

Reception	Year 1	Year 2	Year 3	Year 4
<p>Can hold drawing medium (pencil, chalk etc.) with increasing control, using a consistent grip. (Full grip of three fingered grip).</p> <p>Can create lines and shapes that more clearly reference a given shape or concept.</p> <p>Using drawing apparatus, they can create basic shapes that represent objects.</p> <p>Can begin to represent different textures of an object using pencils, chalk and charcoal.</p> <p>Can create lines that consist of differing weights (thick and thin) by changing the apparatus or pressure.</p> <p>Begin to experiment with different tones based on the pressure used.</p>	<p>Hold the pencil close to the point for control and detail.</p> <p>Apply sketched lines to record initial ideas.</p> <p>Apply lines that follow basic contours and outlines of shapes from observation.</p> <p>Refines lines to make them more accurate by erasing marks and perfecting lines.</p> <p>Can begin to apply different tones (dark, mid and light) by utilising a change in pressure.</p> <p>Line application on a surface is somewhat influenced by the marks made by the artist in study and shapes bear a resemblance.</p>	<p>Hold the pencil further towards the end for loose sketching.</p> <p>Sketching is more fluid and expressive when using a grip suitable for purpose.</p> <p>Lines and contours are clearly identifiable as observed objects.</p> <p>When lines are refined, they will appear sharper (when working on realism or if appropriate).</p> <p>Refine their drawing by using an eraser accurately to remove inaccurate lines.</p> <p>Can apply different tones (dark, mid and light) by utilising a change in pressure.</p> <p>Begin to blend tones or gradients using appropriate pressure.</p> <p>Can begin to follow the contour lines of a shape when shading (directional shading).</p> <p>Can choose a position of the pencil based on purpose. E.g. angled to apply tone.</p>	<p>Lines and shapes can be applied with increasing accuracy, showing control.</p> <p>The application of tone shows a clear contrast between dark, mid and light.</p> <p>Using shading, their objects can begin to possess form. Directional and contour shading aids this.</p> <p>The blending of tones is smooth without clear intervals of contrast.</p> <p>Composition is considered with regards to placement of the object.</p> <p>Cross hatching shows areas of dark and light areas of an object. Lines that are closer together and layered show darker areas.</p> <p>When creating perspective drawings, a horizon line and vanishing points are used.</p>	<p>Chooses correct apparatus for purpose and outcome.</p> <p>Draw objects that are correctly sized in comparison to others within an artwork (portray distance).</p> <p>Create objects in the foreground that appear larger than those in the back and mid-ground.</p> <p>When drawing, elements of the same object are drawn using an accurate proportion (e.g. the facial features).</p> <p>Use different pressures to relieve a drawing of graphite to uncover lighter tones.</p> <p>Use an eraser to expose lighter tones to show texture in an artwork.</p> <p>Identify areas of shadow and light and blend tones accurately to create soft gradients.</p> <p>Follow the contours of a shape to show its shape. Capture its form in an implied 3D space using directional shading.</p> <p>Scaling is more accurate throughout the artwork.</p> <p>Beginning to explore texture in an observational drawing using different techniques such as stippling.</p> <p>Drawing can be sustained over a period of time.</p> <p>Composition allows for a balanced drawing.</p> <p>Can blend tones using a soft and smooth gradient. Tones are blended with little visual appearance of intervals.</p>

## Painting – skills progression

Reception	Year 1	Year 2	Year 3	Year 4
<p>Can hold painting medium (paintbrush, sponge brush etc.) with increasing control, using a consistent full grip or three-fingered grip.</p> <p>Can create lines and shapes that more clearly reference a given shape or concept.</p> <p>Using painting apparatus, they can create basic shapes that represent objects from observation or imagination.</p> <p>Can begin to represent textures of an object using different brush strokes. E.g. sharp strokes for hair.</p> <p>Can create lines that consist of differing weights (thick and thin) by changing the position of the paintbrush or selecting appropriate apparatus.</p> <p>Experiments with different colours based on knowledge of mixing.</p>	<p>Hold the paintbrush close to the tip for control and detail.</p> <p>Hold the paintbrush further towards the end for loose mark making.</p> <p>Can apply loose lines to record initial ideas.</p> <p>Apply lines that follow basic contours and outlines of shapes from observation (primary or secondary source).</p> <p>Refines lines to make them more accurate by using controlled application.</p> <p>Can begin to mix and then apply different tones and values (dark, mid and light) by adding white or black to a colour.</p> <p>Paint application on a surface is somewhat influenced by the strokes of the artist in study and bears a resemblance.</p>	<p>Brush strokes are more fluid and expressive when creating sketched lines. Grip towards the end.</p> <p>Lines and contours are clearly identifiable as observed objects.</p> <p>Begin to blend tones or gradients using appropriate pressure when using a paintbrush.</p> <p>When lines are refined, they will appear sharper (when working on realism or if appropriate).</p> <p>Can apply different tones (dark, mid and light) by utilising the shade and tint technique.</p> <p>Can begin to follow the contour lines of a shape, using directional brush strokes, when adding tone for form.</p> <p>Can begin to apply paint to a surface referencing the strokes of the artist in study.</p>	<p>Chooses correct paintbrush grip for purpose. E.g. holding the paintbrush with three-finger grip close to the tip to add detail.</p> <p>Lines and shapes can be applied with increasing accuracy, showing control using appropriate painting medium.</p> <p>Using directional brush strokes, their objects can begin to possess form.</p> <p>The application of tone shows a clear contrast between dark, mid and light.</p> <p>The blending of tones is attempted with some intervals of contrast.</p> <p>Colours are blended with some visual appearance of intervals.</p> <p>Composition is considered with regards to placement of the object.</p> <p>When creating perspective in a painting, a horizon line and vanishing points are used.</p> <p>Paint application on a surface shows a clear process that resembles that of the artist in study.</p>	<p>Chooses correct paintbrush grip for purpose and outcome.</p> <p>Paint objects that are correctly sized in comparison to others within an artwork (distance).</p> <p>Create objects in the foreground that appear larger than those in the back and mid-ground.</p> <p>When painting, elements of the same object are drawn using an accurate proportion e.g. the facial features.</p> <p>Identify areas of shadow and light and blend tones accurately to create soft gradients.</p> <p>Follow the contours of a shape using directional brush strokes to show its form with consideration of light source.</p> <p>Capture its form in an implied 3D space.</p> <p>Scaling is more accurate throughout the artwork.</p> <p>Beginning to explore texture in an artwork using different techniques such as layering, differing brush strokes or varying equipment such as a sponge or palette knife.</p> <p>Painting can be sustained over a period of time.</p> <p>Composition is considered with regards to placement of the object with an understanding of how to highlight the focal point.</p> <p>Can blend colours using a soft and smooth gradient. Colours are blended with little visual appearance of intervals.</p>