

# ART PROGRESSION CHART

KS2	Drawing	Painting	Printing	Sketch books	3D/Textiles	Collage	Use of IT	Knowledge
Year 4	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Draw simple objects using marks and lines to produce texture</li> <li>Use colour to represent feeling</li> <li>Begin to explore reflections in their artwork (help of photography)</li> <li>Explore lines, colour, form and shape in terms of moving objects/light</li> <li>Explain why they have chosen specific materials to draw with</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Independently mix all secondary colours</li> <li>Explain the need for darker and lighter tones</li> <li>Create mood through use of colour</li> <li>Understand colours can identify with a feeling</li> <li>Understand that there are more colours than just the rainbow, black and white</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Print using at least four colours</li> <li>Create a symmetrical printed pattern</li> <li>Print onto different coloured paper/card</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use their sketchbooks to express how they feel about particular pieces of artwork of others and their own</li> <li>Begin expressing, using words, how they could improve their artwork/ideas</li> <li>Use their sketchbooks to collect images around a project/montage (title page)</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use basic stitches to help combine materials</li> <li>Understand how to join clay together using cross-hatching</li> <li>Combine a number of materials using suitable adhesive to create a 3D outcome</li> <li>Explain why they have chosen the particular adhesive</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use ceramic mosaics to produce a piece of artwork</li> <li>Create an alternative media background as an alternative solution to paint/pencil/pen e.g. collage/montage</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use IT to show off the process of their work</li> <li>Using IT annotate their work step-by-step</li> <li>Use the internet to answer questions about artists</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Explain different types of art from different periods</li> <li>Recreate art from different periods of time</li> <li>Use significant events in time to create artwork</li> </ul>
Year 3	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Show facial expressions and body language in their sketches and drawings</li> <li>Use 3 types of pencil in their work</li> <li>Show tone and texture through different pencil shades</li> <li>Explain what they have sketched and why</li> <li>Use their sketches as ideas towards a final piece of work</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Create a background using a wash</li> <li>Use a range of brushes to create different effects</li> <li>Know the difference between primary and secondary colours</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Make a printing block</li> <li>Create a 2 colour print</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use their sketchbooks to express feelings of positive and negatives against a subject/piece of art/artist</li> <li>Make notes about techniques used by artists</li> <li>Suggest improvements of their own work</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Create a pop-up</li> <li>Use more than one type of stitch</li> <li>Apply detail to their work through sewing</li> <li>Work in pairs to create a larger end result e.g. class quilt</li> <li>Add texture and shapes to their work</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Cut accurately using scissors</li> <li>Overlap materials to create a montage</li> <li>Use a range of tints/tones of colours to depict realistic features</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use the internet to seek images of a specific artist</li> <li>Use images which they have found to use in their artwork</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Explore works from other cultures/countries</li> <li>Explore works from other periods of time</li> <li>Compare the work of different artists/different period of time/different cultures</li> <li>Describe the emotions/reasoning behind a particular piece of art</li> </ul>
KS1	Drawing	Painting	Printing	Sketch books	3D/Textiles	Collage	Use of IT	Knowledge
