

Ready to Progress Criteria

Subject: Art



	Knowledge	Skills
EYFS	<ul style="list-style-type: none"> They know there are 3 Primary colours and begin to make the secondary colours. 	<ul style="list-style-type: none"> They experiment using a range of drawing materials, art application techniques, mixed-media scraps and modelling materials. They share and talk about what they have made and how they have made it. They recognise that artists create varying types of art and use lots of different types of materials.
Year 1	<ul style="list-style-type: none"> They understand how to mix a range of secondary colours, moving towards predicting resulting colours. 	<ul style="list-style-type: none"> They begin to have more control over the types of marks made with a range of media. They can shape and model materials for a purpose. They begin to talk about what they have made and how they could improve it. They describe and compare features of their own and others' artwork. They use sketchbooks to explore ideas.
Year 2	<ul style="list-style-type: none"> They can say which art piece they prefer between two pieces and give a reason. They understand that a variety of colours can be mixed to make different colours, shades and tones. 	<ul style="list-style-type: none"> They can control the types of marks made and can explore tone, patterns, shape and space with a range of media. They can use equipment and media safely and successfully to produce a printed image. They talk about what they have made and how they could improve it. They explain their ideas and opinions about their own and others' artwork. They experiment in sketchbooks, using drawing to record ideas and to help make decisions about what to try out next.
Year 3	<ul style="list-style-type: none"> They can notice differences between different art movements they have been exposed to. 	<ul style="list-style-type: none"> They develop accuracy when completing observational drawings. They can join two parts successfully and secure work to continue at a later date. They can independently choose appropriate materials and begin to develop more intricate patterns/ marks with a variety of media. They can explain their ideas and opinions about their own and others' artwork, with an understanding of what art can be and that there are many ways to make art. They discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today. They use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
Year 4	<ul style="list-style-type: none"> They can name some famous artists and art movements. They can explain an artist and their style of artwork in more detail. They use light and dark within painting and show understanding of complementary colours. 	<ul style="list-style-type: none"> They demonstrate greater skill and control when drawing and painting, such as showing an awareness of proportion and being able to create 3D effects. They begin to develop an understanding of how to combine materials through different techniques (e.g. pinching, slabbing, coiling) to produce end pieces. They can begin to independently decide which technique would be best to complete a final piece after exploration and modelling of skills. They evaluate their work more regularly and independently during the planning and making process, using more complex vocabulary. They can discuss art considering how it can affect the lives of the viewers or users of the piece. They use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.
Year 5	<ul style="list-style-type: none"> They understand when and how to adapt their artwork appropriately and begin to develop their own style. 	<ul style="list-style-type: none"> They can create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. They can combine a wider range of media, e.g. photography and digital art effects.

		<ul style="list-style-type: none"> • They can use a variety of techniques to create different textural and patterned effects. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • They discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • They can consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. • They confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.
Year 6	<ul style="list-style-type: none"> • They are able to name a variety of artists and different art movements and can comment on the influence and impact on history and culture. 	<ul style="list-style-type: none"> • They purposely control the types of marks made and experiment with different effects, textures, line, tone and pattern to create a piece in a chosen style. • They work in a sustained way over several sessions to complete a piece, including working collaboratively and incorporating the formal elements of art. • They create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • They independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • They can give reasoned evaluations of their own and others' work which takes account of context and intention. • They discuss how art is sometimes used to communicate social, political, or environmental views. • They explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • They can use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.