

Art Progression Document

EYFS

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
<u>Creating with Materials</u>	To name colours To experiment with mixing colours To create simple representations of people and objects To draw and colour with pencils and crayons To role play using given props and costumes To explore different techniques for joining materials	To experiment with different mark making tools such as art pencils, pastels, chalk (Charcoal - cave art) To use colours for a particular purpose (RE) To share their creations To explore different techniques for joining materials (Glue Stick, PVA, Scissors, tape) To know how to work safely and	To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To know how to work safely and hygienically To use non-statutory measures (spoons, cups)	To use natural objects to make a piece of art To share creations and talk about the process To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To make props and costumes for different role play scenarios To know how to	To know which prime colours you mix together to make secondary colours To plan what they are going to make (cooking, construction, junk modelling) To draw more detailed pictures of people and objects To manipulate materials To create observational drawings	To know some similarities and differences between materials To learn about and compare artists To explore, use and refine a variety of artistic effects to express their ideas and feeling To share creations, talk about process and evaluate their work To adapt work	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

	(Glue Stick) To know how to work safely and hygienically (DT - Making fruit salad) To use some cooking techniques (spreading, cutting) - Fruit Salad	hygienically To use non-statutory measures (spoons, cups)	To use some cooking techniques (spreading, cutting, threading, coring, mixing) - Biscuits,pancakes To use tools to cut and join materials To know the names of tools (DT: Making a chair for my teddy, making crafts in CP)	work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques Art & DT	To know how to work safely and hygienically To use non-statutory measures (spoons, cups)	where necessary	
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<u>Fine Motor Skill</u>	To use a dominant hand To mark make using different shapes	To begin to use anticlockwise movement and retrace vertical lines	To use a tripod grip when using mark making tools To hold scissors	To hold scissors correctly and cut out large shapes To write letters using the correct	To hold scissors correctly and cut out small shapes To write letters using the correct	To hold scissors correctly and cut various materials To create drawings with	Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes
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	To begin to use a tripod grip when using mark making tools To use tweezer to transfer objects To thread large beads To use large pegs To begin to copy letters To hold scissors correctly and make snips in paper To hold a knife and a fork correctly	To hold scissors correctly and cut along a straight and zig zagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation	correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation To use a hammer and saw Letterjoin handwriting practise (2-3 times a week)	letter formation and control the size of letters To confidently use classroom stationary	letter formation and control of the size of letters To paint using thinner paint brushes To confidently use classroom stationary such as glue and ruler Letterjoin handwriting practise (2-3 times a week)	details To copy letters using a lead in and lead out To independently use a knife, fork and spoon to eat a range of meals	and cutlery. Begin to show accuracy and care when drawing.
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Year 1

Knowledge and Understanding		
Formal	Experimental	
<i>Each child should know:</i> -How to recognise and describe some simple characteristics of different kinds of art, craft and design -The names of tools, techniques and formal elements	<i>Each child should be given the opportunity to:</i> -Discover that art is subjective (we all have our own legitimate understanding) -Begin to feel confident to express preferences -Understand ideas can come through hands-on exploration -Begin to build knowledge of what different materials and techniques can offer the creative individual -Work at different scales, alone and in groups	
Generating Ideas	Making	Evaluating
<i>By the end of Year 1, children should be able to;</i> Recognise that ideas can be generated through doing as well as thinking Recognise that ideas can be expressed through art	<i>By the end of Year 1, children should be able to;</i> Try out a range of materials & processes and recognise they have different qualities Explore materials in a playful and open-ended manner	<i>By the end of Year 1, children should be able to;</i> Show interest in and describe what they think about the work of others Take pleasure in the work they have created and see that it gives other people pleasure

Experiment with an open mind	Use materials purposefully to achieve particular characteristics or qualities Be excited by the potential to create. Understand that art is different to many subjects at school: through art, they can invent and discover	Begin to take photographs and use digital media
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Year 2

Knowledge and Understanding		
Formal	Experimental	
<i>Each child should know:</i> -Know how to recognise and describe some simple characteristics of different kinds of art, craft and design -Know the names of tools, techniques and formal elements -Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes -Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary	<i>Each child should be given the opportunity to:</i> -Discover that art is subjective (we all have our own legitimate understanding) -Begin to feel confident to express a preference in.... -Experience the connection between brain, hand and eye -Understand ideas can come through hands-on exploration -Begin to build knowledge of what different materials and techniques can offer the creative individual -Work at different scales, alone and in groups	
Generating Ideas	Making	Evaluating
<i>By the end of Year 2, children should be able to;</i> Recognise that ideas can be generated through doing as well as thinking Recognise that ideas can be expressed through art Experiment with an open mind	<i>By the end of Year 2, children should be able to;</i> Try out a range of materials & processes and Recognise they have different qualities Use materials purposefully to achieve particular characteristics or qualities Be excited by the potential to create.	<i>By the end of Year 2, children should be able to;</i> Show interest in and describe what they think about the work of others Take pleasure in the work they have created and see that it gives other people pleasure

Enjoy trying out different activities and make both informed, and intuitive choices about what to do next, letting practical experience feed ideas Use drawing to record and discover ideas and experiences	Understand that art is different to many subjects at school: through art, they can invent and discover Deliberately choose to use particular techniques for a given purpose Develop and exercise some care and control over the range of materials they use	Understand how evaluating creative work <i>during</i> the process, as well as at the end, helps feed the process. Begin to take photographs and use digital media as a way to re-see work When looking at creative work express clear preferences and give some reasons
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Year 3

