

Art Progression St Thomas Becket Catholic Primary School

National Curriculum Art requirements KS1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

National Curriculum Art requirements KS2

Pupils should be taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- about the greatest artists, architects and designers in history.

Y1 Drawing	Y2 Drawing	Y3 Drawing	Y4 Drawing	Y5 Drawing	Y6 Drawing
<ul style="list-style-type: none"> • Can they communicate something about themselves in their drawing? • Can they create moods in their drawings? • Can they draw using pencil and crayons? • Can they draw lines of different shapes and thickness, using 2 different grades of pencil? 	<ul style="list-style-type: none"> • Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use 	<ul style="list-style-type: none"> • Can they show facial expressions in their drawings? • Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? • Can they use different grades of pencil shade, to show different tones and texture? 	<ul style="list-style-type: none"> • Can they begin to show facial expressions and body language in their sketches? • Can they identify and draw simple objects, and use marks and lines to produce texture? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? 	<ul style="list-style-type: none"> • Can they identify and draw simple objects, and use marks and lines to produce texture? • Do they successfully use shading to create mood and feeling? • Can they organise line, tone, shape and colour to represent figures and forms in movement? 	<ul style="list-style-type: none"> • Do their sketches communicate emotions and a sense of self with accuracy and imagination? • Can they explain why they have combined different tools to create their drawings? • Can they explain why they have chosen specific drawing techniques?

	a viewfinder to focus on a specific part of an artefact before drawing it?		<ul style="list-style-type: none"> Can they explain why they have chosen specific materials to draw with? 	<ul style="list-style-type: none"> Can they show reflections? Can they explain why they have chosen specific materials to draw with? 	
Y1 Painting	Y2 Painting	Y3 Painting	Y4 Painting	Y5 Painting	Y6 Painting
<ul style="list-style-type: none"> Can they communicate something about themselves in their painting? Can they create moods in their paintings? Can they choose to use thick and thin brushes as appropriate? Can they paint a picture of something they can see? Can they name the primary and secondary colours? 	<ul style="list-style-type: none"> Can they mix paint to create all the secondary colours? Can they mix and match colours, predict outcomes? Can they mix their own brown? Can they make tints by adding white? Can they make tones by adding black? 	<ul style="list-style-type: none"> Can they predict with accuracy the colours that they mix? Do they know where each of the primary and secondary colours sits on the colour wheel? Can they create a background using a wash? Can they use a range of brushes to create different effects? 	<ul style="list-style-type: none"> Can they create all the colours they need? Can they create mood in their paintings? Do they successfully use shading to create mood and feeling? 	<ul style="list-style-type: none"> Can they create a range of moods in their paintings? Can they express their emotions accurately through their painting and sketches? 	<ul style="list-style-type: none"> Can they explain what their own style is? Can they use a wide range of techniques in their work? Can they explain why they have chosen specific painting techniques?
Y1 Printing	Y2 Printing	Y3 Printing	Y4 Printing	Y5 Printing	Y6 Printing
<ul style="list-style-type: none"> Can they print with sponges, vegetables and fruit? Can they print 	<ul style="list-style-type: none"> Can they create a print using pressing, rolling, rubbing and stamping? 	<ul style="list-style-type: none"> Can they make a printing block? Can they make a 2 colour print? 	<ul style="list-style-type: none"> Can they print using at least four colours? Can they create an accurate 	<ul style="list-style-type: none"> Can they print using a number of colours? Can they create an accurate 	<ul style="list-style-type: none"> Can they overprint using different colours? Do they look

