

Every year group needs to cover – working on different scales, drawing from imagination, memory, observation. Breadth across year groups needs to cover – different media, abstract art, landscape, still life, portraits, techniques used in different movements

Year 1	Progression in Making Formal elements of art colour referenced: <i>(line)</i> <i>(colour)</i> <i>(tone)</i> <i>(pattern)</i> <i>(texture)</i> <i>(form)</i> <i>(shape)</i> <i>(space)</i>	
Drawing	Skill and control	<ul style="list-style-type: none"> I can develop my drawing tool control allowing me to add detail to my pictures and achieve closer to my intention when drawing. <i>(line)</i> <i>(shape)</i> <i>(space)</i> I can begin to look more carefully when drawing from observation. <i>(shape)</i> <i>(space)</i> <i>(colour)</i> I can draw people and faces with more detail. <i>(line)</i> <i>(shape)</i> I can colour more neatly, leaving fewer gaps and spaces and going over outlines less often <i>(line)</i>
	Techniques	<ul style="list-style-type: none"> I can try out a variety of drawing tools – pencils, chalks, crayons, felt tips, pens, oil pastels, soft pastels. <i>(line)</i> <i>(shape)</i> <i>(space)</i> <i>(colour)</i> I can explore drawing different <i>lines</i> and <i>shapes</i>. I can begin to use layering and blending techniques when using chalk and soft pastels. <i>(line)</i> <i>(shape)</i> <i>(space)</i> <i>(colour)</i>
Painting	Skill and control	<ul style="list-style-type: none"> Housekeeping - I can rinse my brush to help keep paint colours pure; I can store my brush correctly (i.e. not leave bristles end down); I know how and where to put my paintings to dry; I can help to tidy up. Brush skills - I can hold a paintbrush appropriately; I can load paint onto the brush successfully; I can rinse my brush between colours; I can paint brushstrokes in one direction (not scrubbing); I can remove excess water after rinsing. I can show increasing control over brushstrokes e.g. trying to stay in the lines when painting,. <i>(Line)</i>
	Techniques	<ul style="list-style-type: none"> I can explore different painting tools e.g. different sizes and shapes of brush, home-made painting tools, fingers. <i>(Line)</i> I can use different brush sizes appropriately with direction from an adult. <i>(Line)</i> I can begin to use different <i>textures</i> of paint. I can explore the different marks that can be made with a paintbrush (e.g. try wetter, dryer, different brush strokes) <i>(texture)</i> <i>(Line)</i> I can name the <i>primary colours</i> and I can use them to mix <i>secondary colours</i>. I can mix tints by adding white. <i>(colour)</i> <i>(tone)</i> I can use my own mixed colours the majority of the time. <i>(colour)</i>
Sculpture	<ul style="list-style-type: none"> I can manipulate clay and other malleable materials in a variety of ways. <i>(texture)</i> <i>(form)</i> I can make a pinch pot. <i>(form)</i> I can construct and join recycled materials <i>(form)</i> (Continue to use making table independently.) 	
Other media	Printing Collage	<ul style="list-style-type: none"> I can develop my cutting skills. I can create a stamp for printing with. <i>(shape)</i> <i>(space)</i> I can print patterns with stamps and rollers. <i>(shape)</i> <i>(space)</i> <i>(pattern)</i> <i>(colour)</i> <i>(line)</i> I can experiment with collage.
