



St Augustine's Catholic Primary School and Nursery

Art Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Children can communicate something about themselves in their drawing.</p> <p>Can create moods in their drawings</p> <p>Can draw using pencil and crayons.</p> <p>Can draw lines of different shapes and thickness, using 2 different grades of pencil.</p>	<p>Can use three different grades of pencil in their drawing (4B, 8B, HB)</p> <p>Can use charcoal, pencil and pastels.</p> <p>Can create different tones using light and dark.</p> <p>Can show patterns and texture in their drawings.</p> <p>Can use a viewfinder to focus on a specific part of an artefact before drawing it.</p>	<p>Can show facial expressions in their drawings.</p> <p>Can use their sketches to produce a final piece of work.</p> <p>Can write an explanation of their sketch in notes.</p> <p>Can use different grades of pencil shade, to show different tones and texture.</p>	<p>Can begin to show facial expressions and body language in their sketches.</p> <p>Can identify and draw simple objects and use marks and lines to produce texture.</p> <p>Can organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Can show reflections</p> <p>Can explain why they have chosen specific materials to draw with.</p>	<p>Can identify and draw simple objects and use marks and lines to produce texture.</p> <p>Successfully use shading to create mood and feeling.</p> <p>Can organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Can show reflections.</p> <p>Can explain why they have chosen specific materials to draw with,</p>	<p>Sketches communicate emotions and a sense of self with accuracy and imagination.</p> <p>Can explain why they have combined different tools to create their drawings.</p> <p>Can explain why they have chosen specific drawing techniques.</p>
Painting	<p>Can communicate something about themselves in their painting.</p> <p>Can create moods in their paintings.</p> <p>Can choose to use thick and thin brushes as appropriate.</p> <p>Can paint a picture of something they can see.</p> <p>Can name the primary and secondary colours.</p>	<p>Can mix paint to create all the secondary colours.</p> <p>Can mix and match colours, predict outcomes.</p> <p>Can mix their own brown.</p> <p>Can make tints by adding white.</p> <p>Can make tones by adding black.</p>	<p>Can predict with accuracy the colours that they mix.</p> <p>Know where each of the primary and secondary colours sits on the colour wheel.</p> <p>Can create a background using a wash.</p> <p>Can use a range of brushes to create</p>	<p>Can create all the colours they need.</p> <p>Can create mood in their paintings.</p> <p>Successfully use shading to create mood and feeling.</p>	<p>Can create a range of moods in their paintings.</p> <p>Can express their emotions accurately through their painting and sketches.</p>	<p>Can explain what their own style is.</p> <p>Can use a wide range of techniques in their work.</p> <p>Can explain why they have chosen specific painting techniques.</p>

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			different effects.			
Printing	<p>Can print with sponges, vegetables and fruit.</p> <p>Can print onto paper and textile.</p> <p>Can design their own printing block.</p> <p>Can create a repeating pattern.</p>	<p>Can create a print using pressing, rolling, rubbing and stamping.</p> <p>Can create a print like a designer.</p>	<p>Can make a printing block.</p> <p>Can make a 2 colour print.</p>	<p>Can print with four colours.</p> <p>Can create an accurate print design.</p> <p>Can print onto different materials.</p>	<p>Can print using a number of colours.</p> <p>Can create an accurate print design that meets a given criteria.</p> <p>Can print onto different materials.</p>	<p>Can overprint using different colours.</p> <p>Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods.</p>
Textiles	<p>Can sort threads and fabrics.</p> <p>Can group fabrics and threads by colour and texture.</p> <p>Can weave with fabric and thread.</p>	<p>Can make a clay pot. Can join two finger pots together.</p> <p>Can add line and shape to their work.</p> <p>Can join fabric using glue.</p> <p>Can sew fabrics together.</p> <p>Can create part of a class patchwork.</p>	<p>Can add onto their work to create texture and shape.</p> <p>Can work with life size materials.</p> <p>Can create pop-ups.</p> <p>Can use more than one type of stitch.</p> <p>Can join fabric together to form a quilt using padding.</p> <p>Can use sewing to add</p>	<p>Experiment with and combine materials and processes to design and make 3D form.</p> <p>Begin to sculpt clay and other mouldable materials.</p> <p>Can use early textile and sewing skills as part of a project.</p>	<p>Experiment with and combine materials and processes to design and make 3D form.</p> <p>Can sculpt clay and other mouldable materials.</p> <p>Can use textile and sewing skills as part of a project, e.g. hanging, textile book, etc. This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</p>	<p>Can create models on a range of scales.</p> <p>Can create work which is open to interpretation by the audience.</p> <p>Can include both visual and tactile elements in their work.</p>

