



## Pleasant Street Primary School – Art Progression Document

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<ul style="list-style-type: none"> <li>• Drawing on different surfaces and with a range of media.</li> <li>• Experimenting to create different lines and marks made with a range of media.</li> <li>• Drawing lines and shapes from observations of nature and objects.</li> <li>• Investigating textures by coping patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing on different surfaces and with a range of media.</li> <li>• Experimenting to create different lines and marks made with a range of media.</li> <li>• Drawing lines and shapes from observations of nature and objects.</li> <li>• Investigating textures by coping patterns.</li> </ul>	<p><b>As Year 2 plus:</b></p> <ul style="list-style-type: none"> <li>• Developing close observation skills, including using view finders.</li> <li>• Making marks and lines with a wide range of drawing implements including graphite pencils (5B-5H) and fine line pens.</li> <li>• Using different grades of pencil and other implements to create lines, draw different shapes and forms and to produce variations in tone.</li> <li>• Exploring ways in which surface detail can be added to drawings through applying different patterns and textures, including shading and hatching.</li> </ul>	<p><b>As year 3 plus:</b></p> <ul style="list-style-type: none"> <li>• Making marks and lines with a wide range of drawing implements including: graphite pencils (5B-5H), charcoal, colouring pencils, wax crayons, pastels (chalk and oil) and pens.</li> </ul>	<p><b>As year 4 plus:</b></p> <ul style="list-style-type: none"> <li>• Throughout their work in year 5 children are:</li> <li>• Using sketch books to collect and record visual information and ideas from different sources.</li> <li>• Working from a variety of sources including observations, photographs and digital images.</li> </ul>	<p><b>As year 4 plus:</b></p> <ul style="list-style-type: none"> <li>• Throughout their work in year 6 children are:</li> <li>• Developing close observation skills, including using view finders.</li> <li>• Beginning to show awareness of objects having a third dimension.</li> </ul>

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Painting	<ul style="list-style-type: none"> <li>Using a variety of paint media and experimenting to produce a range of effects.</li> <li>Using a variety of tools and techniques including brushes and investigating the kinds of marks which can be made.</li> <li>Identifying primary colours and undertaking simple colour-mixing to include shades and tones.</li> <li>Matching colours to artefacts and objects.</li> <li>Naming different types of paint and their properties.</li> </ul>	<ul style="list-style-type: none"> <li>Using a variety of paint media and experimenting to produce a range of effects.</li> <li>Using a variety of tools and techniques including brushes and investigating the kinds of marks which can be made.</li> <li>Identifying primary colours and undertaking simple colour-mixing to include shades and tones.</li> <li>Matching colours to artefacts and objects.</li> <li>Naming different types of paint and their properties.</li> </ul>	<p><b>As in Year 2 plus:</b></p> <ul style="list-style-type: none"> <li>Creating imaginative work from a variety of sources e.g. observational drawings, themes, inspirational works of art.</li> <li>Creating different effects and textures using a range of techniques and paints.</li> <li>Extending knowledge of colour theory, in particular tints, tones and shades,</li> <li>Using colour to create atmosphere and to show the effect of light.</li> <li>Developing an awareness of composition, scale and proportion in their paintings.</li> </ul>	<p><b>As in Year 3 plus:</b></p> <ul style="list-style-type: none"> <li>Developing a painting from a drawing including sketchbook ideas.</li> <li>Creating different effects and textures using a range of techniques and paints, including blocking in colour and creating washes.</li> <li>Using simple perspective in their work using a single focal point and horizon.</li> <li>Extending knowledge of colour theory to complementary and contrasting colours.</li> </ul>	<p><b>As in Year 4 plus:</b></p> <ul style="list-style-type: none"> <li>Creating imaginative work from a variety of sources including inspirational works of art.</li> <li>Creating different effects and textures using a range of techniques and paints.</li> </ul>	<p><b>As in Year 5 plus:</b></p> <ul style="list-style-type: none"> <li>Creating imaginative work from a variety of sources e.g. observational drawing, themes, inspirational works of Art.</li> <li>Developing a painting from a drawing, including sketchbook ideas.</li> <li>Creating different effects and textures using a range of techniques and paints.</li> </ul>

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Printing	<ul style="list-style-type: none"> <li>Using a range of found objects to make prints.</li> <li>Experimenting with mono-printing.</li> <li>Creating simple printing blocks using press printing techniques.</li> <li>Creating different simple designs by: repeating patterns and overprinting.</li> </ul>	<b>Not part of the curriculum</b>	<b>Not part of the curriculum</b>	<b>As in year 1 plus:</b> <ul style="list-style-type: none"> <li>Using initial sketchbook ideas to create motifs that are made into printing blocks and stencils.</li> <li>Creating different printing effects by using: repeating patterns, rotation and colour overlays.</li> </ul>	<b>As in year 4 plus:</b> <ul style="list-style-type: none"> <li>Using initial sketchbook ideas to create motifs that are made into printing blocks and stencils.</li> <li>Creating different printing effects by using: repeating patterns, rotation and colour overlays.</li> </ul>	<b>As in year 5 plus:</b> <ul style="list-style-type: none"> <li>Creating printing blocks based on motifs that they have designed and modified.</li> <li>Creating prints using a relief method.</li> <li>Creating printing patterns that are repeated or feature overlays.</li> </ul>

