



# Robins Lane Primary School

## Art Processes Progression Statements – End of year expectations

	Drawing	Painting	Printing	Collage	3D Form	Textiles
Year 1	<ul style="list-style-type: none"> <li>Can hold and use drawing tools such as pencils and charcoal using them with some dexterity and control to investigate marks and represent their observation, memories and ideas with purpose/intention.</li> <li>Can record ideas, observations and designs in a visual journal to support the development of ideas and skills.</li> <li>Can use and manipulate a range of drawing tools with some control and dexterity applying teacher guidance.</li> <li>Can use a visual journal/sketchbook to support the development of a design over several stages.</li> </ul>	<ul style="list-style-type: none"> <li>Can select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques</li> <li>Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context</li> <li>Can investigate mark-making using thick brushes, sponge brushes for particular effects</li> <li>Can recognise and name primary colours.</li> <li>Can use primary colours to mix secondary colours.</li> </ul>	Not in this year group.	<ul style="list-style-type: none"> <li>Can select with thought, different materials from the teacher's resources, considering content, shape, surface and texture</li> <li>Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea</li> <li>Can sort and use according to specific qualities, e.g. warm, cold, shiny, smooth</li> <li>Can engage in more complex activities, e.g. control surface decoration of materials with clear intentions</li> <li>Can use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea</li> </ul>	Not in this year group.	<ul style="list-style-type: none"> <li>Can select organise and use materials such as threads, cottons, wool, raffia, paper strips and natural fibres to make a simple craft product</li> <li>Can sort, select and control colour, line, shape, texture to make and control fabric and textile surfaces from the study of a craft artist</li> <li>Can collect, deconstruct, discuss and use fabrics and cloth to reassemble new work</li> <li>Can cut threads and fibres, stitch, sew together and surface decorate using adhesive and bead or buttons</li> <li>Can weave in a simple loom and build constructed textile surfaces</li> </ul>

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Year 2	<ul style="list-style-type: none"> <li>Can draw carefully in line from observation, recording shapes and positioning all marks/features with some care.</li> <li>Can draw in line with care when taking a line for a walk, or in scale applying rules of simple perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Can explain the difference between Primary, Secondary and Tertiary colours.</li> <li>Can investigate, experiment, mix and apply colour for purposes to represent real life and ideas.</li> <li>Can mix and use primary and secondary colours with the addition of white, and without using black, to create other hues.</li> <li>Can explore the different tones of one colour.</li> <li>Can make a variety of marks using paint by applying it to a surface with different materials and in different thicknesses.</li> </ul>	<ul style="list-style-type: none"> <li>Can apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image. They can use hands, shapes, objects and found materials.</li> <li>Can take rubbings from texture to understand and inform their own texture prints</li> <li>Can repeat a print, carefully placed to ensure consistency of colour depth.</li> <li>Can explore and create compositions with an extended range of found objects - e.g. flowers, leaves, plants and bark.</li> </ul>	Not in this year group.	<ul style="list-style-type: none"> <li>Can handle and manipulates malleable materials such as clay, to represent something known.</li> <li>Can model in clay and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features</li> <li>Can respond to sculptures and craft artists to help them adapt and make their own work.</li> <li>Can feel, recognise and control surface experimenting with basic tools.</li> <li>Can use clay to construct a simple figure, smoothing and joining clay with care</li> </ul>	Not in this year group.

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Year 3	<ul style="list-style-type: none"> <li>Can make quick line and shape drawings from observation adding light/dark tone, colour and features.</li> <li>Can use a viewfinder to select a view and visual clues in an image, then record what is in the frame.</li> <li>Can develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy/detail.</li> <li>Can use a combination of observation and imagined images in one artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Can understand how artists use warm and cool colour using this when mixing paint to express a mood in a work.</li> <li>Can represent things observed, remembered or imagined, using colour selecting and mixing appropriate paint and brushes/tools.</li> <li>Can include symbolism in a piece of artwork.</li> <li>Can apply paint with control in order to achieve a desired effect.</li> </ul>	Not in this year group.	<ul style="list-style-type: none"> <li>Not in this year group.</li> </ul>	<ul style="list-style-type: none"> <li>Can use clay to construct a simple coil pot.</li> <li>Can smooth the surface without distorting the overall shape.</li> <li>Can add designs to clay using tools with care.</li> <li>Can mould clay from a design with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Can discriminate between fabric materials to select and assemble a constructed form.</li> <li>Can print on fabric using Hapa Zome technique as part of a group.</li> <li>Can attach different elements using stitching, using straight stitch, running or cross-stitch</li> <li>Can explore natural inks.</li> </ul>