Formal elements (linked to different media)	<ul style="list-style-type: none"> I can choose <i>colours</i> for a purpose, including matching them to the environment. I can name the <i>primary colours</i> and talk about mixing them to create <i>secondary colours</i>. I know that adding white to <i>colours</i> creates tints. I can identify a <i>colour</i> wheel. I know there are different types of clay. <i>(form)</i> I can produce and describe a range of <i>patterns</i>. I can begin to describe and experiment with producing <i>texture</i> 	

Year 2	Progression in Making	Formal elements of art colour referenced: (<i>line</i>) (<i>colour</i>) (<i>tone</i>) (<i>pattern</i>) (<i>texture</i>) (<i>form</i>) (<i>shape</i>) (<i>space</i>)
Drawing	Skill and control	<ul style="list-style-type: none"> I can use greater skill and accuracy when drawing shapes and lines, allowing me to add more intricate detail and achieve closer to my intention when drawing. (<i>space</i>) I can colour/shade neatly, leaving even fewer gaps or spaces and rarely going over outlines (<i>line</i>) I can look carefully when drawing from observation, beginning to produce a more accurate likeness. (<i>line</i>) (<i>shape</i>) (<i>space</i>) (<i>colour</i>) (<i>tone</i>) I can draw people and faces showing some expressions and beginning to use more accurate proportions. (<i>line</i>) (<i>shape</i>) (<i>space</i>) (<i>colour</i>) I can draw for a sustained period of time, showing more control and adding more detail. (<i>line</i>) (<i>shape</i>) (<i>space</i>) (<i>colour</i>) (<i>tone</i>) I can add more detail to pictures, beginning to create different tones by applying different amounts of pressure and beginning to use the side of a pencil to add shading (<i>tone</i>) I can begin to record clearly observable light and dark areas when drawing from observation. (<i>tone</i>) I can begin to show an awareness of objects having a third dimension when drawing (<i>form</i>) (<i>tone</i>) I can draw animals with more accuracy, beginning to represent the texture of their fur/skin. (<i>line</i>) (<i>shape</i>) (<i>space</i>) (<i>colour</i>) (<i>texture</i>) I can identify and begin to draw texture (<i>line</i>) (<i>tone</i>) I can draw people and faces showing some expressions and beginning to use more accurate proportions. (<i>line</i>) (<i>shape</i>) (<i>space</i>) (<i>colour</i>)
	Techniques	<ul style="list-style-type: none"> I can experiment with a variety of drawing tools – pencils, chalks, crayons, felt tips, pens, oil pastels, charcoal (<i>line</i>) (<i>shape</i>) (<i>space</i>) (<i>colour</i>) I can combine media by layering and blending. (<i>line</i>) (<i>colour</i>) (<i>tone</i>) (<i>texture</i>) I can experiment with different types, thicknesses and shades of line (e.g. dark, light, wide, narrow, horizontal, vertical, wavy, curved and straight lines). (<i>tone</i>) I can compare the effects created by different drawing tools (<i>line</i>) (<i>colour</i>) (<i>tone</i>) (<i>texture</i>) (<i>shape</i>)
Painting	Skill and control	<ul style="list-style-type: none"> Housekeeping - I can rinse my brush to help keep paint colours pure; I can store my brush correctly (i.e. not leave bristles end down); I know how and where to put my paintings to dry; I can help to tidy up; I can change my own water when necessary (all more independently than Year 1) Brush skills - I can hold a paintbrush appropriately; I can load paint onto the brush successfully; I can rinse my brush between colours; I can remove excess water after rinsing (all more independently and with less reminding than Year 1) I can paint details more neatly using a fine brush with more control. (<i>line</i>)
	Techniques	<ul style="list-style-type: none"> I can experiment with different brushstrokes, sizes of brushes and other tools and begin to choose from these effectively for a purpose (<i>line</i>) (<i>tone</i>) (<i>texture</i>) I can mix media to create effects e.g. wax resist (<i>colour</i>) (<i>texture</i>) (<i>line</i>) I can use a famous painter's style to create my own painting (<i>Van Gogh</i>) (<i>line</i>) (<i>colour</i>) (<i>tone</i>) (<i>pattern</i>) (<i>texture</i>) (<i>shape</i>) (<i>space</i>) I can name the secondary colours (and primary) and know how to mix them more accurately. (<i>colour</i>) I can mix tints and shades. (<i>colour</i>) (<i>tone</i>)
Sculpture		<ul style="list-style-type: none"> I can create models with a variety of materials thinking carefully about other elements such as texture or pattern (<i>form</i>) (<i>shape</i>) (<i>pattern</i>) (<i>texture</i>) I can construct and join materials for a purpose with improved techniques and skills e.g. choosing an effective way to join cardboard to achieve a planned effect. (<i>form</i>) (<i>shape</i>)