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			<p>detail to a piece of work.</p> <p>Can add texture to a piece of work.</p>			
3D	<p>Can add texture by using tools.</p> <p>Can make different kinds of shapes.</p> <p>Can cut, roll and coil materials such as clay, dough or plasticine.</p>	<p>Can make a clay pot.</p> <p>Can join two finger pots together.</p> <p>Can add line and shape to their work.</p> <p>Can join fabric using glue.</p> <p>Can sew fabrics together.</p> <p>Can create part of a class patchwork.</p>	<p>Can add onto their work to create texture and shape.</p> <p>Can work with life size materials.</p> <p>Can create pop-ups.</p> <p>Can use more than one type of stitch.</p> <p>Can join fabric together to form a quilt using padding.</p> <p>Can use sewing to add detail to a piece of work.</p> <p>Can add texture to a piece of work.</p>	<p>Experiment with and combine materials and processes to design and make 3D form.</p> <p>Begin to sculpt clay and other mouldable materials.</p> <p>Can use early textile and sewing skills as part of a project.</p>	<p>Experiment with and combine materials and processes to design and make 3D form.</p> <p>Can sculpt clay and other mouldable materials.</p> <p>Can use textile and sewing skills as part of a project, e.g. hanging, textile book, etc. This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</p>	<p>Can create models on a range of scales.</p> <p>Can create work which is open to interpretation by the audience.</p> <p>Can include both visual and tactile elements in their work.</p>
Collage	<p>Can cut and tear paper and card for their collages.</p> <p>Can gather and sort the materials they will need.</p>	<p>Can create individual and group collages.</p> <p>Can use different kinds of materials on their collage and explain why they have chosen them.</p>	<p>Can cut very accurately.</p> <p>Can overlap materials.</p> <p>Can experiment using</p>	<p>Can use ceramic mosaic.</p> <p>Can combine visual and tactile qualities.</p>	<p>Can use ceramic mosaic to produce a piece of art.</p> <p>Can combine visual and tactile qualities to express</p>	<p>Can justify the materials they have chosen.</p> <p>Can combine pattern, tone and shape.</p>

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Art Progression Map

		Can use repeated patterns in their collage.	different colours. Can use mosaic. Can use montage.		mood and emotion.	
Use of IT	<p>Can use a simple painting program to create a picture.</p> <p>Can use tools like fill and brushes in a painting package.</p> <p>Can go back and change their picture.</p>	<p>Can create a picture Independently.</p> <p>Can use simple IT mark-making tools, e.g. brush and pen tools.</p> <p>Can edit their own work.</p> <p>Can take different photographs of themselves displaying different moods.</p> <p>Can change their photographic images on a computer.</p>	<p>Can use the printed images they take with a digital camera and combine them with other media to produce art work.</p> <p>Can use IT programs to create a piece of work that includes their own work and that of others (using web).</p> <p>Can use the web to research an artist or style of art.</p>	<p>Can present a collection of their work on a slide show.</p> <p>Can create a piece of art work which includes the integration of digital images they have taken.</p> <p>Can combine graphics and text based on their research.</p>	<p>Can create a piece of art work which includes the integration of digital images they have taken.</p> <p>Can combine graphics and text based on their research.</p> <p>Can scan images and take digital photos, and use software to alter them, adapt them and create work with meaning.</p> <p>Can create digital images with animation, video and sound to communicate their ideas.</p>	<p>Use software packages to create pieces of digital art to design.</p> <p>Can create a piece of art which can be used as part of a wider presentation.</p>
Knowledge	<p>Can describe what they can see and like in the work of another artist/craft maker/designer.</p> <p>Can ask sensible questions about a piece of art.</p>	<p>Can link colours to natural and man-made objects.</p> <p>Can say how other artist/craft maker/designer have used colour, pattern and shape.</p> <p>Can create a piece of work in</p>	<p>Can compare the work of different artists.</p> <p>Can explore work from other cultures.</p> <p>Can explore work from</p>	<p>Can experiment with different styles which artists have used.</p> <p>Can explain art from other periods of history.</p>	<p>Can experiment with different styles which artists have used.</p> <p>Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other</p>	<p>Can make a record about the styles and qualities in their work.</p> <p>Can say what their work is influenced by? • Can they include technical aspects in their work, e.g. architectural design.</p>

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		<p>response to another artist's work.</p>	<p>other periods of time.</p> <p>Are they beginning 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.</p>		<p>sources of information.</p>	
<p>Sketch books</p>		<p>Can begin to demonstrate their ideas through photographs and in their sketch books.</p> <p>Can set out their ideas, using 'annotation' in their sketch books.</p> <p>Do keep notes in their sketch books as to how they have changed their work.</p>	<p>Can use their sketch books to express feelings about a subject and to describe likes and dislikes.</p> <p>Can make notes in their sketch books about techniques used by artists.</p> <p>Can suggest improvements to their work by keeping notes in their sketch books.</p>	<p>Can use their sketch books to express their feelings about various subjects and outline likes and dislikes.</p> <p>Can produce a montage all about themselves.</p> <p>Use their sketch books to adapt and improve their original ideas.</p> <p>Keep notes about the purpose of their work in their sketch books.</p>	<p>Keep notes in their sketch books as to how they might develop their work further.</p> <p>Use their sketch books to compare and discuss ideas with others.</p>	<p>Sketch books contain detailed notes, and quotes explaining about items.</p> <p>Compare their methods to those of others and keep notes in their sketch books.</p> <p>Combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</p> <p>Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.</p>