	Drawing	Painting	Printing	Collage	3D Form	Textiles
Year 4	<ul style="list-style-type: none"> <li>Can consider the whole composition before adding in detail to a drawing.</li> <li>Can create gestural, large scale drawings in response to music and sound.</li> </ul>	<ul style="list-style-type: none"> <li>Introduces different types of brushes for specific purposes.</li> <li>Can investigate materials that can be added to paint to create texture.</li> <li>Can identify groups of complimentary colours.</li> <li>Can express texture using paint by applying it thickly or by creating a textural effect through the types of marks made.</li> </ul>	<ul style="list-style-type: none"> <li>Can Monoprint by drawing onto the back of paper on an inked surface, controlling line and tone using tools or pressure.</li> <li>Can create a printing block by drawing into foam.</li> <li>Can create a finished print using two or three different blocks and different colours.</li> <li>Can create prints of consistent colour depth.</li> </ul>	<ul style="list-style-type: none"> <li>Can improve skills of overlapping and overlaying to place objects in front and behind.</li> <li>Can cut multiple shapes with a scissors and arrange /stick these on a surface for a purpose.</li> <li>Can experiment with creating mood, feeling, and areas of interest using different media.</li> <li>Can Interpret stories, music, poems and other stimuli and represent these using mixed media elements.</li> <li>Can incorporate photographs into a collage to create a portrait with meaning.</li> </ul>	Not in this year group.	Not in this year group.

	Drawing	Painting	Printing	Collage	3D Form	Textiles
Year 5	<ul style="list-style-type: none"> <li>Can convey tonal qualities well, showing good understanding of light and dark on form.</li> <li>Can create drawings of a group of still life objects, considering proportion and negative space.</li> <li>Can understand the effect a directional light has on a form.</li> </ul>	<ul style="list-style-type: none"> <li>Can select from different methods to apply colour using a variety of tools and techniques to express mood or emotion.</li> <li>Can observe forms, shapes, and composition when exploring the work of other artists/cultures informing their painting.</li> <li>Can show the effect of light and colour, texture and tone on natural and manmade objects.</li> </ul>	Not in this year group.	<ul style="list-style-type: none"> <li>Can select and use cutting tools and adhesives with care to achieve a specific outcome.</li> <li>Can embellish a surface using a variety of techniques, including drawing, painting and printing.</li> <li>Can select and use found materials with art media and adhesives to create a desired effect on a surface or thing.</li> <li>Can explore how a stimuli can be used as a starting point for 3D work, with a particular focus on form, shape, pattern, texture, colour.</li> <li>Can use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages.</li> </ul>	Not in this year group.	<ul style="list-style-type: none"> <li>Can select and use contrasting colours and textures in stitching and weaving</li> <li>Can show an awareness of the natural environment through careful colour matching and understanding of seasonal colours</li> <li>Can use plaiting, pinning, stapling, stitching and sewing techniques with care to decorate and make an image or artefact.</li> <li>Can control stitching - using various needles to produce more complex patterns with care and some accuracy.</li> </ul>

