



St Luke's CE Primary

Art and Design Progression Map and End Points



St Luke's CE Primary

Art and Design Curriculum Progression and End Points

	EYFS	KS1	LKS2	UKS2
Skills	<p>EYFS</p> <ul style="list-style-type: none"> Children at the expected level of development will: 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. 	<p>Drawing</p> <ul style="list-style-type: none"> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. Further develop mark-making within a greater range of media, demonstrating increased control. Experiment with drawing on different surfaces and begin to explore tone using a variety of pencil grade (HB,2B,4B) to show form, drawing light/dark lines, patterns and shapes. <p>Painting and mixed media</p> <ul style="list-style-type: none"> Begin to develop some control when painting, applying knowledge of colour and how different media behave e.g. adding water to thin paint. Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water. Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and overlaying materials to create interesting effects. <p>Sculpture and 3D</p> <ul style="list-style-type: none"> Develop understanding of 3D forms to construct and model simple forms using a range of materials. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture. <p>Craft and Design</p> <ul style="list-style-type: none"> Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Experiment with techniques when trying out design ideas. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice. <p>Evaluating and Analysing</p> <ul style="list-style-type: none"> Explain their ideas and opinions about their own and others' art work, giving reasons. Begin to talk about how they could improve their own work. 	<p>Drawing</p> <ul style="list-style-type: none"> Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making. <p>Painting and mixed media</p> <ul style="list-style-type: none"> Explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint. Develop greater skills and control when using paint to depict forms, e.g. beginning to use tone to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. <p>Sculpture and 3D</p> <ul style="list-style-type: none"> Use more complex techniques to mould and form malleable materials, such as the coil pot technique in class and adding detailed surface decoration. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials used to work in 3D. <p>Craft and Design</p> <ul style="list-style-type: none"> Learn new making techniques, comparing these and making decisions about which method to use to choose a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries. <p>Evaluating and Analysing</p> <ul style="list-style-type: none"> Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process. 	<p>Drawing</p> <ul style="list-style-type: none"> Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques. <p>Painting and mixed media</p> <ul style="list-style-type: none"> Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe how colour is used in other artist's work.. Consider materials, scale and techniques when creating collage and other mixed media pieces Create collage in response to a stimulus and work collaboratively on a larger scale. <p>Sculpture and 3D</p> <ul style="list-style-type: none"> Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem solve, edit and refine to create desired effects and end results. <p>Craft and Design</p> <ul style="list-style-type: none"> Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome. <p>Evaluating and Analysing</p> <ul style="list-style-type: none"> Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Knowledge of Artists		Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	<ul style="list-style-type: none">• Use subject vocabulary confidently to describe and compare creative works.• Use their own experience of techniques and making processes to explain how art words may have been made.	<ul style="list-style-type: none">• Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
-----------------------------	--	---	---	---

End Points in Learning in the Art and Design Curriculum

EYFS

Drawing

- Explore mark making using a range of drawing materials.
- Investigate marks and patterns when drawing
- Identify similarities and difference between drawing tools.
- Investigate how to make large and small movements with control when drawing.
- Practice looking carefully when drawing.
- Combine materials when drawing

Painting and mixed media

- Explore paint, using hands as a tool.
- Describe colours and textures as they paint.
- Explore what happens when paint colours mix.
- Make natural painting tools.
- Investigate natural materials eg paint, water for painting.
- Explore paint textures, for example mixing in other materials or adding water.
- Respond to a range of stimuli when painting.
- Use paint to express ideas and feelings.
- Explore colours, patterns and compositions when combining materials in collage.

Sculpture and 3D

- Explore the properties of clay.
- Use modelling tools to cut and shape soft materials eg. playdough, clay.
- Select and arrange natural materials to make 3D artworks.
- Talk about colour, shape and texture and explain their choices.
- Plan ideas for what they would like to make.
- Problem-solve and try out solutions when using modelling materials.
- Develop 3D models by adding colour.

Craft and Design

- Explore differences when cutting a variety of materials.
- Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags.
- Follow lines when cutting.
- Experiment with threading objects, holding equipment steady to do so.
- Explore techniques for joining paper and card eg stick, clip, tie, tape.
- Apply craft skills eg. cutting, threading, folding to make their own artworks.
- Design something on paper ready to make in three dimensions.

Year 1

Year 2

Year 3

Drawing

- Explore their own ideas using a range of media.
- Use sketchbooks to explore ideas in an open-ended way.
- Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tip and pens.
- Develop observational skills to look closely and reflect surface texture through mark-making.
- Explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.

Painting and mixed media

- Explore their own ideas using a range of media.
- Use sketchbooks to explore ideas in an open-ended way.
- Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces.
- Play with combinations of materials to create simple collage effects. Select materials based on their properties e.g. shiny, soft.)

Sculpture and 3D

- Explore their own ideas using a range of media.
- Use sketchbooks to explore ideas in an open-ended way.
- Use their hands to manipulate a range of modelling materials.
- Create 3D forms to make things from their imagination or recreate things they have seen.

Craft and Design

- Explore their own ideas using a range of media.
- Use sketchbooks to explore ideas in an open-ended way.
- Able to select colours, shapes, and materials to suit ideas and purposes.
- Design and make something that is imagined or invented.
- Begin to develop skills such as measuring materials, cutting and adding decoration.

Evaluating and Analysing

Describe and compare features of their own and other's art work.

Knowledge of Artists

Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture and link these to their own work.

Drawing

- Begin to generate ideas from wider range of stimuli, exploring different media and techniques.
- Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
- Further develop mark-making within a greater range of media, demonstrating increased control.
- Develop observational skills to look closely and reflect surface texture through mark making.
- Experiment with drawing on different surfaces and begin to explore tone using a variety of pencil grade (HB,2B,4B) to show form, drawing light/dark lines, patterns and shapes.
- Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.

