

Art End Point Progression

National Curriculum Aims:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key Stage 1:

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

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Early Years:

	Developing	Experimenting	Recording	Presenting
Nursery	<ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Use drawing to represent ideas like movement or loud noises. 	<ul style="list-style-type: none"> • Explore colour and colour-mixing. • Explore different textures. • Join different materials. 	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. 	<ul style="list-style-type: none"> • Share their work with others.
Reception	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. • Explore famous artists and artworks, taking inspiration from them into their own work. • Use a range of small tools, including scissors, paintbrushes and cutlery. 	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Explore ways to mark make using a range of techniques including painting, drawing, printmaking. 	<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Share their creations, explaining the process they have used. • Begin to use vocabulary linked to formal elements.

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	Developing	Experimenting	Recording	Presenting
Year 1	<ul style="list-style-type: none"> Recognise that ideas can be expressed in art work. Recognise and describe some simple characteristics of different kinds of art, craft and design (models, collage, Pop Art). 	<ul style="list-style-type: none"> Experiment confidently with a range of materials and techniques. Use materials purposefully to achieve particular characteristics or qualities. Name the tools, materials, techniques and some formal elements (colours, shapes, tones etc.) that they use. 	<ul style="list-style-type: none"> Use sketchbook to begin to record ideas and inspiration. Try out a range of materials and processes and recognise that they have different qualities. 	<ul style="list-style-type: none"> Talk about their own, and other's work, identifying similarities and differences and what they like.
Year 2	<ul style="list-style-type: none"> Identify that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. 	<ul style="list-style-type: none"> Test ideas using other materials. Choose particular techniques for a given purpose. 	<ul style="list-style-type: none"> Develop care and control over the materials and tools used. Use different techniques to begin to record ideas and develop designs. 	<ul style="list-style-type: none"> Express, and give some reasons for preferences when looking at creative work. Talk about the materials, techniques and processes they have used, using an appropriate vocabulary: names of tools, materials and colours used.
Year 3	<ul style="list-style-type: none"> Gather and review information and resources related to their ideas and intentions. Describe the work of the artists, craftspeople and designers studied. 	<ul style="list-style-type: none"> Use a wider range of formal elements terminology. Develop skills by experimenting with, and testing the qualities of, a range of different materials and techniques. Select, and use appropriately, a variety of materials and techniques in order to create their own work. 	<ul style="list-style-type: none"> Use a sketchbook for recording observations and research; and planning and shaping ideas. 	<ul style="list-style-type: none"> Explain how to use some of the tools and techniques they have chosen to work with. Reflect upon what they like and dislike about their work in order to improve it.

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Year 4

- Select and use relevant resources and references to develop ideas.
- Describe some of the key ideas, techniques and working practices of the artists, craftspeople and designers studied.
- Investigate the nature and qualities of different materials and processes systematically.
- Use the formal elements vocabulary when discussing art work.
- Use a sketchbook and drawing to improve understanding, inform ideas and plan for an outcome – for instance, produce several different versions of an idea, showing how research has led to improvements in their proposed outcome.
- Apply the technical skills learnt to improve the quality of their work - for instance, in painting, select and use different brushes for different purposes.

Year 5

- Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.
- Research and discuss the ideas and approaches of various artists, craftspeople and designers, taking account of their particular cultural context and intentions.
- Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas.
- Explain the meaning of the formal element's vocabulary.
- Confidently investigate and exploit the potential of new and unfamiliar materials.
- Confidently and independently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.
- Describe the processes they have used to achieve high quality outcomes.
- Regularly analyse and reflect on their progress, taking account of what they hoped to achieve and making notes to record their reflections.

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Year 6

- Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople and designers, taking account of the influence of the different historical, cultural and social contexts in which they worked.
- Independently develop a range of ideas which show curiosity, imagination and originality.
- Independently refine their technical and craft skills in order to improve their mastery of materials and techniques.
- Use the technical vocabulary and techniques for modifying the qualities of different materials and processes.
- Independently select and effectively use relevant processes in order to create successful and finished work.
- Systematically investigate, research and test ideas and plans using sketchbooks.
- Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.
- Regularly analyse and reflect on their progress, taking account of what they hoped to achieve.