# Stockton on the Forest Primary School

Progression Ladder: **Art**. Children can…

| | Exploring and Developing | Using Materials | Evaluating | Control and Expertise |
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| Reception | Enjoys making marks<br>Enjoy exploring in paint area<br>Explore what happens when they mix colours<br>Create simple representations of events, people and objects<br>Can weave | Safely use and explore a variety of materials experimenting with colour, design, texture, form and function<br>Experiments to create different textures<br>Uses equipment appropriately<br>Can model using different materials<br>Can take rubbings | Share their creations, explaining the process they have used | Use simple tools and techniques competently and appropriately<br>Mix colours randomly<br>Cutting and tearing with care<br>Can capture a digital image with clear intention |
| Year 1 | Respond to ideas<br>Explore different drawing and painting tools<br>Explore tone using different grades of pencil, pastel and chalk<br>Explore simple pattern<br>Can cut threads and fibres, stitch, sew together and surface decorate using adhesive | Use primary and secondary colours<br>Use and investigate a variety of visual and tactile materials<br>Can model using different materials to form basic shapes or forms with control<br>Can monoprint | Talk about drawings and paintings and say what they feel<br>Begins to adapt work as appropriate | Use some control when drawing and painting<br>Mix primary colours to make secondary colours<br>Can control focus or zoom settings or move closer to compose a digital image |
| Year 2 | Communicate ideas and meanings in different ways<br>Investigate pattern and shape in the environment<br>Explore ideas and collect information in a sketch book<br>Reproduce from memory, observation or imagination using line and tone | Use a range of materials / processes to show ideas / meanings<br>Uses equipment to achieve an effect e.g. different size brushes or pencils, to express seasons etc.<br>Create collage with range of materials and textures<br>Can use clay to make a functional form | Talk about their work and explain it<br>Describe what they think or feel about their own and others' work<br>Think of ways to adapt and improve own work<br>Begin to use ways to improve work Explore ideas and change what they have done to give a better result<br>Can suggest how the photographer organised the elements of an image | Use a range of pens, pencils, pastels and charcoal<br>Make a variety of lines, using different sizes and thicknesses<br>Mix secondary colours to make a wide range of new colours<br>Use shading to create different effects<br>Can sort, select and control colour, line shape and texture to make and control fabric and textile surfaces from the study of a craft artist<br>Cut out multiple shapes with scissors |
| Year 3 | Begin to work more abstractly<br>Collect visual and other information<br>Use digital media to collect ideas<br>Use a sketchbook to make notes about artists, skills and techniques with annotations<br>Experiment with mood using colour<br>Create artwork following an idea or towards a specific purpose<br>Sketches from observations adding light dark tones, colour, shading and features | Mix and use tertiary colours<br>Design, draw, paint or make images for different purposes<br>Use watercolour to produce a wash<br>Use digital media to produce art work<br>Use mosaic, montage and other effects (e.g. collograph)<br>Use a range of materials and techniques in 3D work<br>Can explore the effect on paint of adding water, glue, sand, sawdust etc. | Make comments on the work of others, including both ideas and techniques<br>Apply previous knowledge to improve work<br>Adapt and refine work to reflect purpose | Use art to illustrate in other subjects<br>Practise to improve skills<br>Create texture by adding dots and lines<br>Make different tones of colour using black and white<br><br>Use pencils of different grades and at different angles to create different effects<br>Use brushes in different ways<br>Use repeat pattern in design<br>Indicate movement using lines<br>Cut out a simple stencil |
| Year 4 | Plan work carefully before beginning<br>Use our own and other cultures as a stimulus (BV)<br>Experiment with the styles of different artists throughout time (BV) | Use a combination of visual and tactile ideas<br>Combine different materials in different ways<br>Make specific choices between different processes and materials<br>Can mix and use colours with black and white to produce hues. | Compare others' work with their own<br>Appraise the ideas, methods and approaches used in others' work, using a critical approach<br>Use the appraisal of others for improvement | Show tone and texture using hatching and cross hatching<br>Use a program to create mood within digital photography<br>Show shadow or reflection by shading<br>Select appropriate drawing materials |
| Year 5 | Use inspiration from our own and other cultures (BV)<br>Experiment with combinations of materials and techniques<br>Keep and use detailed notes in sketch book<br>Can plan and take photographs to provide content to be superimposed into other photographic images. | Understand the importance of preparing materials before working<br>Produce work that sometimes can be both visual and tactile<br>Use a constructed structure to make a new form by covering with Modroc or paper mache.<br>Can dye fabrics and use tie-dye techniques to create a fabric image | Evaluate own and others' work, explaining and justifying their reasons<br>Use analysis when commenting on ideas<br>Consider the end point when adapting and improving their work | Develop and improve their own style<br>Use drawings to show movement<br>Combine a range of colours, tints, tones and shades<br>Get across feeling and emotion through their work<br>Select and use a range of tools using them with control, dexterity and accuracy |
| Year 6 | Use a full range of design, experimentation, exploration alongside the work of others to develop their own work<br>Can scale up a design and work as part of a team to create a human scale structure or form.<br>Can interpret stories, music, poems and other stimuli (e.g. environment) and represent these using mixed media elements.<br>Can make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings | Make specific decisions about using different visual and tactile effects towards an end point<br>Can embellish a surface using a variety of techniques including drawing, painting and printing. | Analyse and comment on their own and others' ideas, methods and approaches<br>Make on-going revisions<br>Refine their work, often with several adaptations, to move towards an end point<br>Compile and develop studies as visual evidence, from observation and to recreate detail | Choose to use a limited range of colour to produce a chosen effect<br>Begin to use perspective in both abstract and real life art<br>Work with care and precision towards an end point, but make adaptations following their own reflections and the comments of others |