



### Art Progression Ladder



	Drawing and painting	3D and textiles	Collage/Printing	Reflection Artist knowledge/learning
Foundation Stage	<p><b>Drawing.</b></p> <ol style="list-style-type: none"> <li>1. Use lines, marks and curves, on a variety of surfaces to show representation.</li> </ol> <p><b>Painting.</b></p> <ol style="list-style-type: none"> <li>1. Use a range of tools to spread paint in addition to brushes (Straws, matchsticks, etc)</li> <li>2. Explore making marks on a variety of surfaces.</li> <li>3. Experiments with, and enjoys, colour mixing</li> </ol> <p>Children can make marks, using different tools, on different surfaces to show basic representation. They have explored colour mixing.</p>	<p><b>3D.</b></p> <ol style="list-style-type: none"> <li>1. Handles, feels and manipulates rigid and malleable materials</li> <li>2. Pulls apart and reconstructs basic shapes.</li> </ol> <p><b>Textiles.</b></p> <ol style="list-style-type: none"> <li>1. Handles and manipulates materials such as threads, wool, raffia, grass etc</li> <li>2. Is aware of colour and texture of a range of textiles.</li> </ol> <p>Children have handled and manipulated a range of materials, reconstructing basic shapes and understanding colour and texture.</p>	<p><b>Collage/Printing.</b></p> <ol style="list-style-type: none"> <li>1. Handles different materials and attempts random experimental printing with feet, hands and other found material</li> <li>2. Selects and sorts collage material into given criteria (shiny, smooth, warm, cold)</li> </ol> <p>Children have explored printing with a variety of items and can select and sort collage materials.</p>	<p><b>Reflection.</b></p> <ol style="list-style-type: none"> <li>1. Can identify and use their favourite colour</li> <li>2. Can identify things they like in their surroundings</li> </ol> <p><b>Artist.</b></p> <ol style="list-style-type: none"> <li>1. Can think about what art is</li> <li>2. Can describe a picture painted by an artist</li> </ol> <p>Mondrian, Matisse</p> <p>Children can explain a favourite colour and why they like things around them. They can name one artist and recognise work by this artist</p>



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Year 1	<p><b>Drawing.</b></p> <ol style="list-style-type: none"> <li>1. Use a variety of dry tools (pencils, charcoal, pens, rubbers etc) to represent objects seen, remembered or imagined.</li> <li>2. Begin to explore tone (light and dark) using any mark making device.</li> </ol> <p><b>Painting.</b></p> <ol style="list-style-type: none"> <li>1. Explore the effects of adding other materials to paint. (sand glitter etc)</li> <li>2. Continue to develop colour mixing to create patterns.</li> </ol> <p>Children can use a range of dry media to represent objects seen, remembered and imagined, beginning to use tone. Children can develop colour mixing and explore adding materials to paint.</p>	<p><b>3D.</b></p> <ol style="list-style-type: none"> <li>1. Become more aware of form, feel, texture and pattern</li> <li>2. Make structures by joining simple objects together</li> <li>3. Use basic tools on rigid and plastic materials</li> <li>4. Experiment with different materials to design and make in 2D and 3D</li> </ol> <p>Textiles.</p> <ol style="list-style-type: none"> <li>1. Experiment with sorting, cutting and shaping fabrics and ways of joining them.</li> <li>2. Undertake simple weaving</li> </ol> <p>Children can use basic tools to create both 2D and 3D work. Children can cut, shape and join textiles and begin to weave.</p>	<p><b>Collage/printing.</b></p> <ol style="list-style-type: none"> <li>1. Cut, glue and trim material to create images from a variety of media (photocopies, fabric, magazines, crepe etc)</li> <li>2. Make marks in print using found objects and basic tools</li> <li>3. Create repeating patterns in print.</li> </ol> <p>Children can cut, trim and glue from a variety of media. Children can make marks in print and create repeating patterns.</p>	<p><b>Reflection.</b></p> <ol style="list-style-type: none"> <li>1. Know the names of tools, techniques and elements used.</li> <li>2. Use artwork to record ideas and observations</li> <li>3. Explain what they like about their own and other's work</li> </ol> <p><b>Artist.</b></p> <ol style="list-style-type: none"> <li>1. Experiment with techniques used by artists.</li> <li>2. Look at and talk about work of artists.</li> </ol> <p>Frida Kahlo, Picasso, Warhol, Raku Inoue</p> <p>Children can explain what they like about their own and other's work. Children can name at least one artist used this year and recognise the artwork of at least 2 different artists.</p>



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Year 2	<p><b>Drawing.</b></p> <ol style="list-style-type: none"> <li>1. Use line and tone to represent observations, both observed and imagined, in pencil, chalk or charcoal, in 2D and 3D.</li> <li>2. Colour neatly following the lines</li> <li>3. Control the range of marks and lines made when drawing and representing shape</li> <li>4. Explore different grades of pencil 3a, 6b etc</li> </ol> <p><b>Painting.</b></p> <ol style="list-style-type: none"> <li>1. Use colour to express moods and feelings</li> <li>2. Represent things observed, remembered or imagined in paint</li> </ol> <p>Children can use a range of tone and shading, show control when colouring and represent imagined and observed images. Children can use colour to represent things observed, remembered and imagined.</p>	<p><b>3D.</b></p> <ol style="list-style-type: none"> <li>1. Compare and recreate form and shape.</li> <li>2. Create texture and specific effects exploring a range of tools on rigid and flexible material</li> </ol> <p><b>Textiles.</b></p> <ol style="list-style-type: none"> <li>1. Weave paper in 2 and 3 colours</li> <li>2. Develop joining techniques and apply decorations using a running or over stitch</li> </ol> <p>Children can compare and recreate form, shape and texture in different materials. Children can weave paper. Children can develop joining techniques in sewing.</p>	<p><b>Collage.</b></p> <ol style="list-style-type: none"> <li>1. Make textured collages from a variety of media, using crumpling, folding and tearing</li> <li>2. Select particular techniques to create, while developing precision and control with materials</li> </ol> <p><b>Printing.</b></p> <ol style="list-style-type: none"> <li>1. Build on previous techniques and develop to fabric printing, relief and rubbings</li> </ol> <p>Children can make textured collages using different techniques. Children have built on previous printing skills</p>	<p><b>Reflection.</b></p> <ol style="list-style-type: none"> <li>1. Give reasons for preferences when looking at art work</li> <li>2. Try out different activities and make sensible choices about what to do next.</li> <li>3. Identify what they might change in their own work and adapt accordingly.</li> </ol> <p><b>Artists.</b></p> <ol style="list-style-type: none"> <li>1. Create a piece of art in the style of an artist</li> <li>2. Know that different artistic works are created in different cultures and times</li> </ol> <p>Banksy, Aboriginal art, Andy Goldsworthy, Peter Thorpe, Arcimboldo</p> <p>Children can consider how to adapt work. Children can name at least one artist used this year and recognise the artwork of at least 2 different artists.</p>