Other media and skills		<ul style="list-style-type: none"> I can further develop my cutting skills and accuracy. <p>Printing</p> <ul style="list-style-type: none"> I can create a foam printing block and use it to create a relief print. (<i>line</i>) (<i>shape</i>) (<i>space</i>) <p>Collage</p> <ul style="list-style-type: none"> I can explore arrangements of colours and shapes using collage techniques – layering, cutting, tearing, making patterns, (<i>line</i>) (<i>pattern</i>) (<i>space</i>)
Formal elements (linked to different media, not included above)		<ul style="list-style-type: none"> I can consistently choose colours for a purpose, including matching them to the environment. I can create a simple colour wheel. I can identify and use warm and cool colours. I can produce more intricate patterns. I can explore and use symmetry (<i>pattern</i>)

Year 3	Progression in Making Formal elements of art colour referenced: (<i>line</i>) (<i>colour</i>) (<i>tone</i>) (<i>pattern</i>) (<i>texture</i>) (<i>form</i>) (<i>shape</i>) (<i>space</i>)	
Drawing	Skill and control	<ul style="list-style-type: none"> I can use greater skill and accuracy when drawing 2D <i>shapes</i> and different types and thicknesses of <i>line</i>, allowing me to achieve closer to my intention when drawing. (<i>space</i>) (<i>form</i>) I can colour/shade neatly without leaving gaps or spaces and without going over outlines (<i>line</i>) I can look carefully when drawing from observation, producing a more accurate likeness that is beginning to match the object in proportion. (<i>line</i>) (<i>shape</i>) (<i>space</i>) (<i>colour</i>) (<i>tone</i>) I can control drawing media to create different tones by applying different amounts of pressure and using different parts of the drawing tool (e.g. side of a pencil to shade) (<i>tone</i>) I can blend shading more effectively and can rub out rough edges to refine them (<i>tone</i>) (<i>line</i>) I can record clearly observable light and dark areas when drawing from observation, to represent 3D <i>form</i> more accurately (<i>tone</i>) I can use <i>line</i> and <i>tone</i> to begin to describe texture.
	Techniques	<ul style="list-style-type: none"> I can practise with a variety of drawing tools and control them more effectively – pencils, chalks, crayons, felt tips, pens, oil pastels, charcoal (<i>line</i>) (<i>shape</i>) (<i>space</i>) (<i>colour</i>) I can test the qualities of different drawing tools and media and choose according to what I want to achieve (<i>line</i>) (<i>shape</i>) (<i>texture</i>) (<i>tone</i>) I can begin to show where objects overlap in my drawing. (<i>shape</i>) (<i>space</i>) (<i>line</i>)
Painting	Skill and control	<ul style="list-style-type: none"> I can control the types of marks made when painting more effectively (<i>line</i>) (<i>shape</i>) (<i>texture</i>) I can paint details, lines and edges of shapes with some control and precision (<i>line</i>) (<i>shape</i>) (<i>texture</i>) I can begin to blend <i>colour</i>, tints and shades on the paper when painting (<i>tone</i>)
	Techniques	<ul style="list-style-type: none"> I can experiment with different brushstrokes and sizes of brushes to create different <i>textures</i> and effects (<i>line</i>) (<i>tone</i>) I can mix colours, tints and shades with more confidence and accuracy. (<i>colour</i>) (<i>tone</i>) I can begin to show background and foreground more effectively. (<i>shape</i>) (<i>space</i>)
Sculpture		<ul style="list-style-type: none"> I can experiment with variety of techniques to join and shape clay – slabs, coiling, using scoring and slip, using tools to create shapes and patterns (<i>form</i>) (<i>shape</i>) (<i>pattern</i>) (<i>texture</i>) I can choose and use clay techniques effectively for a planned, patterned design (<i>form</i>) (<i>shape</i>) (<i>pattern</i>) (<i>texture</i>) I can apply glaze to clay neatly. (<i>colour</i>)(<i>line</i>) (<i>shape</i>)
Other media		<p>Collage</p> <ul style="list-style-type: none"> I can cut shapes accurately using a more skillful technique, turning paper not body when cutting. (<i>line</i>) (<i>shape</i>) Explore collage techniques – layering, cutting, tearing, making patterns, (<i>line</i>) (<i>colour</i>) (<i>pattern</i>) (<i>texture</i>) (<i>shape</i>) (<i>space</i>) I can use cut shapes to collage a design, choosing colours and shapes carefully and with purpose and with improved glueing skills. (<i>shape</i>) (<i>space</i>) (<i>colour</i>) I can produce rubbings and use them to help me identify <i>line</i>, <i>shape</i> and <i>tone</i>.
