li> </ol> <p>Children have begun to use a sketchbook for recording observations and ideas.<br/>Children are using line, tone and shape with greater observational skills<br/>Children can colour mix effectively and know secondary colours.</p> | <p><b><u>3D</u></b></p> <ol style="list-style-type: none"> <li>1. Explores using stimuli to create 2D and 3D images using a variety of tools and images</li> <li>2. Able to recreate a 2D image in a 3D piece</li> <li>3. Recreate form of natural and manmade objects</li> </ol> <p><b><u>Textiles</u></b></p> <ol style="list-style-type: none"> <li>1. Weaving with different materials</li> <li>2. Sew materials together using a simple running stitch</li> </ol> <p>Children can create work in 2D and 3D, using a range of stimuli.<br/>Children can sew materials together using simple stitches and weaving.</p> | <p><b><u>Collage</u></b></p> <ol style="list-style-type: none"> <li>1. Explores imaging, recreating texture using art straws and string</li> <li>2. Interpret music, poems and other stimuli using collage and printing</li> <li>3. Experiment with different materials to create a range of effects, like overlapping and layering,</li> </ol> <p><b><u>Printing</u></b></p> <ol style="list-style-type: none"> <li>1. Create printing blocks using relief or pressed techniques</li> </ol> <p>Children can create texture in collage using different materials.<br/>Children can experiment effectively with a range of effects.<br/>Children can produce work inspired by music, art or poetry.</p> | <p><b><u>Reflection</u></b></p> <ol style="list-style-type: none"> <li>1. Compare methods and approaches between their own and others work</li> <li>2. Explain what they like and dislike about their work</li> </ol> <p><b><u>Artists</u></b></p> <ol style="list-style-type: none"> <li>1. Look at, talk about, discuss and describe notable artists</li> <li>2. Replicate techniques used by notable artists</li> <li>3. Know about some great artists, architects and designers in history</li> </ol> <p>Turner, Katsushika Hokusai, Da Vinci, Cave paintings, Van Gogh skies, John Constable, Andy Goldsworthy.</p> <p>Children can compare their work with others and know what they like and dislike in their own work.<br/>Children can name at least 2 artists used this year and recognise the artwork of at least 2 other artists.</p> |



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| Year 4 | <p><b><u>Drawing</u></b></p> <ol style="list-style-type: none"> <li>1. Draw accurately from observations, using correct proportions</li> <li>2. Sketch a collection of observational and imagined drawings using line, tone, texture and shading</li> <li>3. Work with a different range of materials for drawing including pen and ink</li> <li>4. Use a sketchbook for collecting ideas and planning</li> </ol> <p><b><u>Painting</u></b></p> <ol style="list-style-type: none"> <li>1. Begin to use different types of brushes for specific purpose and effect</li> <li>2. Continue to develop techniques including dots, splashes and scratches</li> </ol> <p>Children are using a sketchbook for ideas and planning. They are exploring using line, tone, texture and shading in accurate observations, using a different range of materials.<br/>Children can use different brushes and develop techniques.</p> | <p><b><u>3D</u></b></p> <ol style="list-style-type: none"> <li>1. Show an awareness of texture, shape and form by recreating an image in 3D</li> <li>2. Plan a sculpture, through drawing and sketchbook ideas</li> <li>3. Start to look at colour and pattern in 3D structure and transfer this knowledge to own work</li> </ol> <p><b><u>Textiles</u></b></p> <ol style="list-style-type: none"> <li>1. Introduce to knitting needles to produce stitches</li> <li>2. Apply knitted skills to make a small knitted piece</li> <li>3. Paint on material to embellish and decorate</li> </ol> <p>Children can plan a sculpture, showing awareness of form, texture and shape. Develop 3D pattern.<br/>Children to begin knitting to create a small piece. Embellish material.</p> | <p><b><u>Collage</u></b></p> <ol style="list-style-type: none"> <li>1. Create original pieces influenced by artists</li> <li>2. Select and choose materials to achieve a specific outcome</li> <li>3. Demonstrate mood, movement and feeling</li> </ol> <p><b><u>Printing</u></b></p> <ol style="list-style-type: none"> <li>1. Use natural environment or townscapes as a stimulus</li> <li>2. Use a variety of techniques, like marbling</li> <li>3. Use tie dye or batik on fabric</li> </ol> <p>Children to create original collage, choosing material for outcome, demonstrating mood, movement and feeling.<br/>Children to use stimulus to explore a variety of techniques- marbling, batik and tie dye.</p> | <p><b><u>Reflection</u></b></p> <ol style="list-style-type: none"> <li>1. Reflect on work of artists to say what you like or dislike</li> <li>2. Explain how own work can be improved using technical terms</li> </ol> <p><b><u>Artists</u></b></p> <ol style="list-style-type: none"> <li>1. Look at and talk about work of specific artists who use different mediums and discuss their techniques</li> <li>2. Use evaluation of artist's work and technical skills to impact their own work</li> </ol> <p>Henry Rousseau, Tarsila Schubert, Patricia Brasil, Lucy Arnold, Monet,</p> <p>Children can explain how to improve own work.<br/>Talk about specific artist's work, discussing techniques and preferences. Use artists work to impact own work.<br/>Children can name 3 artists, with support and recognise their work</p> |



