

## The Priory Catholic Voluntary Academy – Art and Design Progression Ladders

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	<p><b>Observational Drawing from primary and/or secondary sources as part of each topic.</b></p> <ul style="list-style-type: none"> <li>I can develop the small motor skills so that I can use tools competently, safely and confidently. (PD Reception)</li> <li>I can use a range of small tools. (PD ELG)</li> <li>I can begin to show accuracy and care when drawing. (PD ELG)</li> </ul>	<p><b>Observational Drawing from primary and/or secondary sources as part of each topic.</b></p> <ul style="list-style-type: none"> <li>I can draw using pencil and crayons.</li> <li>I can draw lines of different shapes and thickness, using 2 different grades of pencil.</li> </ul> <p><b>Self Portraits:</b></p> <ul style="list-style-type: none"> <li>I can communicate something about myself in my drawings. (1.1)</li> <li>I can create different moods in my drawings. (1.1)</li> </ul>	<p><b>Observational Drawing from primary and/or secondary sources as part of each topic.</b></p> <ul style="list-style-type: none"> <li>I can use three different grades of pencil in my drawings (4B, 8B, HB).</li> <li>I can use charcoal, pencil and pastels.</li> <li>I can create different tones using light and dark.</li> <li>I can show patterns and texture in my drawing.</li> <li>I can use a viewfinder to focus on a specific part of an artefact before drawing it.</li> </ul>	<p><b>Observational Drawing from primary and/or secondary sources as part of each topic.</b></p> <ul style="list-style-type: none"> <li>I can use sketches to produce a final piece of work.</li> <li>I can write an explanation of my sketch in notes.</li> <li>I can use different grades of pencil shade, to show different tones and texture.</li> </ul>	<p><b>Observational Drawing from primary and/or secondary sources as part of each topic.</b></p> <ul style="list-style-type: none"> <li>I can identify and draw simple objects, and use marks and lines to produce texture.</li> <li>I can begin to show reflections in landscapes and waterscapes.</li> <li>I can select drawing materials and explain I have chosen specific materials to draw with.</li> </ul>	<p><b>Observational Drawing from primary and/or secondary sources as part of each topic.</b></p> <ul style="list-style-type: none"> <li>I can identify and draw simple objects, and use marks and lines to produce texture.</li> <li>I can successfully use shading to create mood and feeling.</li> <li>I can organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>I can show reflections.</li> <li>I can select drawing materials and explain I have chosen specific materials to draw with.</li> </ul>	<p><b>Observational Drawing from primary and/or secondary sources as part of each topic.</b></p> <ul style="list-style-type: none"> <li>I can explain why I have combined different tools to create my drawings.</li> <li>I can explain why I have chosen specific drawing techniques.</li> <li>I can communicate emotions and a sense of self with accuracy and imagination.</li> </ul>