Formal elements (linked to different media, not included above)		<ul style="list-style-type: none"> I can identify and mix tertiary <i>colours</i> and know where they appear on a colour wheel. I can identify and explore the use of complementary and harmonious colours. (<i>colour</i>) I can identify and use a warm or cold colour palette (<i>colour</i>) I can begin to use colour to communicate mood and feeling (<i>colour</i>) I can create a motif and repeat it to create more interesting <i>patterns</i>. I can identify and explore the use of <i>space</i>. I know how to cut shapes accurately, turning the paper not the hands when cutting (<i>line</i>) (<i>shape</i>)

Year 4	Progression in Making Formal elements of art colour referenced: (<i>line</i>) (<i>colour</i>) (<i>tone</i>) (<i>pattern</i>) (<i>texture</i>) (<i>form</i>) (<i>shape</i>) (<i>space</i>)	
Drawing	Skill and control	<ul style="list-style-type: none"> I can identify and draw 2D and 3D shapes more accurately, controlling my use of line, allowing me to achieve closer to my intention when drawing. (space) (form) I can show where objects overlap, becoming more aware of proportion and scale, when drawing from observation (shape) (space) (line) I can control drawing media to create more different tones, including shadows. (tone) I can blend shading effectively, rubbing out to refine and begin to show reflections (tone) (line) I can develop my use of tone when drawing from observation, to represent light and dark areas and 3D form more accurately (tone) I can develop my use of line and tone to show different textures.
	Techniques	<ul style="list-style-type: none"> I can use a variety of drawing tools including experimenting and practising with different grades of pencil. (line) (tone) I can begin to practise drawing using quick, light lines (sketching) and more deliberate, measured lines. (line) (tone) I can test the qualities of different drawing tools and media more systematically and choose according to what I want to achieve (line) (shape) (texture) (tone) I can layer and blend soft pastels to create different tones and colours. I can begin to use sketching to plan compositions, thinking carefully about where to position different elements. (line) (shape) (space)
Painting	Skill and control	<ul style="list-style-type: none"> I can confidently control the types of marks made when painting in line with my intentions (line) (shape) (texture) I can paint details, lines and edges of shapes with more control and precision (line) (shape) (texture) I can develop my ability to smoothly blend colours, tints and shades on the paper when painting (tone)
	Techniques	<ul style="list-style-type: none"> I can experiment with different types of brushes and brushstrokes to create different effects (line) (tone)(texture) I can experiment with painting without brushes to create different effects (line) (tone)(texture) I can paint in the style of Impressionist painters. (colour) (tone) (line) I can confidently mix colours, tints and shades to create more different variations. (colour) (tone) I can begin to create light effects within my paintings. (tone)
Sculpture		<ul style="list-style-type: none"> I can cut, bend, twist and join wire to create a sculpture. (form) (line) I can create a hanging sculpture combining different materials, considering form, shape, space, colour and pattern .
Other media and skills		<p>Printing</p> <ul style="list-style-type: none"> I can create printing blocks and use them to create a relief print. (line) (shape) (space) <p>Collage</p> <ul style="list-style-type: none"> I can cut more intricate shapes accurately, developing my technique (turning paper not body when cutting, knowing when to make new cuts, etc)
Formal elements (linked to different media, not included above)		<ul style="list-style-type: none"> I can use colour and tone to communicate mood and feeling. I can use pattern to accentuate my work. I am beginning to choose colours and tones purposefully and expressively showing some awareness of colour relationships (warm/cool, complementary/harmonious)

Year 5	Progression in Making Formal elements of art colour referenced: (<i>line</i>) (<i>colour</i>) (<i>tone</i>) (<i>pattern</i>) (<i>texture</i>) (<i>form</i>) (<i>shape</i>) (<i>space</i>)	
Drawing	Skill and control	<ul style="list-style-type: none"> I can draw more complex 2D and 3D shapes, identifying them more confidently when drawing from observation (space) (form) I can show where objects overlap more effectively, creating some sense of perspective (shape) (space) (line) I can produce a broad range of tones, blending them from light to dark smoothly. I can use tone and shadow when drawing from observation, to represent more complex light and dark areas and 3D form. I can develop my use of line and tone to show a broader range of textures.
