



Lower Halstow Primary School – Progression End Points Years 1-6

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Objectives	<p>Key Stage 1</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>		<p>Key Stage 2</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In 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.</p>			
	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To create sketchbooks to record their observations and use them to review and revisit idea • 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. 			
<p>Generating Ideas</p> <p><i>Skills of Designing & Developing Ideas</i></p>	<p>By the End of Year 1 Pupils should be able to:</p> <p>Recognise that ideas can be expressed in artwork.</p> <p>Experiment with an open mind (they enthusiastically try out and use all materials that are presented to them.)</p>	<p>By the End of Year 2 Pupils should be able to:</p> <p>Try out different activities and make sensible choices about what to do next.</p> <p>Use drawing to record ideas and experiences.</p>	<p>By the End of Year 3 Pupils should be able to:</p> <p>Gather and review information, references and resources related to their ideas and intentions (researching and developing ideas)</p> <p>Use own artbook for different purposes, including recording observations, planning and shaping ideas (recording and experimenting in sketchbooks)</p>	<p>By the End of Year 4 Pupils should be able to:</p> <p>Select and use relevant resources and reference to develop ideas (researching and developing ideas)</p> <p>Use artbooks and drawing purposefully to improve understanding, inform ideas and plan outcome artbooks will at times show several different versions of an idea and how research has led to improvements in their proposed outcome)</p>	<p>By the End of Year 5 Pupils should be able to:</p> <p>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas.</p> <p>Confidently use artbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information.</p>	<p>By the End of Year 6 Pupils should be able to:</p> <p>Independently develop a range of ideas which show curiosity, imagination and originality.</p> <p>Systematically investigate, research and test ideas and plans using artbooks and other approaches (artbooks will show in advance how work will be produced)</p>

<p>Making <i>Skills of Making Art, Craft and Design</i></p>	<p>By the End of Year 1 Pupils should be able to:</p> <p>Try out a range of materials and processes and recognise that they have different qualities</p> <p>Use materials purposefully to achieve particular characteristics</p>	<p>By the End of Year 2 Pupils should be able to:</p> <p>Deliberately choose to use particular techniques for a given purpose.</p> <p>Develop and exercise some care and control over the range of materials they use (they seek to refine and improve from the first mark)</p>	<p>By the End of Year 3 Pupils should be able to:</p> <p>Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques (exploring and developing skills and techniques)</p> <p>Select and use appropriately a variety of materials and techniques in order to create own work</p>	<p>By the End of Year 4 Pupils should be able to:</p> <p>Investigate the nature and qualities of different materials and processes systematically (exploring and developing skills and techniques)</p> <p>Apply the technical skills they are learning to improve the quality of their work (e.g in painting they select and use different brushes for different purposes)</p>	<p>By the End of Year 5 Pupils should be able to:</p> <p>Confidently investigate new and unfamiliar materials (try out several different ways of using tools and materials that are new to them)</p> <p>Use their acquired technical expertise to make work which effectively reflects their ideas and intentions</p>	<p>By the End of Year 6 Pupils should be able to:</p> <p>Independently take action to refine their skills in order to improve their mastery of materials and techniques</p> <p>Independently select and effectively use relevant processes in order to create successful and finished work</p>
<p>Evaluating <i>Skills of Judgement and Evaluation</i></p>	<p>By the End of Year 1 Pupils should be able to:</p> <p>Recognise and describe key features of their own and others' work</p>	<p>By the End of Year 2 Pupils should be able to:</p> <p>Express clear preferences and give some reasons for these, when looking at creative work ("I like that because...")</p>	<p>By the End of Year 3 Pupils should be able to:</p> <p>Take time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining what they like and what they will do next - making judgements)</p>	<p>By the End of Year 4 Pupils should be able to:</p> <p>Regularly reflect upon their own work and use comparisons with the work of others (making judgements)</p>	<p>By the End of Year 5 Pupils should be able to:</p> <p>Regularly analyse and reflect on their own progress taking account of what they hoped to achieve</p>	<p>By the End of Year 6 Pupils should be able to:</p> <p>Provide a reasoned evaluation of both their own and professional's work which takes account of the starting points, intentions or context behind the work</p>
<p>Knowledge and Understanding <i>Acquiring and applying</i></p>	<p>By the End of Year 1 Pupils should be able to:</p>	<p>By the End of Year 2 Pupils should be able to:</p>	<p>By the End of Year 3 Pupils should be able to:</p>	<p>By the End of Year 4 Pupils should be able to:</p>	<p>By the End of Year 5 Pupils should be able to:</p>	<p>By the End of Year 6 Pupils should be able to:</p>