Knowledge and Understanding		
Formal	Experimental	
<i>Each child should know:</i> -Know the names of tools, techniques and formal elements -Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities -Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary -Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with.	<i>Each child should be given the opportunity to:</i> -Discover that art is subjective (we all have our own legitimate understanding) -Experience the connection between brain, hand and eye -Understand ideas can come through hands-on exploration -Develop their knowledge of what different materials and techniques can offer the creative individual -Work at different scales, alone and in groups -Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge) -Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others	
Generating Ideas	Making	Evaluating
<i>By the end of Year 3, children should be able to;</i> Gather and review information from different sources (primary and secondary), references and resources related to their ideas and intentions	<i>By the end of Year 3, children should be able to;</i> Develop practical skills by experimenting with and testing the qualities of a range of materials and techniques	<i>By the end of Year 3, children should be able to;</i> Take pleasure in the work they have created and see that it gives other people pleasure

Use a sketchbook for different purposes, including recording observations, planning and shaping ideas	Select and use appropriately a variety of materials and techniques in order to create their own work. Be excited by the potential to create and feel empowered to begin to undertake their own exploration	Take the time to reflect upon what they like and dislike about their work in order to improve it Understand how evaluating creative work <i>during</i> the process, as well as at the end, helps feed the process. Take photographs and videos and use digital media as a way to re-see work
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Year 4

Knowledge and Understanding		
Formal	Experimental	
<i>Each child should know:</i> -Know the names of tools, techniques and formal elements -Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities -Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary -Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with	<i>Each child should be given the opportunity to:</i> -Discover that art is subjective (we all have our own legitimate understanding) -Experience the connection between brain, hand and eye -Understand ideas can come through hands-on exploration -Develop their knowledge of what different materials and techniques can offer the creative individual -Work at different scales, alone and in groups -Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge) -Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others	
Generating Ideas	Making	Evaluating
<i>By the end of Year 4, children should be able to;</i> Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential	<i>By the end of Year 4, children should be able to;</i> Investigate the nature and qualities of different materials and processes	<i>By the end of Year 4, children should be able to;</i> Reflect regularly upon their work, throughout the creative process

Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration Use sketchbooks, together with other resources, to understand how inspiration can come from many rich and personal sources to feed into creative projects	Apply technical skills to improve quality of work, combined with beginning to listen and trust “instinct” to help make choices Be excited by the potential to create and feel empowered to undertake their own exploration	Look to the work of others (pupils and artists) to identify how to feed their own work Take photographs and videos and use digital media as a way to re-see work
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Year 5

Knowledge and Understanding		
Formal	Experimental	
<i>Each child should know:</i> -Know the names of tools, techniques and formal elements (in pink above and below) -Research and discuss ideas and approaches of range of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities -Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes -Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with	<i>Each child should be given the opportunity to:</i> -Discover that art is subjective (we all have our own legitimate understanding) -Experience the connection between brain, hand and eye -Understand ideas can come through hands-on exploration -Develop their knowledge of what different materials and techniques can offer the creative individual -Work at different scales, alone and in groups -Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey -Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others	
Generating Ideas	Making	Evaluating
<i>By the end of Year 5, children should be able to;</i> Engage in open-ended research and exploration to initiate and develop personal ideas	<i>By the end of Year 5, children should be able to;</i>	<i>By the end of Year 5, children should be able to;</i> Regularly analyze and reflect upon progress taking into account of intention

Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration	Confidently investigate and explore new materials, beginning to lead their own search for new experiences Use acquired technical expertise, combined with beginning to listen and trust “instinct” to help make choices, to make work which effectively reflects ideas and intentions Feel safe enough to take creative risks	Look to the work of others (pupils and artists) to identify how to feed their own work Take photographs and videos and use digital media as a way to re-see work
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Year 6

Knowledge and Understanding		
Formal	Experimental	
<i>Each child should know:</i> -Know the names of tools, techniques and formal elements -Be happy to describe, interpret and explain the work, ideas and working practices of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities -Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes -Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with	<i>Each child should be given the opportunity to:</i> -Discover that art is subjective (we all have our own legitimate understanding) -Experience the connection between brain, hand and eye -Understand ideas can come through hands-on exploration -Develop their knowledge of what different materials and techniques can offer the creative individual -Work at different scales, alone and in groups -Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey -Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others	
Generating Ideas	Making	Evaluating
<i>By the end of Year 6, children should be able to;</i>	<i>By the end of Year 6, children should be able to;</i>	<i>By the end of Year 6, children should be able to;</i>

Independently develop a range of ideas which show curiosity, imagination and originality Investigate, research and test ideas and plans using sketchbooks and other approaches Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration	Independently take action to refine technical and craft skills to improve mastery of materials and techniques Confidently follow intuition and instinct during the making process, making intelligent and confident creative choices Independently select and effectively use relevant processes in order to create successful and finished work Feel safe enough to take creative risks, enjoying the journey	Provide a reasoned evaluation of both their own work and professionals work which take into account starting points, intentions and contexts Regularly analyze and reflect upon progress taking into account of intention Take photographs and videos and use digital media as a way to re-see work
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