Progression in Art Lower KS2

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| **To Develop Ideas** | **Drawing** | **Painting** | **Collage** | **Sculpture** |
| I can question and develop ideas from starting points from the curriculum, imagination, observation & experiences | I can sketch with different grades of pencil and other implements to achieve variations in tone. I can apply tone to a simple drawing. | I can experiment with different effects and colour, washes, thickened paint, creating textural effects | I can experiment with a range of media and techniques such as tearing, layering, overlapping, etc to create images and create texture | I can create surface patterns and textures in a malleable material. |
| I can collect information, sketches and resources to use in my work | I can use different grades of pencil and other implements to draw different forms and shapes. I can begin to see that objects have a third dimension. | I can use a number of brush techniques using thick and thin brushes to produce different effects such as shapes, textures, patterns and lines. | I can select and arrange materials for a striking effect. | I can design and make models from observation and imagination |
| I can explore the roles and purposes of artists and crafts people working in different times and cultures | I can use my sketchbook to collect and record visual information from different sources. I can plan, alter and refine my drawings as necessaryI can draw for a sustained period. | I can mix a variety of colours and know which are primary colours and make secondary coloursI can mix tints and shadesI can use specific colour language |  | I can work with clay independently. I can join clay adequately and construct a simple base for extending and modelling other shapes. |
|  | I can crate texture with a wide range of drawing implements. I can apply a simple use of pattern and texture. | I can work confidently on a range of scales and with a variety of different tools and sizes of brush |  | I can cut and join wood safely and effectively. |
|  | I can make a variety of lines and marks with a wide range of implements – charcoal, pencil, crayon, chalk, pastel, pens etc | I can create different effects and textures with paint according to what I need for the task |  | I can make a simple 3D papier mache object |

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| **Print** | **Textiles** | **Digital Media** | **The Greats** | **Evaluating** | **Breadth of Study** |
| I can use layers of two or more colours. | I can shape and stitch materials – cutting and joining | I can create images, video and sound recordings using cameras, ipads and video recorders and explain why they were created. | I can replicate some of the techniques used by notable artists, artisans and designers. | I can compare ideas, methods and approaches in my own and others work. I can say what I think and feel about it. | I can work on my own and with others on 2D and 3D projects and use different scales  |
| I can replicate patterns observed in natural or built environments. | I can develop skills in stitching – use running stitch and basic cross stitch and back stitch.  | I can present recorded visual images using powerpoint |  | I can adapt my work and describer how I might develop it further. | I can use ICT in art |
| I can print using a variety of materials, objects and techniques | I can use a range of techniques – weaving, quilting, embroidery, applique, dying to create textural effects. | I can use a graphics package to: experiment with line, colour and texture by working with - control brush tools, change the type of brush, create shapes, repeat shapes, use special effects and simple filters |  | I can annotate work in my sketchbook | I can investigate art, craft & design in the locality and in a variety of styles and traditions |
| I can talk about the process used to make a simple print | I can match the tool to the material |  |  |  |  |
| I can create printing blocks using a relief or impressed method |  |  |  |  |  |