<p><i>knowledge to inform progress</i></p>	<p>Recognise and describe some simple characteristics of different kinds of art, craft and design</p> <p>Know the names of tools, techniques and the formal elements (colour, shape & form, tone, line, pattern)</p>	<p>Understand that different forms of creative works are made by artists, crafts people and designers, from all cultures and times</p> <p>Talk about the materials, techniques and processes they have used, using appropriate vocabulary (knowing the names of the colours and tools that they use)</p>	<p>Talk about and describe the work of some artists, craftspeople, and designers (knowledge of art, cultural context etc)</p> <p>Explain how to use some of the tools and techniques they have chosen to work with (Knowledge of media, processes, techniques etc)</p>	<p>Describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, and designers that they have studied (knowledge of art, cultural context etc)</p> <p>Demonstrate how tools they have chosen to work with, should be used effectively and with safety (knowledge of media, processes, techniques etc)</p>	<p>Research and discuss the ideas and approaches of various artists, craftspeople and designers and taking account of their cultural context and intentions.</p> <p>Describe the processes they are using and how they hope to achieve high quality outcomes</p>	<p>How to 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 work/ed.</p> <p>Have knowledge of the technical vocabulary and techniques for modifying the qualities of different materials and processes</p>
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Expressive Arts and Design is one of the seven areas of the Early Years Foundation Stage and is used to **develop a child's imagination, creativity and their ability to use media and materials**. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design.

Expressive Art and Design is a Specific Area of Learning. The statutory framework for the EYFS (2021) states that educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

Creativity plays a significant role in thinking and understanding across all seven areas of learning.

The characteristics of **effective teaching and learning** are essential in supporting learning and development in Expressive Arts and Design, empowering children to see themselves as capable, competent, and creative learners. To be creative and explore, children need to feel emotionally secure so that they have the confidence to take risks. The quality of children's indoor and outdoor learning environment is of critical importance in promoting their creativity and imagination. Early Years settings can support children by encouraging them to explore and experience a broad, rich range of materials, media, music, stories, technology, and design. It is vital that all practitioners value and respect children's processes as these are as important as their end products, their new ideas and different ways of doing things, and their interests, thoughts, and feelings.

An enabling environment will provide children with:

- opportunities to experiment with inspiring and accessible media and tools
- the freedom to make a mess and mix materials
- space to create individually and collaboratively
- places for display/labelling or opportunities for taking work home
- opportunities to make choices
- the right help at the right time; ensure children are given sensitive and appropriate help when they ask or are struggling
- support to develop mastery in a range of skills, techniques and safety rules
- the vocabulary of feelings and opportunities to take part in activities that allow them to express their own feelings and emotions
- opportunities to talk about and evaluate their own achievements.

By the end of the EYFS pupils should be able to:

Generating Ideas: Skills of Designing & Developing Ideas	Making: Skills of Making Art, Craft and Design	Evaluating: Skills of Judgement and Evaluation	Knowledge and Understanding: Acquiring and applying knowledge to inform progress	Early Learning Goals: Statutory Guidance DFE
Work purposefully responding to colours, shapes, materials etc. Create simple representations of people and other things.	Work spontaneously and enjoy the act of making/creating Sustain concentration and control when experimenting with tools and materials	Recognise and describe key features of their own and others' work	Begin to understand that art is made by artists exhibiting care and skill and is valued for its qualities. Begin to explain what they are doing	* 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.

What this might look like in practice:

Drawing	Painting	Sculpture	Printing	Collage
<p>Begin to use a variety of drawing tools, media and techniques.</p> <p>Draw on different surfaces.</p> <p>Use drawings to tell a story.</p> <p>Make a variety of marks.</p>	<p>Experience and experiment with different types of paint e.g. poster, powder, watercolour, and painting tools e.g. brushes, sticks, sponges.</p> <p>Experiment with primary colours and begin to name colours</p> <p>Allow for experimentation of mixing</p> <p>Use paint to create a picture and be able to talk about it.</p>	<p>Handle and manipulate different malleable materials e.g. clay, dough, sand.</p> <p>Build with recyclable resources.</p> <p>Build and sculpt using natural materials and loose parts</p> <p>Apply simple decoration to clay</p>	<p>Print with a variety of objects onto different surfaces.</p> <p>Take rubbings of textured surfaces in the outdoors</p> <p>Use a stencil</p>	<p>Handle and manipulate a variety of materials.</p> <p>Tear paper to make a collage.</p>

Famous Artist	Themes/Links
Paul Klee	Portraits – Marvellous me
Wassily Kandinsky	Shape - SSM
Henri Rousseau	Journey and travel Theme/India/Tiger who came to Tea – Surprised Tiger in a Tropical Storm
Vincent van Gog	Growth Theme - Sunflowers
Henri Matisse	Minibeasts -The Snail
Alfred Wallis	The Sea theme – The Blue Ship