



**Progression Map**

**for Art**

Topic	R	Y1	Y2	Y3	Y4	Y5	Y6
Drawing		<p>Successfully completes a sequence of drawings showing evidence of increasing control of a variety of techniques.</p> <p>Is able to use line and wash.</p> <p>Talks and expresses preferences about drawings by different artists and comments on the different qualities and purposes observed.</p> <p>Can suggest how the particular qualities of a drawing, lines or marks might express feelings.</p> <p>Talks about how their drawing could be improved and suggests how they might use materials in the future.</p>		<p>Comments on the cultural dimension of the work they are discussing.</p> <p>Comments on the visual appearance of the work they are discussing.</p> <p>Makes drawings and pictures that use simple techniques to show depth.</p> <p>Sketches variations on ideas and refers to sketches during their work.</p> <p>Comments on artists use of drawings to show ideas and feelings.</p>		<p>Draws from observation, memory and imagination.</p> <p>Describes, compares and contrasts landscapes by different artists.</p> <p>Discusses and shares ideas about each other's drawings and new approaches that could be tried.</p> <p>Chooses and uses drawing materials, deliberately matching the qualities of the materials to the task.</p>	

Painting			<p>Chooses suitably sized brushes to make particular kinds of marks.</p> <p>Mixes secondary colours and makes subtle changes, matching specific shades to found images and objects</p> <p>Identifies and describes differences when looking at artists work and starts to assimilate ideas in their own work.</p> <p>Represents a variety of their ideas and makes interesting compositions with their collaged papers.</p>		<p>Recognises and describes common features of landscape paintings.</p> <p>Matches colours they see in works of art, mixing from a limited palette of primary colours.</p> <p>Generates several different compositions from which to choose an idea to work on in more depth.</p> <p>Uses a developing vocabulary to talk about their work.</p> <p>Responds positively to advice and makes refinements to their work in light of such advice.</p>		<p>Talks about features they observe in a selection of still life paintings.</p> <p>Describes their work and how what they have done relates to what artists have done.</p> <p>Applies skills practised in sketchbooks in a painting to show light and shade within a composition.</p>
Printing		<p>Talks about marks that people of other cultures and times have made with their hands and fingers.</p> <p>Selects and controls the amount of paint and pressure used to make a clear print.</p> <p>Talks about the planning undertaken for their design.</p> <p>Makes interesting, varied and imaginative</p>		<p>Show evidence of using the ideas in the architecture to inspire their design.</p> <p>Explains how cloth differs from paper and how this affects the print.</p> <p>Chooses suitable tools to print smaller details on their insect and says why they chose them.</p> <p>Predicts how the amount and position of paint, and the order in</p>		<p>Understands and makes comparisons between monotype, intaglio and relief blocks.</p> <p>Names a printmaker and the technique they have used.</p> <p>Experiments with ideas and techniques, deliberately tries to find out what happens if they add too much ink, uses too little, pushes in hard, and records results in their sketchbook.</p>	

		prints from the plant materials.		which they apply it to the paper will affect the end result.		Uses more than one technique in their final design.	
Sculpture			<p>Talks about and explains why specific materials are used to make different sculptures.</p> <p>Recreates surface texture using a variety of indentations, selecting an appropriate tool to recreate texture or by just scratching the surface.</p> <p>Uses the scratch and slip technique to join clay.</p> <p>Uses their visual research to develop original ideas for an imaginary creature.</p>		<p>Describes the visual and tactile qualities of masks using appropriate art vocabulary.</p> <p>Confidently applies paper-laminate techniques to create forms using a mould.</p> <p>Comments on different ideas, methods and approaches in Indian paintings of the Ramayana.</p> <p>Explains how they have made connections and incorporated ideas from masks from different cultures into their own work.</p>		<p>Describes the visual and tactile qualities of masks using appropriate art vocabulary.</p> <p>Confidently applies paper-laminate techniques to create forms using a mould.</p> <p>Comments on different ideas, methods and approaches in Indian paintings of the Ramayana.</p> <p>Explains how they have made connections and incorporated ideas from masks from different cultures into their own work.</p>
Collage and Textiles		<p>Talk about their work and that of others.</p> <p>Uses various techniques effectively, such as using viewfinders, overlapping, tearing, cutting and gluing materials, to design</p>		<p>Collects and uses images and ideas in a sketchbook as inspiration for work in the classroom.</p> <p>Talks about the importance that costume plays in different cultures and traditions.</p>		<p>Talks about the problems they encountered and solutions they worked out to solve them.</p> <p>Describe a piece of work they have seen by a designer or artist who uses natural materials and</p>	

		<p>and create a simple collage</p> <p>Describes a craft by relating stories and / or songs.</p> <p>Talks about sea images and incorporates observed colours, techniques and textures to plan their own seascape.</p>		<p>Uses the following vocabulary to describe their work: running, chain, blanket and cross stitch</p> <p>Uses their initial drawings and experiments within their final piece of work and evaluates the outcome with a partner.</p>		<p>speculates on how it was made.</p> <p>Names or describes different types of stitch and says where they might use them.</p> <p>Shows evidence of using art works they have seen to influence their own work.</p>	
Digital Media			<p>Uses digital tools effectively to add detail and colour to enhance emotion, and makes changes to the background to enhance the expression.</p> <p>Uses a range of vocabulary to describe and talk about differences and similarities between digital and traditional markmaking.</p> <p>Shows different viewpoints and lighting effects in their portraits using an ipad.</p> <p>Saves their images throughout the project.</p>		<p>Creates a digital collage that successfully combines different images.</p> <p>Uses digital photography to place their sculpture effectively in a new virtual environment.</p> <p>Uses image-manipulation software to create an original design for a Greek container.</p> <p>Creates a successful pop portrait image with a careful choice of colour, using appropriate tools to simplify their image.</p>		<p>Creates a clear uncluttered layout.</p> <p>Successfully creates a digital portrait of themselves using a variety of images.</p> <p>Uses images effectively to reflect their ideas and feelings.</p> <p>Reviews and modifies their work appropriately.</p>

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