



Art Progression Ladder



	Drawing and painting	3D and textiles	Collage/Printing	Reflection Artist knowledge/learning
Foundation Stage	<p>Drawing.</p> <ol style="list-style-type: none"> 1. Use lines, marks and curves, on a variety of surfaces to show representation. <p>Painting.</p> <ol style="list-style-type: none"> 1. Use a range of tools to spread paint in addition to brushes (Straws, matchsticks, etc) 2. Explore making marks on a variety of surfaces. 3. Experiments with, and enjoys, colour mixing <p>Children can make marks, using different tools, on different surfaces to show basic representation. They have explored colour mixing.</p>	<p>3D.</p> <ol style="list-style-type: none"> 1. Handles, feels and manipulates rigid and malleable materials 2. Pulls apart and reconstructs basic shapes. <p>Textiles.</p> <ol style="list-style-type: none"> 1. Handles and manipulates materials such as threads, wool, raffia, grass etc 2. Is aware of colour and texture of a range of textiles. <p>Children have handled and manipulated a range of materials, reconstructing basic shapes and understanding colour and texture.</p>	<p>Collage/Printing.</p> <ol style="list-style-type: none"> 1. Handles different materials and attempts random experimental printing with feet, hands and other found material 2. Selects and sorts collage material into given criteria (shiny, smooth, warm, cold) <p>Children have explored printing with a variety of items and can select and sort collage materials.</p>	<p>Reflection.</p> <ol style="list-style-type: none"> 1. Can identify and use their favourite colour 2. Can identify things they like in their surroundings <p>Artist.</p> <ol style="list-style-type: none"> 1. Can think about what art is 2. Can describe a picture painted by an artist <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>Drawing.</p> <ol style="list-style-type: none"> 1. Use a variety of dry tools (pencils, charcoal, pens, rubbers etc) to represent objects seen, remembered or imagined. 2. Begin to explore tone (light and dark) using any mark making device. <p>Painting.</p> <ol style="list-style-type: none"> 1. Explore the effects of adding other materials to paint. (sand glitter etc) 2. Continue to develop colour mixing to create patterns. <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>3D.</p> <ol style="list-style-type: none"> 1. Become more aware of form, feel, texture and pattern 2. Make structures by joining simple objects together 3. Use basic tools on rigid and plastic materials 4. Experiment with different materials to design and make in 2D and 3D <p>Textiles.</p> <ol style="list-style-type: none"> 1. Experiment with sorting, cutting and shaping fabrics and ways of joining them. 2. Undertake simple weaving <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>Collage/printing.</p> <ol style="list-style-type: none"> 1. Cut, glue and trim material to create images from a variety of media (photocopies, fabric, magazines, crepe etc) 2. Make marks in print using found objects and basic tools 3. Create repeating patterns in print. <p>Children can cut, trim and glue from a variety of media. Children can make marks in print and create repeating patterns.</p>	<p>Reflection.</p> <ol style="list-style-type: none"> 1. Know the names of tools, techniques and elements used. 2. Use artwork to record ideas and observations 3. Explain what they like about their own and other's work <p>Artist.</p> <ol style="list-style-type: none"> 1. Experiment with techniques used by artists. 2. Look at and talk about work of artists. <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><u>Drawing.</u></p> <ol style="list-style-type: none"> 1. Use line and tone to represent observations, both observed and imagined, in pencil, chalk or charcoal, in 2D and 3D. 2. Colour neatly following the lines 3. Control the range of marks and lines made when drawing and representing shape 4. Explore different grades of pencil 3a, 6b etc <p><u>Painting.</u></p> <ol style="list-style-type: none"> 1. Use colour to express moods and feelings 2. Represent things observed, remembered or imagined in paint <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><u>3D.</u></p> <ol style="list-style-type: none"> 1. Compare and recreate form and shape. 2. Create texture and specific effects exploring a range of tools on rigid and flexible material <p><u>Textiles.</u></p> <ol style="list-style-type: none"> 1. Weave paper in 2 and 3 colours 2. Develop joining techniques and apply decorations using a running or over stitch <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><u>Collage.</u></p> <ol style="list-style-type: none"> 1. Make textured collages from a variety of media, using crumpling, folding and tearing 2. Select particular techniques to create, while developing precision and control with materials <p><u>Printing.</u></p> <ol style="list-style-type: none"> 1. Build on previous techniques and develop to fabric printing, relief and rubbings <p>Children can make textured collages using different techniques. Children have built on previous printing skills</p>	<p><u>Reflection.</u></p> <ol style="list-style-type: none"> 1. Give reasons for preferences when looking at art work 2. Try out different activities and make sensible choices about what to do next. 3. Identify what they might change in their own work and adapt accordingly. <p><u>Artists.</u></p> <ol style="list-style-type: none"> 1. Create a piece of art in the style of an artist 2. Know that different artistic works are created in different cultures and times <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>