Progression Ladder for Art and design for Primary Schools 2020

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

National Curriculum Programmes of Study for Art

Drawing	
Year 6	• My drawings communicate movement • My drawings of still life include shadows and reflections. • My work includes historical studies of technical drawings, such as ancient architecture. • I can draw from different angles • I look at artist's work to stimulate my own ideas • I increase ways of producing different tones, hatching and shading • I understand about and use perspective • I draw designs for 3D work accurately
Year 5	• I use a variety of different shaped lines to indicate movement in my drawings. • I have continued to study other artists' drawings and have experimented with some of these styles. • I can draw reflections • I can use magnifiers and view finders
Year 4	• I use shading to show shadows and reflections on 3D shapes. • I have studied other artists' drawings and have experimented with some of these styles. • I can make marks to recreate textures • I can draw from selective observation and from memory • I can draw to express moods • I can try out different techniques in my sketch book
Year 3	• I use different grades of pencil at different angles to show different tones. • I use hatching and cross hatching to show tone and texture in my drawings. • I develop more control of line and tone • I continue to develop my mark making • I can use a sketch book
Year 2	• I make a variety of lines of different sizes, thickness and shapes.

	• I can talk about my mark making • I can draw from observation • I can draw clear outlines/shapes • I can add detail to my drawings • I can comment on the drawings of others
Year 1	• I can colour in neatly, following the lines very carefully. • I can draw to support work in other areas • I can experiment with mark making using a variety of tools
Foundation 2	• I can try different pressures with my pencil • I can try different lines • I can draw in response to feelings, imagination, observation and memory
Foundation 1	• I can experiment freely with different drawing tools • I can draw on a variety of papers and surfaces

Painting	
Year 6	- My paintings are based on observations and can convey realism or an impression of what I observe. - The lines in my paintings are sometimes stark and cold and at other times warm to reflect different features or intentions. - I can experiment with adding materials to paint to change texture. - I can discuss the work of other artists and apply their ideas to my own work.
Year 5	- My paintings are based on observations and can convey realism or an impression of what I observe. - I combine colours and create tints, tones and shades to reflect the purpose of my work. - I can use complimentary colours in pattern and image making. - I can create tones by mixing complementary colours. - I can recreate texture using different techniques. - I have a good understanding of colour, hue, tone, shade and highlights
Year 4	- My paintings use colour and shapes to reflect feelings and moods. - I sketch (lightly) before I paint so as to combine lines with colour to produce images that convey a purpose. - I can mix and match colours using paint. - I can discuss and explore cool, warm and hot shades. - I can paint in monotone. - I can copy parts of other paintings. - I can develop control of consistency and add more detail in my paintings.
Year 3	- I use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines. - I make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line. - I can recreate colours and textures - I can mix tertiary colours (mixing secondary colours) - I can use colour to convey moods and atmospheres - I can experiment with ways of applying paint and using techniques of other painters
Year 2	- I know the positions of primary and secondary colours in relation to each other on the colour wheel. - I link colours to natural and man-made objects. - I can mix light and dark colours - I can respond to and look at the work of different artists - I can paint patterns, designs and decorate models and artefacts
Year 1	- I can name the primary and secondary colours. - I can say how an artist has used colour - I can decide which tools to use and what paper - I can develop confidence and control of colour mixing - I know the difference between cold and warm colours
Foundation 2	- I can paint from observation and imagination - I can mix powder to different consistencies

	• Use a variety of tools to apply paint • I can mix secondary colours green, purple and orange
Foundation 1	• I can play freely and explore paint • I can mix primary colours and experiment with colour mixing

Printing	
Year 6	• My prints have a starting point from a designer in history • I have started to develop press printing and screen printing • I can make simple lino cuts and use for printing • My mono-prints have detail and control
Year 5	• My prints combine a range of visual elements to reflect a purpose • My prints are based on a theme from other cultures • I can select and gather my own ideas for prints
Year 4	• My printing replicates patterns I have observed in either the natural or man-made world and are based on my observational drawings • I have studied printmaking from other cultures or other time periods • I can print edge to edge, straight lines, in more than 2 colours • I can print on fabric • I can make simple screen prints
Year 3	• I know how printing is used in the everyday life of designers or artists • I compare the methods and approaches of different designers in their print techniques • I have explored printing from other cultures and time periods • I have developed my use of printing blocks, to make more detailed prints • I have used ideas from natural objects in my printing
Year 2	• I have created a print in response to the work of an artist or designer • I have looked at how artists and designers have used colour, shapes and lines to create patterns • I can overlap my prints • I can make simple printing blocks • I can print textures and patterns • I have experimented with mono printing
Year 1	• I explore techniques such as repeating, overlapping, rotating and arranging shapes • I can make organised printing patterns by printing using found objects • I can use more than one colour in my printing • I have looks at printed materials around us and in everyday use
Foundation 2	• I can make simple blocks using small objects • I can make simple mono prints • I can add print to painting
Foundation 1	• I can print with hands/fingers/vegetables etc • I can use a variety of found objects to explore printing • I can print to make images

