



# Read St John's CE Art Skills Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Produce creative work, exploring their ideas and recording their experiences.</b>	<ul style="list-style-type: none"> <li>Drawing and painting from imagination, experience and observation..</li> </ul>	<ul style="list-style-type: none"> <li>Explore and record their own ideas through painting drawing, sculpture, in response to first hand observations. e.g. real objects, pictures, artefacts and experiences.</li> <li>Talk about their ideas and choices they have made. E.g. chosen tools, media and materials.</li> <li>Beginning to work creatively eg. With a range of media on different scales.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and record their ideas through painting, drawing and sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences.</li> <li>Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials.</li> <li>Show confidence in working creatively e.g. with a range of media on different scales</li> </ul>	<ul style="list-style-type: none"> <li>Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences.</li> <li>Begin to record their thoughts and experiences in a sketch book /'ideas journal.</li> <li>Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed.</li> <li>Show confidence and independence when working creatively e.g. with a range of media on different scales.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate different starting points for their work, and choose which idea to develop further.</li> <li>Record their thoughts and experiences in a sketch book / 'ideas journal', and begin to annotate these.</li> <li>Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art.</li> <li>Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate a range of starting points for their work, and choose which idea to develop further.</li> <li>Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas.</li> <li>Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form.</li> <li>Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.</li> </ul>	<ul style="list-style-type: none"> <li>Independently investigate a range of starting points for their work, and confidently develop their ideas further.</li> <li>Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops.</li> <li>Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media.</li> <li>Confidently use language appropriate to the chosen art form, to help them to explain their ideas.</li> </ul>
<b>Know about great artists, craft makers and designers and understand historical and cultural developments of their art forms.</b>	<ul style="list-style-type: none"> <li>Be introduced to artists and their work/ origins. Create work in the style of artists. Display and discuss work and achievements.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what they think and feel about the work of a chosen artist, craft maker or designer.</li> <li>Begin to talk about the style of a chosen artist, craft maker or designer.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Talk about the similarities and differences between different artists, craft makers or designers.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Begin to understand the historical and/or cultural significance of a chosen artist /art form.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Understand the historical and/or cultural significance of the work of a chosen artist /art form.</li> </ul>	<ul style="list-style-type: none"> <li>Critically analyse the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Understand how a chosen artist or art form has contributed to the culture and /or history of a specific nation.</li> </ul>	<ul style="list-style-type: none"> <li>Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work.</li> <li>Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.</li> </ul>
<b>Become proficient in drawing, painting, sculpture and other art, craft</b>	<ul style="list-style-type: none"> <li>Follow teaching points to develop skills in drawing, painting, sculpture etc.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts, e.g. work on different scales both independently and collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g. use</li> </ul>	<ul style="list-style-type: none"> <li>Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their own effect.</li> </ul>	<ul style="list-style-type: none"> <li>Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques, imaginatively to create their own style, e.g. use spray paint on canvas.</li> </ul>

<p><b>and design techniques.</b></p>		<ul style="list-style-type: none"> <li>• Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package</li> </ul>	<p>hatching with felt tip pens.</p> <ul style="list-style-type: none"> <li>• Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate control of chosen tools and materials to create a desired effect, e.g. carve a design into a printing block.</li> </ul>	<p>knowledge of weaving to create a willow sculpture.</p> <ul style="list-style-type: none"> <li>• Demonstrate control of a range of tools and materials to create desired effects, e.g. when drawing use different grades of pencil to create variations in tone.</li> </ul>	<ul style="list-style-type: none"> <li>• Are confident when working with a wide range of tools and materials to create different effects, e.g. use a graphics package to manipulate an image by applying a filter.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their own style when working with a wide range of tools and materials, e.g. working into prints using their own choice of media such as pens, ballpoint pens, paints.</li> </ul>
<p><b>Evaluate and analyse creative works using the language of art, craft and design.</b></p>	<ul style="list-style-type: none"> <li>• Look at own work and that of peers and great artists. Discuss techniques, effects and skills. Offer opinions and suggestions for amendments.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture.</li> <li>• Talk about the features they like in their own work and in the work of others.</li> <li>• Talk about what they might change in their own work</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture.</li> <li>• Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of art work.</li> <li>• Use sketch book /'ideas journal' to adapt their work as their ideas develop, and discuss this with others</li> </ul>	<ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work.</li> <li>• Use sketch book/'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate language when comparing ideas, methods and approaches in their own and others' work.</li> <li>• Describe what they think and feel about their own and others' work and how this might influence their designs.</li> <li>• Use sketch book /'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.</li> </ul>	<ul style="list-style-type: none"> <li>• Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work.</li> <li>• Use sketch book /'ideas journal' to adapt and critically evaluate their work as their ideas develop.</li> <li>• Annotations reflect their critical evaluations and development of ideas.</li> <li>• Reflect on the ways in which their imaginative work has developed from a range of starting points.</li> </ul>