

## Meadgate Primary School Progression of Skills

### Art

Knowledge Skills and Understanding	
<b>Knowledge (EYFS)</b>	<ul style="list-style-type: none"> <li>Can they describe what they can see and like in the work of another artist/craft maker/designer?</li> </ul>
<b>Knowledge (Year 1)</b>	<ul style="list-style-type: none"> <li>Can they describe what they can see and like in the work of another artist/craft maker/designer?</li> <li>Can they ask sensible questions about a piece of art?</li> <li>Can they use a sketchbook effectively to develop ideas?</li> </ul>
<b>Knowledge (Year 2)</b>	<ul style="list-style-type: none"> <li>Can they say how other artist/craft maker/designer have used colour, pattern and shape?</li> <li>Can they create a piece of work in response to another artist's work?</li> <li>Can they compare the work of different artists?</li> </ul>
<b>Knowledge (Year 3)</b>	<ul style="list-style-type: none"> <li>Can they compare the work of different artists?</li> <li>Can they explore work from other periods of time?</li> <li>Can they explore work from other cultures?</li> <li>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?</li> </ul>
<b>Knowledge (Year 4)</b>	<ul style="list-style-type: none"> <li>Can they experiment with different styles which artists/architects have used?</li> <li>Can they explain art from other periods of history?</li> <li></li> </ul>
<b>Knowledge (Year 5)</b>	<ul style="list-style-type: none"> <li>Can they experiment with different styles which artists have used?</li> <li>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?</li> </ul>
<b>Knowledge (Year 6)</b>	<ul style="list-style-type: none"> <li>Can they say what their work is influenced by?</li> <li>Can they include technical aspects in their work, e.g. architectural design?</li> <li>Can they make a record about the styles and qualities in their work?</li> </ul>

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<b>Drawing (EYFS)</b>	<ul style="list-style-type: none"> <li>• Can they represent own ideas thoughts and feelings through Art?</li> <li>• Can they create simple representations of events, people and objects?</li> <li>• Can they choose particular colours to use for a purpose?</li> </ul>
<b>Drawing (Year 1)</b>	<ul style="list-style-type: none"> <li>• Can they communicate something about themselves in their drawing?</li> <li>• Can they create moods in their drawings?</li> <li>• Can they draw using pencil and crayons?</li> <li>• Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</li> </ul>
<b>Drawing (Year 2)</b>	<ul style="list-style-type: none"> <li>• Can they use charcoal, pencil and pastels?</li> <li>• Can they create different tones using light and dark?</li> <li>• Can they show patterns and texture in their drawings?</li> <li>• Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</li> <li>• Can they use three different grades of pencil in their drawing (4B, 8B, HB)?</li> </ul>
<b>Drawing (Year 3)</b>	<ul style="list-style-type: none"> <li>• Can they use their sketches to produce a final piece of work?</li> <li>• Can they write an explanation of their sketch in notes?</li> </ul>
<b>Drawing (Year 4)</b>	<ul style="list-style-type: none"> <li>• Can they identify and draw simple objects, and use marks and lines to produce texture?</li> <li>• Can they organise line, tone, shape and colour to represent figures and forms in movement?</li> <li>• Can they show reflections?</li> <li>• Can they explain why they have chosen specific materials to draw with?</li> <li>• Can they begin to show facial expressions and body language in their sketches?</li> </ul>
<b>Drawing (Year 5)</b>	<ul style="list-style-type: none"> <li>• Can they combine visual and tactile qualities?</li> <li>• Can they identify and draw simple objects, and use marks and lines to produce texture?</li> <li>• Do they successfully use shading to create mood and feeling?</li> <li>• Can they organise line, tone, shape and colour to represent figures and forms in movement?</li> </ul>
<b>Drawing (Year 6)</b>	<ul style="list-style-type: none"> <li>• Do their sketches communicate emotions and a sense of self with accuracy and imagination?</li> <li>• Can they explain why they have combined different tools to create their drawings?</li> <li>• Can they explain why they have chosen specific drawing techniques?</li> <li>• Can they show reflections?</li> <li>• Can they explain why they have chosen specific materials to draw with?</li> <li>•</li> </ul>

