

# Kirkby Malham School Art Progression

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour</p>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources. .</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern</p>	<p>Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas independently.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.</p>
Printing	<p>Make marks in print with a variety of objects, including natural and made objects.</p> <ul style="list-style-type: none"> <li>•Carry out different printing techniques e.g. relief and resist printing.</li> <li>•Make rubbings.</li> <li>•Build a repeating pattern and recognise pattern in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>•Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</li> <li>•Design patterns of increasing complexity and repetition.</li> <li>•Print using a variety of materials, objects and techniques.</li> </ul>	<p>Print using a variety of materials, objects and techniques including layering.</p> <ul style="list-style-type: none"> <li>•Talk about the processes used to produce a simple print.</li> <li>•Explore pattern and shape, creating designs for printing.</li> </ul>	<ul style="list-style-type: none"> <li>•Research, create and refine a print using a variety of techniques.</li> <li>•Select broadly the kinds of material to print with in order to get the effect they want</li> <li>•Resist printing including marbling and silkscreen.</li> </ul>	<p>Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</p> <ul style="list-style-type: none"> <li>•Choose the printing method appropriate to task.</li> <li>•Build up layers and colours/textures.</li> <li>•Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> </ul>	<ul style="list-style-type: none"> <li>•Combine and design prints</li> <li>•Explore ideas in sketchbooks which they will use later in printing.</li> <li>•Build up images of whole or parts of items using various techniques.</li> </ul>

Painting/Colour	Use a variety of tools and techniques including the use of different brush sizes and types.	Mix a range of secondary colours, shades and tones.	Mix a variety of colours and know which primary colours make secondary colours.	Make and match colours with increasing accuracy.	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.	Create shades and tints using black and white.
	Mix and match colours to artefacts and objects.	Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.	Use a developed colour vocabulary.	Use more specific colour language e.g. tint, tone, shade, hue.	Produce work with increasing attention to detail.	Choose appropriate paint, paper and implements to adapt and extend their work.
	Mix secondary colours and shades using different types of paint.	Work on a range of scales e.g. large brush on large paper etc.	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.	Choose paints and implements appropriately.	Create imaginative work inspired by famous works of art.	Carry out preliminary studies, test media and materials and mix appropriate colours.
	Create different textures e.g. use of sawdust.	Mix and match colours using artefacts and objects.	Work confidently on a range of scales e.g. thin brush on small picture etc.	Plan and create different effects and textures with paint according to what they need for the task.	Show increasing independence and creativity with the painting process.	

3D	Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.	Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.	Join clay adequately and work reasonably independently.	Make informed choices about the 3D technique chosen.	Describe the different qualities involved in modelling, sculpture and construction.	Develop skills in using clay inc. slabs, coils, slips, etc.
	Explore sculpture with a range of malleable media, especially clay.	Build a textured relief tile.	Construct a simple clay base for extending and modelling other shapes.	Show an understanding of shape, space and form.	Use recycled, natural and man-made materials to create sculpture.	Make a mould and use plaster safely.
	Experiment with, construct and join recycled, natural and man-made materials.	Understand the safety and basic care of materials and tools.	Cut and join wood safely and effectively.	Plan, design, make and adapt models.	Plan a sculpture through drawing and other preparatory work.	Create sculpture and constructions with increasing independence.
		Experiment with, construct and join recycled, natural and man-made materials more confidently.	Plan, design and make models.	Talk about their work understanding that it has been sculpted, modelled or constructed.		
				Use a variety of materials.		

Textile/Collage	<p>How to thread a needle, cut, glue and trim material.</p> <p>Create images from imagination, experience or observation.</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>Create textured collages from a variety of media.</p> <p>Make a simple mosaic.</p> <p>Stitch, knot and use other manipulative skills.</p>	<p>Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching. Cutting and joining.</p> <p>Experiment with a range of media e.g. overlapping, layering etc.</p>	<p>Match the tool to the material. Combine skills more readily.</p> <p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p>	<p>Make choices about the most appropriate material to improve their work.</p> <p>Alter and modify work after evaluating.</p> <p>Develop skills related to sewing and joining pieces of material.</p>	<p>Develop skills of embellishing work and combining textures.</p> <p>Use different techniques to complete a piece – applique, weaving, layering.</p> <p>Work collaboratively on a larger scale</p>
Exploring and developing ideas	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used.</p> <p>Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Select and record from first hand experience observation and imagination and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>

Evaluating and developing work	<p>Review what they and others have done and say what they think and feel about it. e.g. Annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work.</p>	<p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>
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