

Art Progression Ladder KS2

					
	Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
Drawing	I can practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching. I can use observational drawing as a starting point, fed by imagination, design typography, e.g. Typography for children I can describe how to undertake sketchbook exercises I already know and practise new ones. I can make larger scale drawing from observation and imagination.	I can describe how to undertake the sketchbook and drawing exercises I already know and practise new ones. I can apply my drawing and sketchbook skills to a variety of media, exploring outcomes in an open-ended manner. I can use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing.	I can demonstrate key drawing exercises. I can explore the relationship of line, form and colour. I can explore sculptural ideas of balance (physical and aesthetic) and creative risk taking and play.	I can develop my drawing skills using observational drawing I can explore drawing and mark making on new surfaces, e.g. clay, linking to genres such as portraiture or landscape. I can develop clay (and drawing) skills by creating pinch pots based upon still life observation, e.g. Fruit pinch pots. I can explore geometric design/pattern / structure. I can develop drawing and making skills and combine them with narrative/character development and make puppets.	Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils will be taught: - To create sketch books to record their observations and use them to review and revisit ideas. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - About great artists, architects and designers in history

Painting (& collage – Y3/Y4)	I can apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome. I can explore painting on new surfaces using colour as decoration.	I can combine artforms such as collage, painting and printmaking in mixed media projects.			
Printmaking		I can layer media and mix drawing media, e.g. Wax resist with coloured inks			

Design		I can develop design through making skills and collaborative working skills through fashion design. I can explore paper and card manipulation skills to build 3d forms. I can explore fabric by deconstructing old clothes and reconstructing elements into new items.	I can explore the relationship between sculpture and design through a sketchbook project which takes film/literature/drama as its starting point. I can use my sketchbook work above to evolve and inform into a sculpture project. I can combine and construct with a variety of materials, including modelling and paint. I can explore scaling up drawings, bringing in all mark-making skills previously learnt, and using technique. I can paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts.	I can explore set design using mixed media and linking literature, drama, music and design. I can explore the transformation of materials following my own journey to produce an object which conveys personality of maker/designer.	
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3D / Sculpture	I can make an armature from paper and tape to use as the basis to explore modelling with Modroc to make sculpture. I can explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills. I can explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick).	I can work with a modelling material (clay or plasticine) to create quick 3d figurative sketches from life or imagination. I can combine my quick 3d figurative sketched with developing visual literacy skills so that the 3d sketches explore how we read and communicate emotion and idea I can develop visual literacy skills and discover how context and intention can change the meaning of objects. I can construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually.	I can explore architecture of another time and / or culture, and make individual work in response to what is seen. I can develop ideas through a combination of design through making and drawn inspiration. E.g. Architecture and mark making I can explore how we look at and respond to things people have made, and then include this awareness when making sculpture	I can use tools to cut intricate shapes and use fastenings to create moving parts in my puppets.	
Digital and Animation	I can build on mark-making and observational skills, make drawings of animals, people and vehicles and use scissors to dissect the and reconstruct them into drawings that move. I can use digital media to make animations from the drawings that move.	I can use digital media to identify and research artists, craftspeople, architects and designers.	I can use digital media to identify and research artists, craftspeople, architects and designers. I can use tablet cameras (still and video) to help "see" and "collect" (digital sketchbook).	I can Work collaboratively to perform, and use digital media to record e.g. Shadow puppets and whiteboards.	

Use of Sketchbooks	I can practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes.	I can create a one-off project sketchbook which can inform future sketchbook practice. I can create spaces and places in my sketchbook to help creative thinking, exploring my own creative journey from a shared starting point.	I can use my sketchbook to explore questions which can be answered outside the sketchbook. I understand the link between my sketchbook, the creative journey and a finished piece of art.		
Knowledge	I know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. I know about and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary and from various ethnicities. I can talk about the materials, techniques and processes I have used, using an appropriate vocabulary. I can demonstrate how to safely use some of the tools and techniques I have chosen to work with.	I know about and can describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. I can describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities. I can talk about the materials, techniques and processes they have used, using an appropriate vocabulary. I can demonstrate how to safely use some of the tools and techniques I have chosen to work with.	I can research and discuss ideas and approaches of range of artists, craftspeople, architects and designers from all cultures and times, for different purposes. I can describe the processes I have used.	I can talk about the materials, techniques and processes I have used, using an appropriate vocabulary. I can describe processes used and how they hope to achieve high quality outcomes	