



**Art and Design Curriculum Progression of Skills Assessment Grid
Y3/4**

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

strand	objective	working towards	working towards	expected	greater depth
Drawing	Representing objects with correct proportions.				
	Observing how shape, colour and tone can be used to describe form.				
	Using observational drawings as opening studies for more developed work.				
	Using line, tone and texture to represent objects in three dimensions.				
	Spending longer periods of time on more challenging activities, concentrating on particular views of objects.				
	Using tools, such as viewing frames, effectively.				
	Using drawing as part of the investigation process and presenting work well in a sketchbook				
	Vocabulary: HB, B, 2B, 3B, 5B, different qualities of lead types, scribble, shade, dashes, circles, spirals, hard and soft lines, exploratory lines, control line, colour, pattern, texture, form and tone				
painting	Working in stages using different materials for particular effects.				
	Making some independent decisions about colour.				
	Beginning to understand and identify complementary colours and warm and cool colours.				
	Speaking about the emotional impact of colour.				
	Developing painting skills as parts of work that include initial studies and investigation.				
	Controlling brushes and materials with confidence				
	Adopting a systematic approach when mixing and applying colour.				
	Using a good vocabulary of art terms related to colour concepts such as opacity and transparency.				
	Vocabulary: tint, tone, wet and dry wash, transparency, marks and strokes, layers, blending, splash, drip and dribble,				
3D Sculpture	Taking part in extended activities through different stages. Using more advanced materials like wire and plaster.				
	Working independently with a wider range of materials.				
	Requiring less support when selecting materials and tools.				
	Using a similar range of materials as at earlier levels but with an increased sensitivity and control.				
	Vocabulary: Construction, modelling, casting, wire, plaster of Paris, ceramics.				

Materials and Textiles	Developing more control over the making process.				
	Collecting materials and ideas for work and experiment with materials before using them.				
	Using more advanced printing and dyeing techniques, combining different processes.				
	Following a clear design brief to achieve an effect in techniques such as sewing (cross stitch & backstitch) appliqué, embroidery, plaiting and finger knitting.				
	Vocabulary: fabric collage, paper weaving, willow work, beadwork, mosaic, textile weaving, casting, and using materials such as willow, papers, yarns, plastics, wire and metals, leather, clay, textiles, found and recycled materials; line, shape, form and space				
printing	Approaching work in stages to use simple processes to make more complex designs.				
	Developing work from initial studies and investigations.				
	Understanding how printing differs from other art processes and how it is used in different cultures.				
	Using a number of colours built up in a sequence.				
	Using precise repeating patterns by creating accurate printing blocks.				
	Vocabulary: Impression, fabric printing and surface colouring, wax resist				
Collage	Using collage to explore wider art themes.				
	Returning to work using a range of techniques to develop the final image.				
	Experimenting with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned)				
	Experimenting with ceramic mosaic techniques to produce a piece of art.				
	Vocabulary: researching, selecting, collecting, assembling, cutting, tearing, sticking, layering.				
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