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Painting (EYFS)	<ul style="list-style-type: none"> <li>• Can they represent own ideas thoughts and feelings through Art?</li> <li>• Can they choose particular colours to use for a purpose?</li> <li>• Can they explore what happens when they mix colours?</li> <li>• Can they match the colours they see and want to represent?</li> <li>• Can they paint with increasing control and detail?</li> </ul>
Painting (Year 1)	<ul style="list-style-type: none"> <li>• Can they choose to use thick and thin brushes as appropriate?</li> <li>• Can they name the primary and secondary colours?</li> <li>• Can they paint a picture of something they can see?</li> <li>• Can they communicate something about themselves in their painting?</li> <li>• Can they create moods in their paintings?</li> </ul>
Painting (Year 2)	<ul style="list-style-type: none"> <li>• Can they mix paint to create all the secondary colours?</li> <li>• Can they mix and match colours, predict outcomes?</li> <li>• Can they mix their own brown?</li> <li>• Can they make tints by adding white?</li> <li>• Can they make tones by adding black?</li> </ul>
Painting (Year 3)	<ul style="list-style-type: none"> <li>• Can they predict with accuracy the colours that they mix?</li> <li>• Do they know where each of the primary and secondary colours sits on the colour wheel?</li> <li>• Can they create a background using a wash?</li> <li>• Can they use a range of brushes to create different effects?</li> </ul>
Painting (Year 4)	
Painting (Year 5)	<ul style="list-style-type: none"> <li>• Can they create all the colours they need?</li> <li>• Can they create mood in their paintings?</li> <li>• Do they successfully use shading to create mood and feeling?</li> </ul>
Painting (Year 6)	

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Knowledge Skills and Understanding	
Printing (EYFS)	<ul style="list-style-type: none"> <li>• Can they safely use and explore a variety of materials, tools, techniques experimenting with colour, design, texture?</li> <li>• Can they recognise pattern in the environment?</li> </ul>
Printing (Year 1)	<ul style="list-style-type: none"> <li>• Can they print with sponges, vegetables and fruit?</li> <li>• Can they print onto paper and textile?</li> <li>• Can they design their own printing block?</li> <li>• Can they create a repeating pattern?</li> <li>• Can they name the primary and secondary colours?</li> </ul>
Printing (Year 2)	
Printing (Year 3)	
Printing (Year 4)	<ul style="list-style-type: none"> <li>• Can they create a print using pressing, rolling, rubbing and stamping?</li> <li>• Can they create a print like a designer?</li> <li>• Can they make a printing block?</li> <li>• Can they make a 2 colour print?</li> <li>• Can they print using at least four colours?</li> <li>• Can they create an accurate print design?</li> <li>• Can they print onto different materials?</li> </ul>
Printing (Year 5)	
Printing (Year 6)	<ul style="list-style-type: none"> <li>• Can they print using a number of colours?</li> <li>• Can they create an accurate print design that meets a given criteria?</li> <li>• Can they print onto different materials?</li> <li>• Can they overprint using different colours?</li> <li>• Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?</li> </ul>

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<b>Textiles (EYFS)</b>	<ul style="list-style-type: none"> <li>• Can they manipulate materials to achieve a planned effect?</li> <li>• Can they explore colour, texture, shape, form and space in two or three dimensions?</li> </ul>
<b>Textiles (Year 1)</b>	<ul style="list-style-type: none"> <li>• Can they sort threads and fabrics?</li> <li>• Can they group fabrics and threads by colour and texture?</li> <li>• Can they weave with fabric and thread?</li> </ul>
<b>Textiles (Year 2)</b>	
<b>Textiles (Year 3)</b>	<ul style="list-style-type: none"> <li>• Can they add onto their work to create texture and shape?</li> <li>• Can they work with life size materials?</li> <li>• Can they add texture to a piece of work?</li> </ul>
<b>Textiles (Year 4)</b>	<ul style="list-style-type: none"> <li>• Can they use early textile and sewing skills as part of a project?</li> <li>• Do they experiment with and combine materials and processes to design and make 3D form?</li> </ul>
<b>Textiles (Year 5)</b>	<ul style="list-style-type: none"> <li>• Do they experiment with and combine materials and processes to design and make 3D form?</li> <li>• 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.</li> <li>• Can they sculpt clay and other mouldable materials?</li> </ul>
<b>Textiles (Year 6)</b>	

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<b>3D (EYFS)</b>	<ul style="list-style-type: none"> <li>• Can they use a range of materials to construct?</li> <li>• Can they use a range of materials and tools with care and precision e.g. scissors?</li> </ul>
<b>3D (Year 1)</b>	<ul style="list-style-type: none"> <li>• Can they add texture by using tools?</li> <li>• Can they make different kinds of shapes?</li> <li>• Can they cut, roll and coil materials such as clay, dough or plasticine?</li> </ul>
<b>3D (Year 2)</b>	
<b>3D (Year 3)</b>	<ul style="list-style-type: none"> <li>• Can they add onto their work to create texture and shape?</li> <li>• Can they work with life size materials?</li> <li>• Can they add texture to a piece of work?</li> </ul>
<b>3D (Year 4)</b>	<ul style="list-style-type: none"> <li>• Can they use early textile and sewing skills as part of a project?</li> <li>• Do they experiment with and combine materials and processes to design and make 3D form?</li> </ul>
<b>3D (Year 5)</b>	<ul style="list-style-type: none"> <li>• Do they experiment with and combine materials and processes to design and make 3D form?</li> <li>• 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.</li> <li>• Can they sculpt clay and other mouldable materials?</li> </ul>
<b>3D (Year 6)</b>	