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Collage and textiles	<ul style="list-style-type: none"> <li>Using a range of media to create images.</li> <li>Sorting and grouping materials for different purposes e.g. colour, image, texture.</li> <li>Arranging and gluing materials to different backgrounds.</li> <li>Creating an image using collage.</li> <li>Folding, crumpling, tearing and overlapping papers.</li> <li>Cutting and shaping fabric using scissors.</li> <li>Applying fabric shapes with glue or by stitching.</li> <li>Applying decoration using beads, buttons, sequins, feathers etc.,</li> </ul>	<b>Not part of the curriculum</b>	<b>As in 1 plus:</b> <ul style="list-style-type: none"> <li>Experiencing a range of textile techniques such as batik to create textural effects.</li> <li>Creating 3-D structures from different textiles.</li> <li>Developing skills in using tools to manipulate textiles through stitching, cutting, joining.</li> <li>Applying a range of decorative finishes and provide detail and to enhance the textile.</li> </ul>	<b>As in year 3 plus:</b> <ul style="list-style-type: none"> <li>Using collage as a means of expression from sketchbook ideas.</li> <li>Using a range of media to create collages.</li> <li>Experimenting with a range of collage techniques such as: tearing, overlapping and layering to create images and textures.</li> <li>Adding collage to a painted, printed or drawn background.</li> </ul>	<b>As in year 4 plus:</b> <ul style="list-style-type: none"> <li>Experiencing a range of textile techniques, including weaving, to create different textural effects.</li> <li>Developing skills in using tools to manipulate textiles through stitching, cutting and joining.</li> <li>Applying a range of decorative finishes to provide detail and to enhance the textile.</li> </ul>	<b>Not part of the curriculum</b>

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Sculpture	<b>Not part of the curriculum</b>	<ul style="list-style-type: none"> <li>• Shaping malleable materials in a variety of ways including squeezing, rolling, flattening and pinching.</li> <li>• Impressing different textures and patterns using a variety of objects.</li> <li>• Modelling, constructing and joining recycled, natural and man-made materials.</li> <li>• Investigating different joining techniques.</li> </ul>	<b>As in year 2 plus:</b> <ul style="list-style-type: none"> <li>• Planning and designing sculptures from observations or imagination using sketchbook ideas.</li> <li>• Using recycled, natural and man-made materials to create sculptures including clay.</li> <li>• Developing skills in using clay including relief tiles, modelling and joining.</li> <li>• Creating patterns and textures when using malleable materials such as clay.</li> </ul>	<b>Not part of the curriculum</b>	<b>As in year 3 plus:</b> <ul style="list-style-type: none"> <li>• Using recycled, natural and man-made materials to create sculptures including cardboard.</li> <li>• Developing skills in using clays including modelling and coil pots.</li> </ul>	<b>Not part of the curriculum</b>

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Sketchbooks / Knowledge and understanding.	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Describe what they can see and like in the work of another artist.</li> <li>Ask sensible questions about a piece of art.</li> </ul>	<p><b>As year 1 plus:</b></p> <ul style="list-style-type: none"> <li>Identify what they might change in their current work or develop in their future work.</li> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Annotate work in sketchbook.</li> <li>Keep notes in their sketch books as to how they have changed their work. Knowledge</li> <li>Say how other artists have used colour, pattern and shape.</li> <li>Create a piece of work in response to another artist's piece of work.</li> </ul>	<p><b>As year 2 plus:</b></p> <ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>Use their sketch books to express feelings about a subject and to describe likes and dislikes.</li> <li>Make notes in their sketch books about techniques used by artists.</li> <li>Suggest improvements to their work by keeping notes in their sketch books.</li> <li>Compare the work of different artists.</li> <li>Explore work from other cultures.</li> <li>Explore work from other periods of time.</li> <li>Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.</li> </ul>	<p><b>As year 3 plus:</b></p> <ul style="list-style-type: none"> <li>Collect images and information independently in a sketchbook.</li> <li>Experiment with different styles which artists have used.</li> <li>Explain art from other periods of history.</li> <li>Use their sketch books to adapt and improve their original ideas.</li> <li>Keep notes about the purpose of their work in their sketch books.</li> </ul>	<p><b>As year 4 plus:</b></p> <ul style="list-style-type: none"> <li>Use a sketchbook to develop ideas independently.</li> <li>Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.</li> <li>Include technical aspects in their work, e.g. architectural design.</li> <li>Keep notes in their sketch books as to how they might develop their work further.</li> <li>Use their sketch books to compare and discuss ideas with others.</li> </ul>	<p><b>As year 5 plus:</b></p> <ul style="list-style-type: none"> <li>Develop ideas using different or mixed media, using a sketchbook.</li> <li>Independently identify artists who have worked in a similar way to their own work.</li> <li>Independently selects materials and techniques to use to create a specific outcome.</li> <li>Make a record about the styles and qualities in their work.</li> <li>Say what their work is influenced by.</li> <li>Sketchbooks contain detailed notes, and quotes explaining about items.</li> <li>Compare their methods to those of others and keep notes in their sketch books.</li> <li>Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.</li> </ul>