<p>onto paper and textile?</p> <ul style="list-style-type: none"> • Can they design their own printing block? • Can they create a repeating pattern? 	<ul style="list-style-type: none"> • Can they create a print like a designer? 		<p>print design?</p> <ul style="list-style-type: none"> • Can they print onto different materials? 	<p>print design that meets a given criteria?</p> <ul style="list-style-type: none"> • Can they print onto different materials? 	<p>very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</p>
3D/Textiles	3D/Textiles	3D/Textiles	3D/Textiles	3D/Textiles	3D/Textiles
<ul style="list-style-type: none"> • Can they add texture by using tools? • Can they make different kinds of shapes? • Can they cut, roll and coil materials such as clay, dough or plasticine? 	<ul style="list-style-type: none"> • Can they make a clay pot? • Can they join two finger pots together? • Can they add line and shape to their work? • Can they join fabric using glue? • Can they sew fabrics together? • Can they create part of a class patchwork? 	<ul style="list-style-type: none"> • Can they add onto their work to create texture and shape? • Can they work with life size materials? • Can they create pop-ups? • Can they use more than one type of stitch? • Can they join fabric together to form a quilt using padding? • Can they use sewing to add detail to a piece of work? • Can they add texture to a • piece of work? 	<ul style="list-style-type: none"> • Do they experiment with and combine materials and processes to design and make 3D form? • Can they begin to sculpt clay and other mouldable materials? • Can they use early textile and sewing skills as part of a project? 	<ul style="list-style-type: none"> • Do they experiment with and combine materials and processes to design and make 3D form? • Can they sculpt clay and other mouldable materials? • Can they 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. 	<ul style="list-style-type: none"> • Can they create models on a range of scales? • Can they create work which is open to interpretation by the audience? • Can they include both visual and tactile elements in their work?
Y1 Collage	Y2 Collage	Y3 Collage	Y4 Collage	Y5 Collage	Y6 Collage
<ul style="list-style-type: none"> • Can they cut and tear paper 	<ul style="list-style-type: none"> • Can they create 	<ul style="list-style-type: none"> • Can they cut very accurately? 	<ul style="list-style-type: none"> • Can they use ceramic 	<ul style="list-style-type: none"> • Can they use ceramic 	<ul style="list-style-type: none"> • Can they justify the

<p>and card for their collages?</p> <ul style="list-style-type: none"> • Can they gather and sort the materials they will need? 	<p>individual and group collages?</p> <ul style="list-style-type: none"> • Can they use different kinds of materials on their collage and explain why they have chosen them? • Can they use repeated patterns in their collage? 	<ul style="list-style-type: none"> • Can they overlap materials? • Can they experiment using different colours? • Can they use mosaic? • Can they use montage? 	<p>mosaic?</p> <ul style="list-style-type: none"> • Can they combine visual and tactile qualities? 	<p>mosaic to produce a piece of art?</p> <ul style="list-style-type: none"> • Can they combine visual and tactile qualities to express mood and emotion? 	<p>materials they have chosen?</p> <ul style="list-style-type: none"> • Can they combine pattern, tone and shape?
Y1 Knowledge	Y2 Knowledge	Y3 Knowledge	Y4 Knowledge	Y5 Knowledge	Y6 Knowledge
<ul style="list-style-type: none"> • Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they ask sensible questions about a piece of art? 	<ul style="list-style-type: none"> • Can they link colours to natural and man-made objects? • Can they say how other artist/craft maker/designer have used colour, pattern and shape? • Can they create a piece of work in response to another artist's work? 	<ul style="list-style-type: none"> • Can they compare the work of different artists? • Can they explore work from other cultures? • Can they explore work from other periods of time? • Are they beginning to understand the viewpoints of others by looking at images of people and 	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Can they explain art from other periods of history? 	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information? 	<ul style="list-style-type: none"> • Can they justify the materials they have chosen? • Can they combine pattern, tone and shape?

		understand how they are feeling and what the artist is trying to express in their work?			
•	•	Y3 Sketchbook	Y4 Sketchbook	Y5 Sketchbook	Y6 Sketchbook
		<ul style="list-style-type: none"> • Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketch books about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketch books? 	<ul style="list-style-type: none"> • Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? • Can they produce a montage all about themselves? • Do they use their sketch books to adapt and improve their original ideas? • Do they keep notes about the purpose of their work in their sketch books? 	<ul style="list-style-type: none"> • Do they keep notes in their sketch books as to how they might develop their work further? • Do they use their sketch books to compare and discuss ideas with others? 	<ul style="list-style-type: none"> • Do their sketch books contain detailed notes, and quotes explaining about items? • Do they compare their methods to those of others and keep notes in their sketch books? • Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.

				<ul style="list-style-type: none">• Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?
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