

St Thomas More School Art Progression Ladder

Art Progression	Drawing	Painting	3D work	Evaluating
Nursery	Enjoys making marks on a variety of papers	Explores making marks on a range of papers.	Handles, feels, and manipulates rigid and malleable materials.	To identify and use their favourite colour.
Reception ELG: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.	Is spontaneous, creative using marks lines and curves.	Uses a range of tools to spread paint in addition to brushes, e.g. straws, cotton buds etc. Experiments with and enjoys colour mixing.	.Pulls apart and reconstructs basic shapes; explores sculpture.	To identify things that they like and do not like in their surroundings.
Year 1	Use lines to represent objects and share ideas and imagination.	Creates patterns using different tools and colours.	Becoming more aware of the form, feel, texture and pattern	Say what they like about their own work/another child's work. To identify how their own, peers or

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	Explores tone using different grades of pencil, pastel and chalk.		on objects. Explores shape and form using basic tools.	other artists work makes them feel.
Year 2	Uses lines and tone to represent objects; draws and observes. # To control the range of marks and lines made when drawing and representing shape. Explores shading using a range of media including light and dark.	Uses colour to express mood and feelings. Represents things observer, remembered or imagined using coloured. Explores the effect of other media on paint; e.g. adding water, sand and glue.	Compares and re-creates form and shape to share ideas, experiences and imagination. Is able to create texture and specific effects using a range of tools. Use stimuli to create simple 2D and 3D images using a variety of tools and materials.	Identify what they might change in their own work next time/ Generate written evaluation of their work.
Year 3	Uses line, tone and shade to represent things seen, drawn or imagined. Draws familiar objects from a range of viewpoints and angles.	Introduction of primary and secondary colours with the addition of black and white; including mixing. Begins to use different types of brushes for specific purpose and effect.	Is able to create a 2D image in a 3D piece.	Compare methods, approaches between their own, and others' work. Directly annotates work, sketches and drawing prior to creating final pieces of work.
Year 4	Experiments with line, tone and shade with support.	Begins to use a range of techniques, including dots, scratches and splashes.	Shows an awareness of textures, shape and form by recreating an image in 3D form. Starting to look at colour and pattern in 3D structures and transfers this knowledge to their own creations.	To evaluate the work of artists, identifying what they like and dislike. To use the evaluation of artists work to impact and replicate in their own work.

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Year 5	Is confident at using a wide range of materials to produce line, tone and shade.	Investigates symbols, shapes, form and composition. Explore the effect of light, colour, texture and tone on natural and man-made objects.	Explores how stimuli can be used as a starting point for 3D work. Looks at 3D work from a variety of genres and cultures; tone and effects to represent things seen, remembered or imagined.	To generate and explanation as to why they like features of an artist, work, technique. To critically evaluate the work that they produce and the evaluations to impact positively on generating an outcome/ final piece of work.
Year 6	Selects appropriate media and techniques to achieve a specific outcome, justifying their choice.	Confidently uses a range of techniques, colours texture and tone on natural and man-made objects.	Design and artefact using a knowledge of techniques for a specific outcome.	To crucially evaluate the work that they produce and use the evaluations to impact positively on an outcome/ final piece of work.