Year 2	<p><b>By the end of year 2, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use charcoal, pencils and pastels</li> <li>Show different tones of light and dark</li> <li>Show different patterns in their work to create texture</li> <li>Use a viewfinder to focus on a specific item/part of an existing piece of artwork before drawing it/recreating it</li> <li>Use 2 different pencils in their work</li> </ul>	<p><b>By the end of year 2, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Mix paint to create secondary colours</li> <li>Verbalise which colours you need to mix with which before doing so</li> <li>Mix a brown through experimenting</li> <li>Add white to colours to create a tint</li> <li>Add black to colours to create a tone</li> </ul>	<p><b>By the end of year 2, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Create a print in the style of an artist</li> <li>Use stamping, rubbing and pressing to create a print</li> <li>Demonstrate the use of a roller to help create a print</li> </ul>	<p><b>By the end of year 2, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use their sketchbook to annotate any practise of skills</li> <li>Annotate photographs taken of them practising their skills</li> <li>Explain how they are improving their skills/what they can do now</li> </ul>	<p><b>By the end of year 2, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Create a double pinch pot using clay</li> <li>Use mark making in clay work</li> <li>Join fabric using glue</li> <li>Sew fabrics together</li> <li>Work in a group to create a larger an end result</li> </ul>	<p><b>By the end of year 2, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Create a group collage</li> <li>Use different types of materials in the collage explaining why they have chosen them</li> <li>Use repeated patterns in their collage</li> </ul>	<p><b>By the end of year 2, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Using I.T create a picture on the computer</li> <li>Use simple brush and pen tools to create texture</li> <li>Edit their own work</li> <li>Take photos of themselves/each other displaying different moods</li> <li>Alter photographs on a computer</li> </ul>	<p><b>By the end of year 2, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Link colours to natural or man-made objects</li> <li>Link colours to emotion</li> <li>Create a piece of artwork in the style of another artist</li> <li>Describe how other artists have used colour, pattern and shape to create texture</li> </ul>
Year 1	<p><b>By the end of year 1, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Communicate something about themselves in a drawing</li> <li>Create moods in their drawings</li> <li>Draw using a pencil/crayon</li> <li>Draw lines of different shapes and thicknesses</li> </ul>	<p><b>By the end of year 1, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Communicate something about themselves in a painting</li> <li>Create moods in their painting</li> <li>Paint using thick and thin brushes where appropriate</li> <li>Paint lines of different shapes and thicknesses</li> <li>Name the primary and secondary colours</li> </ul>	<p><b>By the end of year 1, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Print with sponges, vegetables and fruit</li> <li>Print onto paper and material</li> <li>Design their own printing block</li> <li>Create a repeating pattern</li> </ul>	<p><b>By the end of year 1, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use their sketchbook as a means of progression of skills learned</li> <li>Label the media used</li> <li>Take photographs of their work</li> </ul>	<p><b>By the end of year 1, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Add texture to mouldable materials, by using tools</li> <li>Create shapes using mouldable materials</li> <li>Sort different textiles by different properties e.g. colour/size</li> <li>Weave fabric/thread</li> </ul>	<p><b>By the end of year 1, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Cut and tear paper and card for a collage</li> <li>Gather materials they will need for their collage</li> </ul>	<p><b>By the end of year 1, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Create a picture using a simple painting</li> <li>Use tools e.g. fill/brushes</li> <li>Go back and edit their picture</li> </ul>	<p><b>By the end of year 1, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Ask appropriate questions about a piece of art work</li> <li>Describe what they see and/or like in another piece of art/design/craft</li> </ul>