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| Year 5 | <p><b><u>Drawing</u></b></p> <ol style="list-style-type: none"> <li>1. Make a collection of different observational drawings using techniques such as reflection, shadow, direction of sunlight, movement and perspective</li> <li>2. Use line, tone and shading to improve 3D drawing</li> <li>3. Draw confidently in a variety of styles</li> <li>4. Use a sketchbook to develop different ideas, materials and techniques</li> </ol> <p><b><u>Painting</u></b></p> <ol style="list-style-type: none"> <li>1. Investigate symbols, shapes, form and composition</li> <li>2. Mix colours to express mood and feeling and to show foreground and background</li> </ol> <p>Children can use a sketchbook to develop ideas, techniques and explore materials. Children can draw confidently, using reflection, shadow, perspective and direction of light, including 3D drawing. Children can mix colours to show mood and to demonstrate fore and background. Children can investigate shapes, symbols and composition in paint.</p> | <p><b><u>3D</u></b></p> <ol style="list-style-type: none"> <li>1. Explore how stimuli can be used as a starting point for 3D work</li> <li>2. Look at 3D work from a variety of genres and cultures to develop own response and opinion</li> <li>3. Develop skills in clay, including coils</li> </ol> <p><b><u>Textiles</u></b></p> <ol style="list-style-type: none"> <li>1. Sew, using binca, to create a range of stitches</li> <li>2. Use weaving to create a 3D object</li> </ol> <p>Children can explore stimuli from different genres and cultures to influence work in clay. Children can create a range of stitches and explore weaving.</p> | <p><b><u>Collage</u></b></p> <ol style="list-style-type: none"> <li>1. Enhance and improve skills of overlapping and overlaying</li> <li>2. Investigate new and unfamiliar materials and use these, with techniques, in own work</li> <li>3. Add collage to a painted or drawn background</li> </ol> <p><b><u>Printing</u></b></p> <ol style="list-style-type: none"> <li>1. Develop and apply knowledge of embellishing as a form of expression</li> </ol> <p>Children's collage uses overlapping, layering and explore new materials and techniques. They can collage on a painted/drawn background. Children develop embellishment skills in textile.</p> | <p><b><u>Reflection</u></b></p> <ol style="list-style-type: none"> <li>1. Compare their own work to that of artists</li> <li>2. Explain why they have chosen a specific technique or style</li> <li>3. Evaluate own work against outcome</li> </ol> <p><b><u>Artists</u></b></p> <ol style="list-style-type: none"> <li>1. Look at, research and discuss artists, architects designers and their processes. Explain how they used them in their work.</li> </ol> <p>Escher, Edward Saidi, Tingatinga, Hieroglyphs</p> <p>Children compare own work to artists and explain their processes. Children can explain reasons for style and technique choice. Children can confidently name 3 artists and recognise their work.</p> |



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| Year 6 | <p><b><u>Drawing</u></b></p> <ol style="list-style-type: none"> <li>1. Develop accuracy and expression in drawings, including the human figure</li> <li>2. Choose and combine different drawing materials appropriately for task and purpose</li> <li>3. Develop intricate pattern work, using a sketchbook for open ended ideas</li> <li>4. Develop an awareness of scale, composition and proportion</li> </ol> <p><b><u>Painting</u></b></p> <ol style="list-style-type: none"> <li>1. Explore the effect of light, colour, texture and tone on natural and man-made objects</li> <li>2. Confidently use a range of techniques with accurate representation</li> <li>3. Use simple perspective using a single focal point</li> <li>4. Use techniques, tones, colour and effect to show detail, like grass moving, sand texture or sky</li> </ol> <p>Children can demonstrate intricate pattern work, accuracy and expression, using scale, composition and proportion. Children can use their sketchbook for ideas and planning.</p> | <p><b><u>3D</u></b></p> <ol style="list-style-type: none"> <li>1. Make imaginative use of tools, techniques and materials to express own ideas</li> <li>2. Refine use of learnt techniques</li> <li>3. Produce intricate patterns and texture in clay</li> </ol> <p><b><u>Textiles</u></b></p> <ol style="list-style-type: none"> <li>1. use sewing skills effectively to produce cross stitch piece</li> </ol> <p>Children can use tools and materials expressively, showing a refinement of techniques learnt. Children can produce intricate patterns in clay.</p> | <p><b><u>Collage/printing</u></b></p> <ol style="list-style-type: none"> <li>1. Get inspiration from the work of artists and apply this to own artwork</li> <li>2. Create original pieces that show a range of influences and styles</li> </ol> <p>Children are inspired by artists to create pieces. Children create original work influenced by a variety of styles.</p> | <p><b><u>Reflection</u></b></p> <ol style="list-style-type: none"> <li>1. Adapt own final work following feedback from preliminary ideas</li> <li>2. Have shown ability to select ideas from first-hand experience and imagination</li> <li>3. Have been able to follow a design brief</li> </ol> <p><b><u>Artists</u></b></p> <ol style="list-style-type: none"> <li>1. Explain which artists influence them and justify reasons</li> <li>2. Describe the work of artists, designers and architects from different times in history and different cultures, using appropriate vocabulary</li> </ol> <p>Clarice Cliff</p> <p>Children can adapt work following feedback. Children can follow a design brief. Children can explain which artists influence them, naming at least 4 different artists.</p> |



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|  | Children can explore light, texture, tone and detail in paint accurately. Children can demonstrate perspective. | Children can produce effective sewn pieces. |  | Children can describe artists and designers work using appropriate vocabulary. |
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