ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL

'Playing our part in God's plan as we journey together to achieve the best for ourselves and others'

Art Progression Document

Year Group	
Reception	• hold and control a variety of media and use them to make and repeat various marks and lines ; name, choose and match primary and secondary colours ; describe people, objects and places using simple art specific language especially related to colour and shape ; use lines to create shapes, patterns and textures • hold scissors and cut a range of materials; cut straight lines; tear paper into strips and simple shapes; apply adhesive sparingly and place glued surfaces together accurately; classify materials into textures and colours • load an object with paint and print it; make rubbings from textured surfaces ; make a range of other prints, e.g. from bubbles; recognise pattern in natural and man-made objects • collect and classify fabrics and threads into colours and different textures; hold scissors and cut fabrics and threads; thread beads onto a lace or string • mould and create simple shapes with malleable materials, e.g. dough; assemble and dis-assemble component parts of a range of construction kits; combine boxes and other found materials to create junk models; use simple tools to cut, shape and impress patterns and textures in a range of materials; develop the language to describe structures achieved
Year 1/2	• develop use and control of an increasing variety of media, to name them and to begin to predict the results that they might achieve; use lines and marks to create an increasing range of shapes, patterns and textures; 'colour in' accurately with paint as well as drawing materials; mix and match basic colours and make them lighter or darker; name primary, secondary and some tertiary colours and qualify their tonal value; work to the size of the paper or surface; make drawings and paintings to show increasing detail, context, and use of the visual elements • load a range of different kinds of objects with paint and print them; make a simple printing block from polystyrene printing tiles or similar; ink up a block and print a regular and irregular pattern; make a monoprint using wax crayons; investigate a range of other techniques e.g. using cut stencils • mould malleable materials, e.g. dough or clay, to create shapes that can be combined to make objects; follow instructions to assemble and dis-assemble a range of construction kits to build specific objects; build junk models and prepare them for painting and decorating by covering them with layers of paper; use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials; fold, pleat and cut paper and thin card of varying thicknesses

	• cut straight and curved lines from a range of materials with some accuracy; tear paper into strips and shapes with some accuracy; apply adhesive sparingly to a range of materials and stick them down accurately; classify materials into colours and surface textures • cut fabric into basic shapes; cut threads into a variety of similar lengths; classify fabrics and threads by colour and texture; thread a large eyed needle; sew individual straight stitches as decoration on suitable open-weave fabrics; dye a range of fabrics and threads for collage ; with paper and card on a warp made from smooth threads
Year 3/4	• use and control more specialist media to explore ways in which they can be applied to achieve particular effects; identify key visual elements, e.g. colour, line, shape, space in their work and the work of others ;begin to adapt and apply colours to achieve tonal effects, patterns and textures; begin to match the approach to the scale of the work; describe what they have achieved and how it was produced using art language ; make drawings and paintings that include detail and context; recognise and apply the proportions of the human body • make a more complex printing block from polystyrene printing tiles or similar; build a printing block by applying card, string, wool etc.; to ink up a block and print a regular and off-set pattern e.g. half drop; investigate a range of other techniques e.g. printing on fabric, with a range of objects and as represented in the work of other artists; use the computer to create patterns • mould malleable materials, e.g. clay, to create objects and people from a range of component shapes; use simple techniques for building and joining clay; use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials; create simple shapes from paper and card; create papier-mâché and use it to model 3D shapes; make armatures to support the work; make plaster casts • cut complex shapes from a range of materials with some accuracy; tear paper to pre-determined strips and shapes; change the surface of materials by, for example, crumpling, creasing, folding, pleating, scoring, tearing, fraying; apply adhesive sparingly and stick shapes down accurately • create patterns in fabric as a result of dyeing • collect and develop information as sketches and drawings prior to a final piece of work; begin to research the topic in hand by collecting relevant information ; recognise, define and describe a developing variety of colour, tone, line, pattern, texture and shape; choose, use, clean and store tools and materials with care; fix papers and objects together using a range of adhesives and tapes; cut a range of complex shapes with increasing accuracy
Year 5/6	• work with a wide range of more specialist media and to mix media to achieve desired effects; use the primary colours, and black and white, to mix a full range of hues and tones; compose the work and plan the effective use of available space; describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment, and defines the processes of working in the context of the key elements; develop techniques to enable them to create use

	the key elements, of line, tone etc., including proportion and simple perspective in their work; discover, know and use the proportions of the human body • make a more complex printing block from polystyrene printing tiles or similar and cutting it to apply more than one colour; build a complex printing block by applying card, string, wool etc.; ink up a block and print regular and irregular prints; develop offset prints that investigate a range of tessellated approaches ; develop the art language to enable them to identify and talk about pattern and texture in natural and made objects; relate their work to the work of other artists and describe how these prints could have been made; develop their own repeat patterns using the computer • design and create planned sculptures from single and combined media using some of the following techniques and processes: - using a range of techniques for building, joining and decorating clay - using a wide range of simple tools to cut, shape and impress patterns and textures in a range of materials including paper - carving using soft woods, plaster and other appropriate materials - creating papier-mâché and using it to model 3D shapes in a range of scales - weaving patterns using threads and other appropriate materials of varying thicknesses - using plaster impregnated bandage over armatures • accurately cut complex shapes from a range of materials; use more specialist cutting equipment and adhesives; alter and amend a range of surfaces to create new textures appropriate to the work • develop a system for organising images of own art work and collected images; create a graphic document with text for a specific purpose; critically evaluate work and its effectiveness and fitness for purpose; use relevant information from range of different sources on the internet in order to put together a presentation on a specific theme, artist or genre using text , images and sound; select and use a range of software and hardware tools to produce a presentation or digital film for a specific audience (e.g. presenting an account of their gallery trip to their peers) reviewing and developing their presentation to make it suitable for a different audience (e.g. parents or governors) ; use the full range of tools within an art package with confidence; uses hues, shades and tints effectively to create art work using an art software package; evaluate when it is appropriate to use an art package and when another medium would be more suitable; consider choices such as angle, light, focus, closeness and composition when using a digital camera or video camera; use photographs and digital images as starting points for art work; use ICT to respond to an artists' work; combine an image created in ICT with other art materials (e.g. transferring an image onto fabric and working into it with embroidery or beads) ; use a photo editing software to manipulate images ; create a photo montage using a range of images including (e.g. found images, scanned images, photographs and words) ; use words in the context of graphic art by selecting appropriate fonts and changing colour, size, orientation ; plan and make an animation independently for a specific purpose using images and / or 3D models