		<ul style="list-style-type: none"> <li>Paint a picture of something they can see</li> </ul>						
--	--	---	--	--	--	--	--	--

## DT PROGRESSION CHART

KS2	Design	Make	Evaluate	Cooking and nutrition	Textiles	Electrical/mechanical	Construction/accuracy	Materials/finishing
Year 4	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Produce a plan/design and explain all parts to peers and adults</li> <li>Create clear annotated drawings, using colour to help</li> <li>Begin to think about the user of the product</li> <li>Verbally suggest improvements to other using EBI</li> <li>Write positive comments about others designs</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Verbalise predictions as to whether their final product will 'work' and is of a good quality</li> <li>Show a good handling of a range of appropriate tools and equipment</li> <li>Produce a product which will be liked and can be used by others</li> <li>Recognise when they need help to change an idea</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Explain if their outcome is successful</li> <li>Describe the changes they have made from design to outcome and why they made these</li> <li>Begin to explain with key vocabulary, how they can improve their outcome</li> <li>Give helpful feedback to their peers work</li> <li>Be reflective and open to changes</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Explain the difference between being hygienic and safe within the kitchen</li> <li>Show off the foods which they have made in a presentable manner</li> <li>Explain the difference between a butter knife and sharp knife and how to be safe</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the importance of a template</li> <li>Show a range of joining techniques</li> <li>Create a product which is robust</li> <li>Produce a product taking into account a 'user'</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Add things to their circuits</li> <li>Be confident with trying new and different ideas</li> <li>Check and alter their product and explain what they have done</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Explain how they have attempted to make their product strong</li> <li>Measure carefully to prevent wastage of materials</li> <li>Apply the correct amount of adhesive for the job in hand</li> </ul>	<p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Confidently use a variety of materials</li> <li>Cut materials neatly</li> <li>Use a variety of finishing techniques taking into consideration the final appearance</li> <li>Think of the audience and the finishing techniques required</li> </ul>
Year 3	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Explain that their design meets the specific points asked of them</li> <li>Put together a plan of action with annotations of equipment and tools</li> <li>Create a 'realistic' plan</li> <li>Draw their designs using sketches and words</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Question the tools and the equipment being used</li> <li>Select the most appropriate for the job in hand</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Explain what they changed to improve their work</li> <li>Look at others work and begin to 'magpie'</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Grow a plant from a seed or bulb</li> <li>Explain the difference between sweet and savoury ingredients</li> <li>Describe how they could make their food product look more appealing</li> <li>Choose the correct ingredients for a product</li> <li>Use equipment safely</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Choose particular materials reasoning</li> <li>Describe the properties of materials</li> <li>Layer materials using more than one joining technique</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Create a simple circuit</li> <li>Make a product with both electrical and mechanical components</li> <li>Use a number of components</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Automatically use a ruler to measure</li> <li>Understand what is meant by being accurate</li> <li>Make cuts and holes when necessary</li> </ul>	<p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Select the appropriate materials for the task</li> <li>Select the appropriate tools for the task</li> <li>Understand what is meant by a finishing technique</li> </ul>
KS1	Design	Make	Evaluate	Cooking and nutrition	Textiles	Electrical/mechanical	Construction/accuracy	Materials/finishing
Year 2	<p><b>By the end of year 2, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Think of several ideas, which are mainly their own, for the making process, explaining how they see their final outcome appearing</li> <li>Describe their design using pictures and annotations, as well as verbal</li> </ul>	<p><b>By the end of year 2, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Choose the best tools and materials for the job and give their reasons why they think this</li> <li>Join materials in different ways (glue/staples/blue tack)</li> </ul>	<p><b>By the end of year 2, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Explain what went well with their work</li> <li>Explain how their work could be even better if they were to create it again</li> </ul>	<p><b>By the end of year 2, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Explain what it means to be hygienic</li> <li>Demonstrate being safe in the kitchen area</li> <li>Describe the properties of the ingredients they are cooking with</li> </ul>	<p><b>By the end of year 2, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Measure textiles using a ruler</li> <li>Join textiles to other materials to make something fit for decoration</li> <li>Cut textiles using scissors</li> <li>Use adjectives to describe the feel of different textiles</li> </ul>	<p><b>By the end of year 2, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Join materials together to create a moving product</li> <li>Add electrical components to their work to reflect reality</li> </ul>	<p><b>By the end of year 2, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use a ruler to measure materials</li> <li>Consider proportion to real life objects</li> <li>Incorporate movement to their model/structure</li> </ul>	<p><b>By the end of year 2, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Choose from a selection of materials and make sensible choices</li> <li>Add finishing techniques to improve the look of their model/structure</li> <li>Consider how they could improve their construction</li> </ul>
Year 1	<p><b>By the end of year 1, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Think of some ideas of their own</li> <li>Explain what they want to do</li> <li>Use pictures and words to plan</li> </ul>	<p><b>By the end of year 1, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Explain what they are making</li> <li>Explain which tools they are using</li> </ul>	<p><b>By the end of year 1, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Describe how something works</li> <li>Talk about their own work and things that other people have created</li> </ul>	<p><b>By the end of year 1, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Cut food safely</li> <li>Wash their hands without prompt before handling food</li> <li>Describe the taste/texture of food</li> <li>Explore interesting ways of decorating food</li> </ul>	<p><b>By the end of year 1, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Choose a range of colourful textiles to create a picture</li> <li>Create a textiles collage using glue</li> <li>Describe different textiles using words</li> </ul>	<p><b>By the end of year 1, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Make a product which moves</li> <li>Explain why they have chosen specific moving parts</li> </ul>	<p><b>By the end of year 1, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Create 'tidy' work</li> <li>Say when a product needs to be made stronger</li> <li>Plan their ideas before construction</li> </ul>	<p><b>By the end of year 1, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Verbally describe the qualities of different materials</li> <li>Exchange conversation with others about how to go about creating their product</li> </ul>