Painting	<p><b>Painting as part of each topic:</b></p> <ul style="list-style-type: none"> <li>I can develop the small motor skills so that I can use tools competently, safely and confidently. (PD Reception)</li> <li>I can use a range of small tools. (PD ELG)</li> <li>I can explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD ELG)</li> </ul>	<p><b>Self Portraits:</b></p> <ul style="list-style-type: none"> <li>I can choose to use thick and thin brushes as appropriate. (1.1)</li> <li>I can paint a picture of myself from a photograph or looking in a mirror. (1.1)</li> <li>I can name the primary and secondary colours. (1.1)</li> <li>I can describe what I see and like in the work of Henri Matisse. (1.1)</li> <li>I can paint a self-portrait inspired by the work of Henri Matisse. (1.1)</li> </ul>	<p><b>Great Fire of London Landscapes (Van Gogh techniques):</b></p> <ul style="list-style-type: none"> <li>I can mix paint to create all the secondary colours. (2.1)</li> <li>I can mix and match colours, and predict outcomes. (2.1)</li> <li>I can make tints by adding white. (2.1)</li> <li>I can make tones by adding black. (2.1)</li> <li>I can experiment with different marks and different shape brushstrokes. (2.1)</li> <li>I can paint a Great fire of London landscape inspired by the work of Van Gogh. (2.1)</li> </ul>	<p><b>Lowry Inspired Paintings of Eastwood Mining Industry:</b></p> <ul style="list-style-type: none"> <li>I can predict with accuracy the colours that I mix. (3.1)</li> <li>I can identify where each of the primary and secondary colours sits on the colour wheel. (3.1)</li> <li>I can create a background using a wash. (3.1)</li> <li>I can they use a range of brushes to create different effects, including fine brushes for figures. (3.1)</li> <li>I can paint an Eastwood Mining scene inspired by the work of Lowry. (2.1)</li> </ul>	<p><b>French Landmark and Landscapes Impasto:</b></p> <ul style="list-style-type: none"> <li>I can create and mix all the colours I need. (4.2)</li> <li>I create mood in my paintings. (4.2)</li> <li>I can successfully use tones, tints and shading to create mood and feeling. (4.2)</li> <li>I can experiment with the amount of paint I use and how thickly it is applied inspired by an impasto artist. (4.2)</li> <li>I can paint a Paris landmark/landscape inspired by the impasto work of a famous artist. (4.2)</li> </ul>	<p><b>Depicting Historical Scenes -The Bayeux Tapestry Anglo Saxons:</b></p> <ul style="list-style-type: none"> <li>I can create a range of moods in my paintings. (5.2)</li> <li>I can organise line, tone, shape and colour to represent figures and forms in movement. (5.2)</li> <li>I can use a limited colour palette effectively. (5.2)</li> </ul>	<p><b>Beauvale Priory Landscapes Watercolours:</b></p> <ul style="list-style-type: none"> <li>I can use a wide range of techniques in my work for painting different parts of a landscape. (6.2)</li> <li>I can explain why I have chosen specific painting techniques for different elements of a landscape. (6.2)</li> <li>I can explain how my painting of Beauvale Priory is inspired by the work of a famous watercolour painter. (6.2)</li> </ul>
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Printing	<p><b>From primary and/or secondary sources as part of each topic.</b></p> <ul style="list-style-type: none"> <li>• I can develop the small motor skills so that I can use tools competently, safely and confidently. (PD Reception)</li> <li>• I can use a range of small tools. (PD ELG)</li> <li>• I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (EAD ELG)</li> </ul>		<p><b>Aboriginal Prints:</b></p> <ul style="list-style-type: none"> <li>• I can print onto paper and textiles. (2.3)</li> <li>• I can create a print using pressing, rolling, rubbing and stamping. (2.3)</li> <li>• I can design my own printing block. (2.3)</li> <li>• I can create a repeating pattern. (2.3)</li> <li>• I can create a print like a designer e.g. Shannon Brett. (2.3)</li> </ul>		<p><b>Nottingham Lace Industry Designers:</b></p> <ul style="list-style-type: none"> <li>• I can make a printing block. (4.1)</li> <li>• I can print using at least 4 colours. (4.1)</li> <li>• I can create an accurate print design. (4.1)</li> <li>• I can print onto different materials. (4.1)</li> </ul>	<p><b>Islamic Prayer Mat Patterns and Designs:</b></p> <ul style="list-style-type: none"> <li>• I can print using a number of colours. (5.3)</li> <li>• I can create an accurate print design that meets given criteria. (5.3)</li> <li>• I can print onto different materials. (5.3)</li> <li>• I can overprint using different colours. (5.3)</li> <li>• I can make decisions about the effectiveness of my printing methods. (5.3)</li> </ul>	
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3D	<ul style="list-style-type: none"> <li>I can use a more fluent style of moving, with developing control and grace. (PD Reception)</li> <li>I can explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD Reception)</li> <li>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (EAD ELG)</li> </ul>	<b>Clay Seaside Sculptures:</b> <ul style="list-style-type: none"> <li>I can add texture to clay using tools. (1.3)</li> <li>I can roll clay to make different kinds of shapes using my fingers/tools. (1.3)</li> <li>I can press clay to make different kinds of shapes. (1.3)</li> <li>I can mould and pull clay to make different kinds of shapes. (1.3)</li> <li>I can cut clay using tools. (1.3)</li> <li>I can coil clay into a shape. (1.3)</li> </ul>	<b>Clay Sculptures of Animals Native to China and Mexico:</b> <ul style="list-style-type: none"> <li>I can make a clay thumb pot. (2.2)</li> <li>I can join two pieces of clay/shapes together. (2.2)</li> <li>I can combine different techniques to create a single sculpture (rolling, pressing, coiling, twisting). (2.2)</li> <li>I can add lines and scratch designs into the clay. (2.2)</li> <li>I can add shape to my work and take away bits of clay using tools. (2.2)</li> <li>I can gently smooth the clay to give it a finished look and feel. (2.2)</li> <li>I can talk about how Henry Moore has created shape in his sculptures. (2.2)</li> </ul>	<b>3D Models of UK Landmarks:</b> <ul style="list-style-type: none"> <li>I can create 3D sculptures with larger materials. (3.3)</li> <li>I can add different media onto my work to create texture and shape. (3.3)</li> <li>I can construct with a purpose in mind, using a variety of resources. (3.3)</li> <li>I can manipulate materials to achieve a planned effect. (3.3)</li> <li>I can select tools and techniques needed to shape, assemble and join materials I am using. (3.3)</li> </ul>	<b>Ancient Greek Theatre Paper Mache Masks:</b> <ul style="list-style-type: none"> <li>I can create a sculptural mask using paper Mache - exhibiting craftsmanship in applying layers. (4.3)</li> <li>I can experiment with and combine materials and processes to design and make a 3D form. (4.3)</li> <li>I can add detail and embellishments to create exaggerated facial features and characteristics. (4.3)</li> <li>I can apply various finishing techniques (to create emotion). (4.3)</li> </ul>		<b>Viking Longboats:</b> <ul style="list-style-type: none"> <li>I can experiment with and combine materials and processes to make a 3D form. (6.1)</li> <li>I can create models on a range of different scales. (6.1)</li> <li>I can select the most appropriate materials for models of different scales. (6.1)</li> <li>I can include both visual and tactile elements in my work. (6.1)</li> <li>I can use a wide range of finishing techniques (including painting, printing and textiles). (6.1)</li> </ul>
Textiles					<b>Nottingham Lace Industry Designers:</b> <ul style="list-style-type: none"> <li>I can sew fabrics together. (4.1)</li> <li>I can add texture to a piece of textile work. (4.1)</li> </ul>	<b>Depicting Historical Scenes (The Bayeux Tapestry Anglo Saxons):</b> <ul style="list-style-type: none"> <li>I can use sewing to add detail to a piece of work. (5.2)</li> <li>I can use textile and sewing skills as part</li> </ul>	