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Collage (EYFS)	<ul style="list-style-type: none"> <li>• Can they notice features in the natural world to help them to define colours, shapes, texture?</li> <li>• Can they combine materials to create a larger piece of art with a purpose?</li> <li>• Can they use glue and tear or cut to create collages?</li> </ul>
Collage (Year 1)	<ul style="list-style-type: none"> <li>• Can they cut and tear paper and card for their collages?</li> <li>• Can they gather and sort the materials they will need?</li> </ul>
Collage (Year 2)	<ul style="list-style-type: none"> <li>• Can they create individual and group collages?</li> <li>• Can they use different kinds of materials on their collage and explain why they have chosen them?</li> <li>• Can they join fabric using glue?</li> </ul>
Collage (Year 3)	<ul style="list-style-type: none"> <li>• Can they cut very accurately?</li> <li>• Can they overlap materials?</li> <li>• Can they experiment using different colours?</li> </ul>
Collage (Year 4)	<ul style="list-style-type: none"> <li>• Can they combine visual and tactile qualities?</li> </ul>
Collage (Year 5)	<ul style="list-style-type: none"> <li>• Can they combine visual and tactile qualities to express mood and emotion?</li> <li>• Can they justify the materials they have chosen?</li> </ul>
Collage (Year 6)	



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Use of IT (EYFS)	<ul style="list-style-type: none"> <li>Can they use a simple painting program to create a picture?</li> </ul>
Use of IT (Year 1)	<ul style="list-style-type: none"> <li>Can they use a simple painting program to create a picture?</li> <li>Can they use tools like fill and brushes in a painting package?</li> <li>Can they go back and change their picture?</li> </ul>
Use of IT (Year 2)	<ul style="list-style-type: none"> <li>Can they create a picture independently?</li> <li>Can they use simple IT mark-making tools, e.g. brush and pen tools?</li> <li>Can they edit their own work?</li> </ul>
Use of IT (Year 3)	<ul style="list-style-type: none"> <li>Can they use IT programs to create a piece of work that includes their own work? (Add to sketch book)</li> </ul>
Use of IT (Year 4)	<ul style="list-style-type: none"> <li>Can they create a piece of art work which includes the integration of digital images they have taken?</li> <li>Can they combine graphics and text based on their research?</li> <li>Can they use the printed images they take with a digital camera and combine them with other media to produce art work?</li> </ul>
Use of IT (Year 5)	<ul style="list-style-type: none"> <li>Can they create a piece of art work which includes the integration of digital images they have taken e.g. images with animation, video, sound?</li> <li>Can they combine graphics and text based on their research?</li> </ul>
Use of IT (Year 6)	<ul style="list-style-type: none"> <li>Do they use software packages to create pieces of digital art to design?</li> <li>Can they create a piece of art which can be used as part of a wider presentation?</li> <li>Can they take digital photos, and use them to create work with meaning?</li> </ul>

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<b>Sketchbooks (EYFS)</b>	
<b>Sketchbooks (Year 1)</b>	<ul style="list-style-type: none"> <li>Can they use a sketchbook effectively to develop ideas?</li> </ul>
<b>Sketchbooks (Year 2)</b>	<ul style="list-style-type: none"> <li>Can they begin to demonstrate their ideas through photographs and in their sketch books?</li> <li>Can they set out their ideas, using 'annotation' in their sketch books?</li> <li>Do they keep notes in their sketch books as to how they have changed their work?</li> </ul>
<b>Sketchbooks (Year 3)</b>	<ul style="list-style-type: none"> <li>Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</li> <li>Can they make notes in their sketch books about techniques used by artists?</li> <li>Can they suggest improvements to their work by keeping notes in their sketch books?</li> </ul>
<b>Sketchbooks (Year 4)</b>	<ul style="list-style-type: none"> <li>Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?</li> <li>Do they use their sketch books to adapt and improve their original ideas?</li> <li>Do they keep notes about the purpose of their work in their sketch books?</li> <li>Can they produce a montage all about themselves?</li> </ul>
<b>Sketchbooks (Year 5)</b>	<ul style="list-style-type: none"> <li>Do they keep notes in their sketch books as to how they might develop their work further?</li> <li>Do they use their sketch books to compare and discuss ideas with others?</li> </ul>
<b>Sketchbooks (Year 6)</b>	<ul style="list-style-type: none"> <li>Do their sketch books contain detailed notes, and quotes explaining about items?</li> <li>Do they compare their methods to those of others and keep notes in their sketch books?</li> <li>Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</li> <li>Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</li> </ul>