Sculpture	
Year 6	• My 3D work reflects an intention that is sometimes obvious, but at other times is open to interpretation of the viewer • My 3D work contains both visual and tactile qualities • I choose from all of the techniques from levels 1-4 to embellish my work, as appropriate • I understand the process of firing clay • I can glaze pots in a variety of ways • I can make masks using Modroc and paper mache
Year 5	• My 3D work reflects an intention that is sometimes obvious, but at other times is open to interpretation of the viewer • My 3D work contains both visual and tactile qualities • I choose from all of the techniques from levels 1-4 to embellish my work, as appropriate • I can make shaped coil pots • I can make puppets using a combination of materials • I can design and make mobiles
Year 4	• I add paper curlings or other objects to a surface to embellish • I use carving techniques to reflect images I have observed and drawn in the natural world • I can use paper mache and card to build landscapes and sculptures • I can use sculptures and artists to stimulate my own work • I can make a variety of clay pots and models
Year 3	• I use my clay techniques to apply to pottery studied in other cultures • My 3D work has a well thought out purpose. • I use the technique of adding materials to create texture, feeling, expression or movement. (e.g wrinkles on a portrait sculpture.) • I can use wood, straws, card, junk, paper, leaves etc to make planned and unplanned models • I can explore sculptures from other cultures • I can roll, texturise and join clay slabs
Year 2	• I have added lines and shapes to my clay work. • I have added texture to my clay work by adding clay and with tools. • I can record observations of simple natural objects • I can make pinch pots and coil pots out of clay • I can make models of people and animals • I can make models that explore the use of shape and space. • I can make puppets from fabric • I can make jewellery
Year 1	• I can use tools to create patterns and texture • I can use clay imaginatively • I can roll clay evenly • I can pull out projections in a ball of clay • I can join materials in a variety of ways • I can make masks and hats from card
Foundation 2	• I cut materials • I roll materials • I coil materials • I can join and attach materials

	• I can make papier mache and junk models
Foundation 1	• I can explore the properties of clay • I can make impressions in clay • I can investigate materials using pulling, twisting, rolling, squeezing and shaping • I can cut, tear and fold • I can make models out of card and paper

Collage	
Year 6	• My collage has a striking effect because of its colour choices, pattern, lines, tones, shapes, • I can write about the visual and tactile qualities of my work in my sketchbook
Year 5	• I can use collage as part of the planning process • I can make collages using a range of materials • I can use applique in my collages • I can use photomontage • I can use the work of other artists as a stimulus for my collage work, such as Rousseau
Year 4	• My collage is based on observational drawings. • My collage reflects a real purpose and I record this in my art sketchbook. • My collage combines both visual and tactile qualities. • My collage takes inspiration from artists or designers such as Matisse • I can use fabric and threads in my collage
Year 3	• I use tessellation and other patterns in my collage. • I use my cutting skills to produce repeated patterns. • I look at mosaic, montage and collage from other cultures. • I use collage to add to my painting and drawing • I use symmetry and repeated patterns in my collage work
Year 2	• I use shapes, textures, colours and patterns in my collages. • I can say how other artists have used texture, colour, pattern and shape in their work. • I can sort and group textiles • I can experiment with texture • I can use string and other materials to create pattern and mood
Year 1	• I can respond and talk about materials and their properties • I can use paste, glue and other adhesives • I can develop my cutting skills • I can use a range of fabrics and paper to create art
Foundation 2	• I can experiment with ways of cutting and applying materials
Foundation 1	• I have experience of cutting, tearing, gluing, folding and scrunching

Textiles	
Year 6	• My textile work sometimes combines visual and tactile elements, fit for purpose. • My textile work is sometimes based on historical or cultural observations • I can design and create large and small textile work
Year 5	• I can make my own looms and experiment with weaving • I can make textile pictures using a range of techniques • I can use wax batik • I can create my own embroidery pictures and designs
Year 4	• I combine a range of sewing techniques • I know how to create hangings. • My work is based on tapestries, artefacts and hangings throughout history and in other cultures • I can use batik and paint on cloth • I can mix tie dye with stitching and applique
Year 3	• I know how to colour fabric and have used this to add pattern. • I create texture in my textiles work by tying and sewing threads or by pulling threads. • I use my textiles skills to create artwork that is matched to an idea or purpose. • I am aware of textiles work from other cultures and times. • I can sew to decorate or embellish • I can do back and blanket stitch • I can experiment with mark making using thread
Year 2	• I know how to dip dye to produce fabric of contrasting colours. • I have looked at examples of patchwork and then design and make my own, using glue or stitching. • I can experiment with stitching and knots • I can make flour-based batik on paper or cloth • I can experiment with simple tie die • I can sew to join fabrics • I can sew on binca • I can do diagonal and cross stitch • I can weave with wool and threads
Year 1	• I look at examples of thread and textiles used to create pictures, objects or patterns. (e.g. patchwork) • I can draw with threads • I can make wax resist pictures • I can do running stitch • I can weave with paper
Foundation 2	• I can experiment with weaving • I can sort wool and threads into colours
Foundation 1	• I can explore a range a range of fabrics and sticking them together

Graphic Design, Photography and ICT	
Year 6	• My work combines visual and tactile qualities to communicate an intention or purpose • I can create computer graphics that are fit for purpose • I can explain the rationale for my designs • I can create a range of films showing different genres
Year 5	• I can manipulate images and artwork using a range of computer programs and Apps • I can combine images using my own and others' ideas • I can use special effects in my films and photographs
Year 4	• My work communicates a meaning, idea, thought, feeling or emotion and this is explained in a short piece of writing to accompany each piece of artwork or technique. • I can interpret a range of photography from a range of cultures and historical times
Year 3	• I can use a digital camera or ipad to capture textures, colours lines, tones, shades and inspiration from the natural and manmade world. • I can plan and create small moving films • I can use animation
Year 2	• I can describe my work using these key words: Line, Tone, Colour, Texture, Shape. • I can edit and print photographs • I can select good photographs and explain why
Year 1	• I can take photographs and tell others what they are. • I can change the colours and shades of my photographs
Foundation 2	• I can use a digital camera • I can tell a story using photographs and graphics
Foundation 1	• I can take photographs using an ipad • I can talk about what I see in photographs

Note

This progression ladder has been created as a guide to link skills and knowledge to the curriculum. For further guidance, you can contact the official subject association organisation for Art and Design - The National Society for Education in Art and Design (NSEAD): http://www.nsead.org