					<ul style="list-style-type: none"> <li>I can use early textile and sewing skills as part of a project, including running stitch, cross stitch, backstitch, applique and/or embroidery. (4.1)</li> </ul>	of a project, including running stitch, cross stitch, backstitch, applique and/or embroidery. (5.2)	
Collage	<ul style="list-style-type: none"> <li>I can develop the small motor skills so that I can use tools competently, safely and confidently. (PD Reception)</li> <li>I can use a range of small tools. (PD ELG)</li> <li>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (EAD ELG)</li> </ul>	<b>Torn paper Landscapes of the United Kingdom:</b> <ul style="list-style-type: none"> <li>I can cut and tear paper and card for my collages. (1.2)</li> <li>I can use different types of materials on my collages. (1.2)</li> <li>I can gather and sort the materials I will need. (1.2)</li> <li>I can create individual and group collages using torn paper. (1.2)</li> <li>I can say what I can see and like in the work of another artist/craft maker (e.g. Giles Davies). (1.2)</li> <li>I can ask a sensible question about a piece of art. (1.2)</li> </ul>		<b>Stone Age Collage Paul Cezanne Stonehenge:</b> <ul style="list-style-type: none"> <li>I can cut materials accurately. (3.2)</li> <li>I can overlap materials. (3.2)</li> <li>I can experiment using different colours. (3.2)</li> <li>I can combine visual and tactile qualities to express mood and emotion. (3.2)</li> <li>I can compare the work of different artists. (3.2)</li> <li>I can explore work from other periods of time. (3.2)</li> <li>I can produce a collage of a scene from the Stone Age. (3.2)</li> </ul>		<b>Roman Mosaics:</b> <ul style="list-style-type: none"> <li>I can use mosaic. (5.1)</li> <li>I can use ceramic mosaic to produce a piece of art. (5.1)</li> <li>I can combine visual and tactile qualities to express mood and emotion. (5.1)</li> <li>I can combine pattern, tone and shape. (5.1)</li> <li>I can learn about the work of others by looking in books, the internet or visits to galleries. (5.1)</li> </ul>	

Sketchbooks	<p><b>Observational Drawing from primary and/or secondary sources as part of each topic.</b></p> <ul style="list-style-type: none"> <li>• I can develop the small motor skills so that I can use tools competently, safely and confidently. (PD Reception)</li> <li>• I can use a range of small tools. (PD ELG)</li> <li>• I can begin to show accuracy and care when drawing. (PD ELG)</li> </ul>		<p><b>Used to generate and develop ideas throughout topics:</b></p> <ul style="list-style-type: none"> <li>• I can set out my ideas, using annotation in my sketch book.</li> <li>• I can begin to demonstrate my ideas through photographs in my sketch book.</li> <li>• I keep notes in my sketch book as to how I have changed my work.</li> </ul>	<p><b>Used to generate and develop ideas throughout topics:</b></p> <ul style="list-style-type: none"> <li>• I can use my sketch book to express feelings about a subject and to describe likes and dislikes.</li> <li>• I can make notes in my sketch book about techniques used by artists.</li> <li>• I can suggest improvements to my work by keeping notes in my sketch book.</li> </ul>	<p><b>Used to generate and develop ideas throughout topics:</b></p> <ul style="list-style-type: none"> <li>• I can use my sketch book to express my feelings about various subjects and outline likes and dislikes.</li> <li>• I can use my sketch book to adapt and improve my original ideas.</li> <li>• I can keep notes about the purpose of my work in my sketch book.</li> </ul>	<p><b>Used to generate and develop ideas throughout topics:</b></p> <ul style="list-style-type: none"> <li>• I can keep notes in my sketch book as to how I might develop my work further.</li> <li>• I can use my sketch book to compare and discuss ideas with others.</li> </ul>	<p><b>Used to generate and develop ideas throughout topics:</b></p> <ul style="list-style-type: none"> <li>• I can use detailed notes and quotes explaining about items.</li> <li>• I can compare my methods to those of others and keep notes in my sketch book.</li> <li>• I can combine graphics and text-based research in my sketch book.</li> <li>• I can adapt and refine my work to reflect its meaning and purpose, keeping notes and annotations in my sketch book.</li> </ul>
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