Withnell Fold Primary School



Art Progression
End of Year Expectations

Year 6	▶ Independently investigate a range of starting points for their work, and confidently develop their ideas further. ▶ Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops. ▶ Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media. ▶ Confidently use language appropriate to the chosen art form, to help them to explain their ideas.	▶ Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work. ▶ Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.	▶ 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. ▶ 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.	▶ Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work. ▶ Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop. ▶ Annotations reflect their critical evaluations and development of ideas. ▶ Reflect on the ways in which their imaginative work has developed from a range of starting points.
Year 5	▶ Investigate a range of starting points for their work, and choose which idea to develop further. ▶ Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas. ▶ Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form. ▶ Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.	▶ Critically analyse the styles of artists, craft makers or designers and use this to inform their own work. ▶ Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.	▶ 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. ▶ 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.	▶ Use appropriate language when comparing ideas, methods and approaches in their own and others' work. ▶ Describe what they think and feel about their own and others' work and how this might influence their designs. ▶ 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.

Year 4	▶ Investigate different starting points for their work, and choose which idea to develop further. ▶ Record their thoughts and experiences in a sketch book / 'ideas journal', and begin to annotate these. ▶ Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art. ▶ Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette.	▶ Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work. ▶ Understand the historical and / or cultural significance of the work of a chosen artist / art form.	▶ 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 knowledge of weaving to create a willow sculpture. ▶ 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.	▶ 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. ▶ 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.

Art
End of Year Expectations

Year 3	▶ Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences. ▶ Begin to record their thoughts and experiences in a sketch book / 'ideas journal'. ▶ Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed. ▶ Show confidence and independence when working creatively e.g. with a range of media on different scales.	▶ Discuss the styles of artists, craft makers or designers and use this to inform their own work. ▶ Begin to understand the historical and/or cultural significance of a chosen artist /art form.	▶ 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. ▶ Demonstrate control of chosen tools and materials to create a desired effect, e.g. carve a design into a printing block.	▶ 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. ▶ Use sketch book / 'ideas journal' to adapt their work as their ideas develop, and discuss this with others.
Year 2	▶ Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. ▶ Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. ▶ Show confidence in working creatively e.g. with a range of media on different scales.	▶ Recognise the styles of artists, craft makers or designers and use this to inform their own work. ▶ Talk about the similarities and differences between different artists, craft makers or designers.	▶ 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 hatching with felt tip pens. ▶ 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.	▶ Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. ▶ Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'. ▶ Adapt and make changes to their work and the tools they use as it develops. ▶ Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.

Year 1	▶ Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. ▶ Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. ▶ Beginning to work creatively e.g. with a range of media on different scales.	▶ Describe what they think and feel about the work of a chosen artist, craft maker or designer. ▶ Begin to talk about the style of a chosen artist, craft maker or designer.	▶ 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. ▶ 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.	▶ Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. ▶ Talk about the features they like in their own work and in the work of others. ▶ Talk about what they might change in their own work.
	Produce creative work, exploring their ideas and recording their experiences	**Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms**	**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**
EYFS links	***ELG: Creating with Materials*** *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.* ***ELG: Being Imaginative and Expressive*** *Children at the expected level of development will:* *- Invent, adapt and recount narratives and stories with peers and their teacher;* *- Sing a range of well-known nursery rhymes and songs;* *Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.*			
Artists covered		**Autumn 2** **Portraits**	**Spring 1** **Colour Mixing**	**Spring 2** **Observational drawings**	**Summer 1** **Abstract Art**	**Summer 2** **Collage**