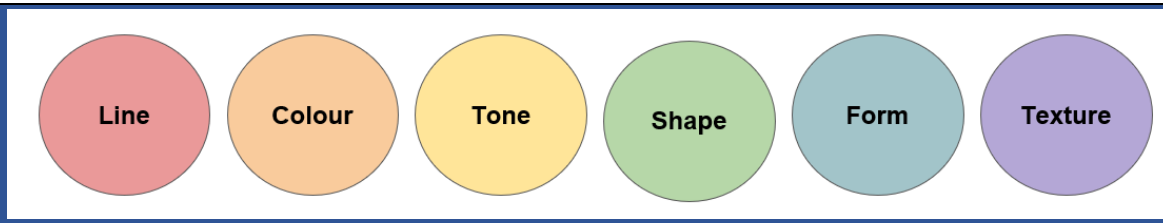
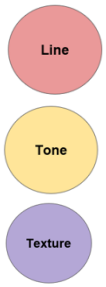
Mansbridge Primary School Art progression and endpoints	Formal elements of ART: 							
Key element	**Key skills**	**Year R**	**Year 1**	**Year 2**	**Year 3 (No specific unit but covered as part of other units)**	**Year 4**	**Year 5**	**Year 6**
DRAWING 	**Use of pencils**	Exploration with different pencils to make marks.	Consolidating fine motor control through the use of different pencils.	Can show increasing pencil control (drawing selected detail).	Has control over pencil.	Has control over pencil with increasing confidence.	Can use a range of pencils (including different grades of pencil).	Can use a range of drawing media (pencil (including different grades of pencil), ink, biro, pastel, charcoal etc.)
	Creating texture and tone	Can create symbols and scribble patterns.	Can use texture when drawing (eg. Brick rubbings). Can move towards solid infilling with colour pencils. Can produce lines in a range of different tones using the same pencil.	Can produce a growing range of patterns and textures with the same pencil. Can produce a range of tones with a single pencil. Can use a range of drawing media in different ways: hatching, scribble, stippling, blending. Can solidly infill shapes using colour pencils, pastels etc. Can begin to experiment with all pastels.	Can experiment with different types of line to create a composition e.g. thick and thin, wavy, curved etc (looking closely at the type of line to fit the form). Can create texture through rubbings and creating surface patterns with pencils (focus on different textures).	Can solidify infill shapes with coloured pencils and can produce a range of tones with each.	Can experiment with shading techniques (light/dark – pencil).	Can select different techniques for different purposes: shading, smudging, etc.

	Observation	Can begin to work from observation	Can work from observation. Can begin to draw shapes correctly. Beginning to scale drawings correctly	Can work from direct observation and imagination.	Can confidently work from observation. Can draw whole sketches.	Can confidently work from imagination. Can express different feelings through drawing. Can draw whole sketches with detail of surroundings	Can begin to create depth in a composition through the use of very simple perspective. Can draw the layout of the face and figure.	Can use perspective in their drawings. Can draw the layout of the figure in motion.
	Language	Marks, patterns, pencils	Rubbings, infill, **line**, colour, **tone**,	**Texture**, scribble, stippling, blending.	thick and thin, wavy, curved, **texture**	sketches	Light, dark, composition, perspective, layout	Shading, smudging, motion
	Endpoints for drawing	To make marks with different drawing materials	To make controlled marks drawing intended shapes.	To draw different lines with control.	To draw a composition with control, different marks and with intention	To draw a composition with intention using a range of tones and lines.	To draw a composition with a range of tones, lines and with simple perspective.	To draw a composition with perspective using shading.

PAINTING Colour Texture		**Year R**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Equipment	Can make marks with fingers, sponges, paintbrushes and a variety of tools – card, twigs, etc. Can begin to work using different coloured, sized, shaped papers.	Can use the brush to create a wide range of marks that are being used in their work. Can work in different ways and on a variety of different coloured, shaped paper.	→	Can use paint and equipment correctly. Can use a brush to produce marks appropriate for work eg, teaching how to use dots and dashes.	Can use paint and equipment correctly and with increasing confidence.	Can use appropriate brushwork to the method of painting.	Can begin to use different kinds of paints (acrylics, watercolour etc.)

	Colour	Explores mixing colours	Can mix primary colours to make secondary colours. Can mix colours to represent objects. Can begin to explore the relationship between colour and moods / feelings – red - angry fire, blue calm – seaside.	→	Can predict colour mixing results with increasing accuracy – colour wheel.	Can use the colour wheel to mix different shades of the same colour.	Can begin to use tints in their work. Can confidently apply paint to large flat areas of colour. Can understand how to use tints and tones - to lighten and darken with the use of black and white.	Can use complementary colours.
	Patterns, Consistency and Texture	Can explore texture using different types of paint	Can create texture using colour and different thicknesses of paint.	→	Can work in different consistencies. Can colour matching, replicating patterns and textures around them. Can use colour washes to build up thicker layers and paint detail.	Can competently work with different consistencies of paint.		Can replicate patterns, colours and textures in their work.
	Observation	Works from imagination. Beginning to work from observation.	Can work from observation and imagination. Can begin to look at work of other artists.	→	Works from direct observation and imagination. Uses work of other artists as inspiration.	Uses work of other artists as inspiration and replicates work of other artists.	Can confidently work from direct observation and imagination.	Can confidently work from imagination. Replicates work of other artists.
	Language	**Colour** names, mix, paint	primary **colours**, secondary **colours** tints, tones, **Colour** moods, patterns, **texture**		Dots, dashes, colour wheel	Consistency	Lighten, darken	Complementary **colours**
	Endpoints for painting	To mix colours using paint	To make secondary colours from primary colours		To build up layers of paint for effect.	To mix colours into varied shades	To mix colours into varied tints and tones.	To mix complimentary colours.

		Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
COLLAGE, CRAFT and DESIGN 	**Texture, tools and colour**	Explores creating with paper, card, tissue, ribbons etc paper, glue and scissors.	Can investigate texture with paper e.g. scrunching, folding, twisting and rolling paper up to create a composition.	Can cut a variety of shapes to complete a composition. Can use a range of decorative techniques.	Can use ripping as a technique to create a composition or as an effect.	Can begin to use the technique of overlaying - building up layers on the surface. Can begin to use different techniques to create a desired effect.	Can use the techniques of cutting, folding, repeating and overlapping with a variety of different collage mediums to mix colours and textures.	Can choose techniques, colours, shapes and texture for a desired effect.
	Language	Paper, card, stick, join, create	**Texture**, scrunch, fold, twist, roll	**Shape** names, decorative, composition (picture)	Technique	Overlaying, layers, surface, effect	Overlapping, collage mediums, **colour**	Desired effect
	Endpoints for Collage	To explore sticking different materials beside and on top of one another.	To create a composition using different paper techniques.	To cut shapes to complete a composition.	To use a ripping effect to create a composition.	To overlay materials to build up layers.	To use different collage techniques to create a composition.	To choose collage techniques most suitable for the composition.

		Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SCULPTURE and 3D FORM. 	**Joining and Construction**	Explores with modelling materials (playdough, plasticine, clay) Can construct from found junk materials.	Can join using a modelling media. Can build a construction/sculpture from a variety of objects.	Can use techniques such as pinching and rolling when working with mouldable materials (eg clay, plasticine and doughs etc).	Can join various materials with confidence.	Can shape, form, model and join with confidence. Can use appropriate skills and techniques.	Can take into account the properties of media being used and use appropriate media for a specific purpose.	
	Tools	Begins to use tools to make impressions in modelling materials.	Can carve into media using tools.	Can use simple tools for shaping, mark making, etc.	Can use equipment in a correct way for a desired effect.	Chooses different tools for different effects.	Chooses appropriate tools for desired effect.	

	Patterns and textures	Explores patterns and textures on materials.	Can use range of decorative techniques: applied, impressed, painted.	Begins to replicate patterns and textures in 3-D form.	Effectively replicates patterns and textures in a 3-D form.	Can use surface patterns and textures to created a desired effect.	Can produce more intricate patterns and textures.	
	Observation	Works from imagination. Beginning to work from observation.	Can work from observation and imagination. Can begin to look at work of other artists.	Can work from observation and imagination. Looks at work of more than one artist for inspiration.	Works from direct observation and imagination. Uses work of other artists as inspiration.	Uses work of other artists as inspiration and replicates work of other artists.	Can confidently work from direct observation and imagination.	
	Language	Modelling, tools, pattern, **texture**	Sculpture, carve	Pinching, rolling, mouldable, shaping, inspiration	Joining, 3-D **form**	Technique	Intricate patterns	
	Endpoints for Sculpture and 3D form	To make impressions in modelling materials	To join and carve into modelling materials	To pinch and rolling modelling materials	To create patterns and textures on modelling materials	To shape modelling materials	To choose tools and techniques to mould modelling materials	
PRINTING 		**Year R**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Prints	Can take a print from object: leaf, hand, onion, etc. Can produce simple pictures by printing objects.	→	→	Can use printing equipment and media with increasing confidence.	Can use relief printing and collagraph printing: string, card, etc. Can use equipment and media correctly.	Can monoprint, exploring the pressure needed to produce a clean print. Can begin to experiment with additional colours when printing.	
	Patterns and texture	Can take a rubbing showing a range of textures and patterns. Can develop simple	→	→	Can explore with patterns when printing.	Can create repeating patterns and pictures by printing from objects using	Can create repeating patterns for a desired effect.	

		patterns by using objects: tops, vegetables, leaves, etc.				more than one colour.		
	Observation	Works from imagination. Beginning to work from observation.			Works from direct observation and imagination. Uses work of other artists as inspiration.	Uses work of other artists as inspiration and replicates work of other artists.	Can confidently work from direct observation and imagination.	
	Language	Print, rubbing, **texture**, pattern			Roller, ink, mirror image, transferred	Relief print, collagraph	Monoprint, pressure, clean print	
	Endpoints for printing	To create a print from an object			To create a pattern from prints	To create a repeating pattern from a relief print	To create a 'clean print' monoprint	