

Houghton School Art and Design Progression Map (Skills)



A

I can greet known people and may initiate interactions and activities.

I can remember learned responses over more extended periods;

I can observe the results of my own actions with interest.

I can explore materials in increasingly complex ways.

I can sustain concentration for short periods.

I can cooperate with shared exploration and supported participation

I can seek attention through eye contact, gesture or action.

I can request events or activities.

I can participate in shared activities with less support.

I can perform actions, often by trial and improvement, and remember learned responses over short periods of time.

I can recognise familiar people, events and objects.

I can communicate consistent preferences and affective responses.

I can accept and engage in coactive exploration .

I can show interest in people, events and objects

A

I can show simple reflex responses

I can appear alert and ready to focus their attention on certain people, events, objects or parts of objects.

I can give intermittent reactions;

I can react to new activities and experiences.



Houghton School Art and Design Progression Map (Skills)



S I can imitate the use of tools, materials and simple actions

I can make marks on a paper intentionally on a surface with my fingers.

I can start to use tools, materials and simple actions to produce a piece of work.

I can create and apply familiar techniques to a task.

I can show an active interest in different tools and materials.

S

I can explore materials.

I can show preferences for activities and begin to carry out simple processes.

I can choose tools and materials that are appropriate to the activity

I can taking part in familiar activities with some support.

I can repeat an activity to make the same or similar effect

I can make marks intentionally on a surface with fingers or tools

I am aware of starting or stopping a process.

I can explore materials systematically



A I can remember learned responses over increasing periods of time and can anticipate known events; e.g. locating the painting aprons on entering the art room.

I can respond to options and choices with actions or gestures; (e.g. Pupil can point to a preferred colour from a choice of two.)

I can actively explore objects and events for more extended periods

I can apply potential solutions systematically to problems

Houghton School Art and Design Progression Map (Skills)



E

I can white to colours to make tints and black to colours to make tones.

I can mix primary colours to make secondary colours.

I can use repeating or overlapping shapes.

I can use a combination of materials that are cut, torn and glued.

I can respond to ideas and starting points.

I can explore ideas and collect visual information.

I can explore different methods and materials as ideas develop.

I can use thick and thin brushes.

I can draw lines of different sizes and thickness.

E

I can use a growing art vocabulary and begin to express meaning in my own work.

I understand that paintings, sculptures and drawings have meaning

I can finish a piece of work following an established pattern of activity E.g. Pupil can gather appropriate materials, take part in an activity and put things when finished).

I show confidence in using a variety of processes and make appropriate use of tools and materials.

S

I can practise new skills with less support, developing my knowledge of the process of making

I can work in two or three dimensions and may intentionally represent or symbolise an object or an emotion

I can choose tools and materials, which are appropriate to the activity.

I can purposefully choose colours or techniques.



Haughton School Art and Design Progression Map (Skills)



E

I can use a wide range of tools to create different textures, lines, tones, colours and shapes.

I can use dip dye techniques.

I can use plaiting.

I can join materials using glue and/or a stitch.

I can show different tones by using coloured pencils

I can mimic print from the environment

I can use objects to create prints

I can press, roll, rub and stamp to make prints.

I can use weaving to create a pattern.

I can show pattern and texture by adding dots and lines.

I can colour my work neatly following the lines.

I can use techniques such as rolling, cutting, moulding and carving

I can use rolled up paper, straws, paper, card and clay as materials

I can include lines and texture in my 3D artwork.

E

I can create colour wheels.

I can sort and arrange materials.

I can mix materials to create texture.

I can use a combination of shapes to create 3D sculptures.



Houghton School Art and Design Progression Map (Skills)



N

I take care to make sure my work is precise.

I can experiment with creating mood with colour.

- I can use watercolour paint to produce washes for backgrounds then add detail.

I can mix colours effectively.

I can use the qualities of materials to enhance ideas.

I can spot the potential in unexpected results as work progresses.

I can comment on artworks with a fluent grasp of visual language.

I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.

I can select and arrange materials for a striking effect.

I can collect information, sketches and resources and present ideas imaginatively in a sketchbook

I can develop and imaginatively extend ideas from starting points throughout the curriculum.

I can comment on artworks using visual language.

I can explore ideas in a variety of ways.

I can adapt and refine ideas as they progress.

E

I can describe the work of notable artists, artisans and designers.

I can use some of the ideas of artists studied to create pieces.

N

I can develop ideas from starting points throughout the curriculum.

I can collect information, sketches and resources.



Houghton School Art and Design Progression Map (Skills)



N

I can make printing blocks

I can replicate patterns observed in natural or built environments

I can use layers of two or more colours.

I can use hatching and cross hatching to show tone and texture.

I can add materials to provide interesting detail.

I can use different hardnesses of pencils to create lines, tone and texture.

I can annotate sketches to explain and elaborate ideas

I can sketch lightly (no need to use a rubber to correct mistakes).

I can use shading to show light and shadow.

I can use clay and other mouldable materials

I can include texture that conveys feelings, expression or movement

I can create and combine shapes to create recognisable forms

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I can use montage.

N

I can use coiling.

I can use overlapping.

I can use tessellation.

I can use mosaic.



Houghton School Art and Design Progression Map (Skills)



N

I can use ceramic mosaic materials and techniques.

I can combine visual and tactile qualities.

I can mix textures (rough and smooth, plain and patterned).

I can develop a personal style of painting, drawing upon ideas from other artists.

I can use brush techniques and the qualities of paint to create texture.

I can sketch (lightly) before painting to combine line and colour.

I can create a colour palette based upon colours observed in the natural or built world.

I can use the qualities of watercolour and acrylic paints to create visually interesting pieces.

I can combine colours, tones and tints to enhance the mood of a piece.

I can create original pieces that are influenced by studies of others.

I can replicate some of the techniques used by notable artists, artisans and designers.

I can create images, video and sound recordings and explain why they were created.

I can quilt, pad and gather fabric.

I can create weavings

N

I can make precise repeating patterns.

I can shape and stitch materials.

I can use basic cross-stitch and back stitch.

I can colour fabric.



Haughton School Art and Design Progression Map (Skills)



Haughton School Art and Design Progression Map (Skills)