	Drawing	Painting	Printing	Collage	3D Form	Textiles
Year 6	<ul style="list-style-type: none"> <li>Can draw with coloured media descriptively and expressively to represent ideas and subjects with increasing mastery of materials.</li> <li>Can create a composition in response to a written stimulus, selecting the key themes carefully.</li> <li>Can select appropriate drawing materials for different aspects of their design.</li> </ul>	<ul style="list-style-type: none"> <li>Can create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers.</li> <li>Can use studies gathered from observation to help plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction.</li> </ul>	<ul style="list-style-type: none"> <li>Can recreate images through relief printing using card and mark making tools to control, line, shape, texture and tone.</li> <li>Can explore colour mixing through printing, using two coloured inks, a roller and stencil or foam.</li> <li>Can recreate a scene and detail remembered, observed or imagined, through collage relief and collagraph printing.</li> <li>Can create a powerful and thought-provoking design inspired by a theme.</li> </ul>	Not in this year group.	<ul style="list-style-type: none"> <li>Can combine different materials in one sculpture.</li> <li>Can repurpose recycled materials to create a desired effect.</li> <li>Can join, connect materials securely.</li> <li>Can create a form considering aesthetic and humour.</li> <li>Can predict the shadow created by an object and use this with effect in a design.</li> </ul>	Not in this year group.



# Robins Lane Primary School

## Art Skills Progression Statements – End of year expectations

2019-2020

	K - Knowledge and Understanding	I - Idea Generation	M - Making	E - Evaluation
Year 1	<ul style="list-style-type: none"> <li>know how to recognise and describe some simple characteristics of different kinds of art, craft and design</li> <li>know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</li> </ul>	<ul style="list-style-type: none"> <li>recognise that ideas can be expressed in art work</li> <li>experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them)</li> </ul>	<ul style="list-style-type: none"> <li>try out a range of materials and processes and recognise that they have different qualities</li> <li>use materials purposefully to achieve particular characteristics or qualities</li> </ul>	<ul style="list-style-type: none"> <li>Show interest in and describe what they think about the work of others</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</li> <li>know be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)</li> </ul>	<ul style="list-style-type: none"> <li>try out different activities and make sensible choices about what to do next</li> <li>use drawing to record ideas and experiences</li> </ul>	<ul style="list-style-type: none"> <li>deliberately choose to use particular techniques for a given purpose</li> <li>develop and exercise some care and control over the range of materials they use. (for instance, they do not accept the first mark but seek to refine and improve)</li> </ul>	<ul style="list-style-type: none"> <li>When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...")</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>know about and describe the work of some artists, craftspeople, architects and designers</li> <li>know be able to explain how to use some of the tools and techniques they have chosen to work with.</li> </ul>	<ul style="list-style-type: none"> <li>gather and review information, references and resources related to their ideas and intentions.</li> <li>use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</li> </ul>	<ul style="list-style-type: none"> <li>develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</li> <li>select, and use appropriately, a variety of materials and techniques in order to create their own work.</li> </ul>	<ul style="list-style-type: none"> <li>take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next)</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</li> <li>know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</li> </ul>	<ul style="list-style-type: none"> <li>select and use relevant resources and references to develop their ideas.</li> <li>use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</li> </ul>	<ul style="list-style-type: none"> <li>investigate the nature and qualities of different materials and processes systematically.</li> <li>apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)</li> </ul>	<ul style="list-style-type: none"> <li>regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> </ul>

	K - Knowledge and Understanding	I - Idea Generation	M - Making	E - Evaluation
Year 5	<ul style="list-style-type: none"> <li>can research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</li> <li>know how to describe the processes they are using and how they hope to achieve high quality outcomes</li> </ul>	<ul style="list-style-type: none"> <li>engage in open ended research and exploration in the process of initiating and developing their own personal ideas</li> <li>confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</li> </ul>	<ul style="list-style-type: none"> <li>confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them)</li> <li>use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</li> </ul>	<ul style="list-style-type: none"> <li>regularly analyse and reflect on their progress taking account of what they hoped to achieve.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</li> <li>know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.</li> </ul>	<ul style="list-style-type: none"> <li>independently develop a range of ideas which show curiosity, imagination and originality</li> <li>systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</li> </ul>	<ul style="list-style-type: none"> <li>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques</li> <li>Independently select and effectively use relevant processes in order to create successful and finished work</li> </ul>	<ul style="list-style-type: none"> <li>provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work</li> </ul>