



**Art and Design Curriculum Progression of Skills Assessment Grid Y1/2**

**Note initials of children WB, WT, EXP and GD.**

strand	objective	working towards	working towards	expected	greater depth
Drawing	Using images and symbols to name and describe feelings and ideas.				
	Representing familiar objects as a 'schema' by combining shapes.				
	Drawing confidently from imagination.				
	Combine schematic and observational approaches. Add detail to artwork.				
	Observing and recording the shapes, patterns and textures found in objects.				
	Using drawing as the starting point for work in other media as well as in its own right.				
	Working in a combined schematic and observational way placing objects.				
	Using drawing as the starting point for work in other media as well as in its own right.				
	<b>Vocabulary: Drawing, pencil, scribble, detail, shape.</b>				
painting	Exploring the tactile and visual qualities of a paintbrush. With guidance, adding detail to work.				
	Combining materials and tools and enjoy finding out how to achieve different effects.				
	Mixing paints from a limited range.				
	Showing control in the use of colour				
	Understanding that paint is used in different ways for different effects.				
	<b>Vocabulary: primary colours, secondary colours, mixing, matching, brush, sponge, fingers</b>				
3D Sculpture	Exploring materials.				
	Joining simple objects together.				
	Using a range of modelling materials squeezing, pinching and rolling them to make familiar or fantasy objects.				
	Adding colour, pattern and texture to objects.				
	Working on a larger scale when appropriate.				
	Showing sufficient control to join and manipulate materials for the purpose intended.				
	Showing a developing understanding of the qualities of the materials used.				
	<b>Vocabulary: sculpture</b>				
Materials and Textiles	Sorting, matching and naming different materials.				
	Exploring materials to see how they are made.				

	Using joining processes such as tying and gluing.				
	Weaving on simple frames for different effects.				
	Using paints, dyes, crayons and other media to make individual and group designs on textiles.				
	Joining, positioning and manipulating materials with some independence.				
	<b>Vocabulary: colour, pattern, texture</b>				
printing	Using objects and basic tools and equipment to make patterns and images.				
	Working with a range of processes, controlling materials and tools.				
	Using printing to illustrate and explore ideas, commenting on what is done.				
	<b>Vocabulary: colour, pattern, texture, line, shape, form and space</b>				
Collage	Using cut and torn papers and other materials to make simple patterns and images.				
	Recognising that materials look and feel different, choosing the most suitable materials for an effect.				
	Mixing paper and other materials with different textures and appearances.				
	<b>Vocabulary: 2D 3D making, forming, modelling.</b>				
Verbal Response	Able to say what they think and feel about their own and others' work and suggest ways of improving their own work.				

Attitude To Learning	Note initials of children's attitude to Learning