	Techniques	<ul style="list-style-type: none"> I can use a variety of drawing tools and make choices about which will produce the effect I intend, including choosing between different grades of pencil. (line) (tone) I can practise drawing using quick, light lines (sketching) and more deliberate, measured lines and am beginning to be more aware of when each technique is more useful. (line) (tone) I can practise new shading techniques, including hatching and stippling. (line) (tone) I can begin to use measuring skills to help with proportion when drawing. (shape) (space) I can blend different pastels effectively to create tones and represent 3D form. I can independently test the qualities of different drawing tools and media and select for expression and purpose (line) (shape) (texture) (tone) I can use sketching to plan compositions, thinking carefully about where to position different elements. (line) (shape) (space) I can begin to consider balance in my compositions. (line) (shape) (space)
Painting	Skill and control	<ul style="list-style-type: none"> I can use different brush sizes and amounts of paint effectively to paint details, lines and edges of shapes with control and precision. (line) (shape) (texture) I can blend colours, tints and shades on the paper when painting, beginning to represent 3D form. (tone) I can confidently control the types of marks made - painting neatly and carefully when appropriate/taking risks to explore marks in different ways (line) (shape) (texture)
	Techniques	<ul style="list-style-type: none"> I can control colour and tone when painting, including mixing and refining colours, tints and shades accurately and controlling the amount of water used effectively. (colour) (tone) I can explore different techniques to create interesting and expressive effects (line) (tone) (texture) I can paint in the style of a variety of abstract painters. (colour) (tone) (line) (shape)
Sculpture	<ul style="list-style-type: none"> I can create sculptures from silver foil, exploring how to make them balance effectively. (form) I can create sculptures from clay manipulating the material with more control. (form) I can explore how to build clay forms that balance. (form) I can join and combine junk materials effectively to make a large sculpture. (form) 	
Other media and skills	Collage	<ul style="list-style-type: none"> I can use collage effectively as a means to combine media and play with composition. (shape)
	Mixed media	<ul style="list-style-type: none"> I can choose when and how to mix media to create effects. (line) (shape) (texture) (colour)
Formal elements (linked to different media, not included above)	<ul style="list-style-type: none"> I can use pattern and texture for purposeful effect. I can use line, shape and space to create original compositions, beginning to have an awareness of balance. I can choose colours purposefully and expressively showing increasing awareness of colour relationships (warm/cool, complementary/harmonious) 	

Year 6	Progression in Making Formal elements of art colour referenced: (line) (colour) (tone) (pattern) (texture) (form) (shape) (space)	
Drawing	Skill and control	<ul style="list-style-type: none"> I can draw with increasing confidence, developing my own personal style (shape) (space) (form) I am beginning to use simple perspective when drawing 3D form. (line) (shape) I can draw from observation more skillfully, using line, colour, shape, space, tone, shadow and texture to more accurately represent the subject. I can use drawing confidently to explore ideas. I can draw with accuracy and precision. (line) (shape)
	Techniques	<ul style="list-style-type: none"> I can choose between drawing tools purposefully, knowing when I need to test or practise before choosing. (line) (tone) I can draw using quick, light lines (sketching) and more deliberate, measured lines, with more awareness of when each technique is more useful. (line) (tone) I can routinely use shading techniques, including hatching and stippling, and choose which will most suit my intentions. (line) (tone) I can develop my use of measuring skills to help with proportion when drawing. (shape) (space) I can develop my skills in arranging and planning compositions in more detail, considering the formal elements and the balance of the piece.. (line) (shape) (space) (colour) (tone) I can blend and layer pastels confidently to create tones and textures.
Painting	Skill and control	<ul style="list-style-type: none"> I can represent form with increasing sophistication. (tone) I can confidently use different brushes, brushstrokes and amounts of paint effectively to control the marks I make - painting with control and precision or loosely and instinctively when appropriate (line) (shape) (texture)
	Techniques	<ul style="list-style-type: none"> I can control colour and tone more sensitively when painting, including mixing and refining colours, tints and shades accurately and controlling the amount of water used effectively. (colour) (tone)
Sculpture		<ul style="list-style-type: none"> I can join materials effectively and imaginatively to create a structural model. (form) I can safely and accurately cut materials using a rotary cutter. (form)
Other media and skills		<p>Printing</p> <ul style="list-style-type: none"> I can make polystyrene printing tiles and use them to create relief prints of more than one colour. (line) (shape) (space) <p>Collage</p> <ul style="list-style-type: none"> I can create a photomontage with careful consideration of size, proportion and positioning of the collage pieces. (colour) (shape) (space)
Formal elements (linked to different media, not included above)		<ul style="list-style-type: none"> I can identify and design motifs and experiment with different types of repetition. (pattern) I can use line, shape and space to create original compositions with some awareness of focal point and balance.. I can choose colours and tones purposefully and expressively showing awareness of colour relationships (warm/cool, complementary/harmonious) I am beginning to understand the use of single point perspective. (form) (line) (shape)