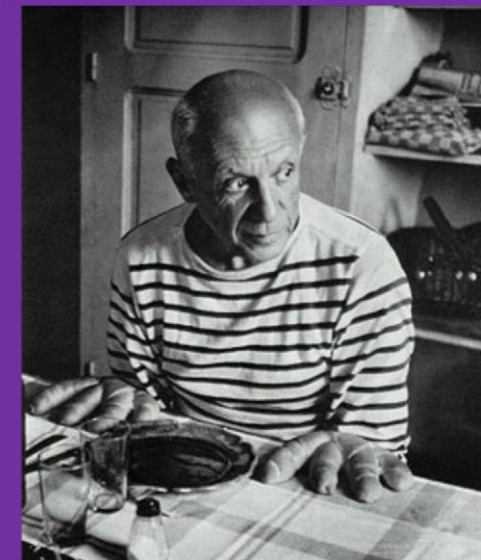


Art & Design Progression of Skills and End Points



“Every child is an artist.
The problem is how to
remain an artist
once we grow up”
- Pablo Picasso

Progression of Skills

	EYFS	Y1/2	Y3/4	Y5/6
To develop ideas	<ul style="list-style-type: none"> • Create collaboratively • Share ideas, resources and skills. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketchbook. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
To master techniques	<p>Painting</p> <ul style="list-style-type: none"> • Continue to explore colour • To know the primary colours and that mixing these will create a new colour • Explore using different tools for painting <p>Sculpture</p> <ul style="list-style-type: none"> • To know how to join materials to create a model and use material to finish the design • To know how to mould different resources to make a sculpture e.g. clay • Use techniques such as paper folding, rolling and cutting <p>Drawing</p> <ul style="list-style-type: none"> • To know a pencil can create different lines • To draw with increasing complexity and detail • To explore coloured pencils for different effects 	<p>Painting</p> <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. <p>Drawing</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<p>Painting</p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. <p>Sculpture</p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. 	<p>Drawing (inc charcoal)</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
To take inspiration from the greats (classic and modern)		<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

End Points of Learning in the Art and Design Curriculum

Year 2

- Pupils can use an increasing range of materials creatively
- Pupils can use colour, pattern, texture, line, shape, form and space within their artwork
- Pupils can draw and paint with increased technique and imagination
- Pupils can talk about different artists
- Pupils can confidently share their ideas and experiences through art
- Pupils can describe similarities and differences between practices and pieces of artwork
- Pupils can make links to their artwork from observing other artists work

Year 4

- Pupils can use sketchbooks to record observations and use them to review and revisit ideas
- Pupils can organise line, tone, shape and colours to represent figures and forms
- Pupils show improvement in their mastery of art and design techniques, including drawing, painting and sculpture
- Pupils can talk about great artists, architects and designers in history
- Pupils can experiment, invent and create their own works of art.

Year 6

- Pupils can confidently use sketchbooks to record observations and use them to review and revisit ideas
- Pupils organise line, and shape to maximise their artwork.
- Pupils show confidence in their mastery of art and design techniques, including painting.
- Pupils can analyse and evaluate artworks using appropriate language
- Pupils can talk confidently about great artists, architects in history and understand their historical and cultural significance
- Pupils understand how art reflects our history