Painting and mixed media

- Begin to generate ideas from wider range of stimuli, exploring different media and techniques.
- Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
- Begin to develop some control when painting, applying knowledge of colour and how different media behave e.g. adding water to thin paint.
- Mix different hues of primary and secondary colours by using different amounts of each starting colour of by adding water.
- Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and overlaying materials to create interesting effects.

Sculpture and 3D

- Begin to generate ideas from wider range of stimuli, exploring different media and techniques.
- Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
- Develop understanding of 3D forms to construct and model simple forms using a range of materials.
- Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.
- Develop basic skills for shaping and joining clay, including exploring surface texture.

Craft and Design

- Begin to generate ideas from wider range of stimuli, exploring different media and techniques.
- Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
- Respond to a simple design brief with a range of ideas.
- Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.
- Experiment with techniques when trying out design ideas.
- Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.

Drawing

- Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
- Use sketch books for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
- Confidently use a range of materials, selecting and using these appropriately with more independence.
- Draw with expression and begin to experiment with gestural and quick sketching.
- Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.

Painting and mixed media

- Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
- Use sketch books for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
- Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task e.g. choosing a fine paintbrush for making detailed marks.
- Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours.
- Modify chosen collage materials in a range of ways e.g. by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.

Sculpture and 3D

- Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
- Use sketch books for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
- Able to plan and think through the making process to create 3D forms using a range of materials.
- Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold.)
- Experiment with combining found objects and recyclable material to create sculpture.

Craft and Design

- Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
- Use sketch books for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
- Learn a new making technique (paper making) and apply it as part of their own project.
- Investigate the history of a craft technique and share that knowledge in a personal way.
- Design and make create work for different purposes, evaluating the success of the techniques used.

	<p>Evaluating and Analysing</p> <ul style="list-style-type: none"> Explain their ideas and opinions about their own and others art work, giving reasons. Begin to talk about how they could improve their own work. <p>Knowledge of Artists</p> <ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. 	<p>Evaluating and Analysing</p> <ul style="list-style-type: none"> Confidently explain their ideas and opinions about their own and others art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. <p>Knowledge of Artists</p> <ul style="list-style-type: none"> Use subject vocabulary to describe and compare creative works. Use their own experience to explain how art works may have been made.
Year 4	Year 5	Year 6
<p>Drawing</p> <ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and evaluation techniques to develop their ideas and plan more purposefully for an outcome. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making. <p>Painting and mixed media</p> <ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and evaluation techniques to develop their ideas and plan more purposefully for an outcome. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. Explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint. Develop greater skills and control when using paint to depict forms, e.g. beginning to use tone to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. <p>Sculpture and 3D</p> <ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and evaluation techniques to develop their ideas and plan more purposefully for an outcome. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. Use more complex techniques to mould and form malleable materials, such as the coil pot technique in class and adding detailed surface decoration. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials used to work in 3D. <p>Craft and Design</p> <ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and evaluation techniques to develop their ideas and plan more 	<p>Drawing</p> <ul style="list-style-type: none"> Develop ideas more and independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas and evaluations to develop their ideas towards an outcome. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and apply their understanding of tone, texture, line, colour and form. <p>Painting and mixed media</p> <ul style="list-style-type: none"> Develop ideas more and independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Add collage to a painted, printed or drawn background for effect. Explore how collage can extend original ideas. Combine digital effect with other media. <p>Sculpture and 3D</p> <ul style="list-style-type: none"> Develop ideas more and independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. 	<p>Drawing</p> <ul style="list-style-type: none"> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques. <p>Painting and mixed media</p> <ul style="list-style-type: none"> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe how colour is used in other artist's work.. Consider materials, scale and techniques when creating collage and other mixed media pieces Create collage in response to a stimulus and work collaboratively on a larger scale. <p>Sculpture and 3D</p> <ul style="list-style-type: none"> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem solve, edit and refine to create desired effects and end results. <p>Craft and Design</p> <ul style="list-style-type: none"> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the

<p>purposefully for an outcome.</p> <ul style="list-style-type: none"> • Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. • Learn new making techniques, comparing these and making decisions about which method to use to choose a particular outcome. • Design and make art for different purposes and begin to consider how this works in creative industries. <p>Evaluating and Analysing</p> <ul style="list-style-type: none"> • Build a more complex vocabulary when discussing their own and others' art. • Evaluate their work more regularly and independently during the planning and making process. <p>Knowledge of Artists</p> <ul style="list-style-type: none"> • Use subject vocabulary confidently to describe and compare creative works. • Use their own experience of techniques and making processes to explain how art words may have been made. 	<ul style="list-style-type: none"> • Investigate scale when creating forms in three dimensions. • Explore a greater range of materials to create 3D forms e.g. wire and found materials. • Plan a sculpture, developing an idea in 2D into a three-dimensional piece. • Persevere when constructions are challenging and work to problem solve more independently. <p>Create and Design</p> <ul style="list-style-type: none"> • Develop ideas more and independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas and evaluations to develop their ideas towards an outcome. • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. • Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. • Extend ideas for designs through sketchbooks use and research, justifying choices made during the design process. <p>Evaluating and Analysing</p> <ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements <p>Knowledge of Artists</p> <ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the culture and historical context may have influenced their creative work. 	<p>work of creative practitioners have influenced their final outcome.</p> <p>Evaluating and Analysing</p> <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others work which takes account of context and intention. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. <p>Knowledge of Artists</p> <ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
---	--	--