



Lower Halstow Primary School: Art and Design Years 3-6

Progression Document – Years 3-6 and EYFS

	Year 3	Year 4	Year 5	Year 6
NC Objectives	Key Stage 2 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.			
	Pupils should be taught: - 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.			
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	By the End of Year 3 Pupils should be able to: Gather and review information, references and resources related to their ideas and intentions (researching and developing ideas) Use own artbook for different purposes, including recording observations, planning, and shaping ideas (recording and experimenting in sketchbooks)	By the End of Year 4 Pupils should be able to: Select and use relevant resources and reference to develop ideas (researching and developing ideas) 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)	By the End of Year 5 Pupils should be able to: Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. Confidently use artbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning, and recording information.	By the End of Year 6 Pupils should be able to: Independently develop a range of ideas which show curiosity, imagination, and originality. Systematically investigate, research and test ideas and plans using artbooks and other approaches (artbooks will show in advance how work will be produced)
Making <i>Skills of Making Art, Craft and Design</i>	By the End of Year 3 Pupils should be able to: Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques (exploring and developing skills and techniques) Select and use appropriately a variety of materials and techniques in order to create own work	By the End of Year 4 Pupils should be able to: Investigate the nature and qualities of different materials and processes systematically (exploring and developing skills and techniques) 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)	By the End of Year 5 Pupils should be able to: Confidently investigate new and unfamiliar materials (try out several different ways of using tools and materials that are new to them) Use their acquired technical expertise to make work which effectively reflects their ideas and intentions	By the End of Year 6 Pupils should be able to: Independently take action to refine their skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finished work

Evaluating Skills of Judgement and Evaluation	By the End of Year 3 Pupils should be able to: 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)	By the End of Year 4 Pupils should be able to: Regularly reflect upon their own work and use comparisons with the work of others (making judgements)	By the End of Year 5 Pupils should be able to: Regularly analyse and reflect on their own progress taking account of what they hoped to achieve	By the End of Year 6 Pupils should be able to: 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
Knowledge and Understanding Acquiring and applying knowledge to inform progress	By the End of Year 3 Pupils should be able to: Talk about and describe the work of some artists, craftspeople, and designers (knowledge of art, cultural context etc) Explain how to use some of the tools and techniques they have chosen to work with (Knowledge of media, processes, techniques etc)	By the End of Year 4 Pupils should be able to: 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) Demonstrate how tools they have chosen to work with, should be used effectively and with safety (knowledge of media, processes, techniques etc)	By the End of Year 5 Pupils should be able to: Research and discuss the ideas and approaches of various artists, craftspeople and designers and taking account of their cultural context and intentions. Describe the processes they are using and how they hope to achieve high quality outcomes	By the End of Year 6 Pupils should be able to: 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. Have knowledge of the technical vocabulary and techniques for modifying the qualities of different materials and processes
Drawing	A Year 3 Artist will: Experiment with various pencils Use their own art book to document and develop ideas Draw from observation and imagination Experiment with mark making using alternative tools Create initial sketches for painting Begin to draw with accuracy Discuss shadows, light and dark	A Year 4 Artist will: Begin to consider scale and proportion Use their own art book to document and develop ideas Create accurate observational drawings Work on a variety of scales Draw for a sustained period of time Develop techniques to create intricate patterns – range of media	A Year 5 Artist will: Use their own art book to document and develop ideas Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture) Draw from different viewpoints considering horizon lines. Begin to consider perspective Use different techniques for purpose e.g. different styles of shading	A Year 6 Artist will: Use their own art book to document and develop ideas and develop their own style Select appropriate media and techniques to achieve a specific outcome Draw for a sustained period of time over a number of sessions Use tone in drawings to achieve depth Develop drawing with perspective and focal points Adapt drawings according to evaluations and discuss further developments

	Have an awareness of how pattern can be used to create texture		Work from a variety of sources including observation and photographs to develop own work	
Painting	Build on KS1 skills Extend the exploration of colour mixing to apply colour mixing for a purpose Show the difference between primary and secondary colours through colour wheels. Darken / Lighten colours without using black / white (e.g. dilute with water) Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc) Demonstrate increasing control of the types of marks made to create certain effects using paint. E.g. begin to apply colour using dotting, scratching, splashing etc to imitate an artist	Begin to alter paint colour using white, grey, and black Observe colour and suggest why it has been used Select colour to reflect mood. Mix and match colours to those in a piece of art. Mix and paint to form flesh colours. Question suitable equipment for the task e.g. size of paintbrush Explore different brush strokes and consider why / when they might be used Begin to discuss how they are influenced by the work of other artists	Mix colours with confidence, building on previous knowledge Select colour for purpose, explaining choices Discuss how colour can be used to express ideas, feelings, and mood. Confidently control the types of marks made and experiment with different effects and textures Explore the use of texture in colour with materials such as sawdust, glue, shavings as well as on different surfaces.	Select colour to express feelings Work in a sustained and independent way, developing own style Purposefully control the types of marks, brushstrokes used to create desired effect Use colours and brushstrokes to create atmosphere and light effects Consider specific artists use of colour and their application of it. Encourage individual identification of suitable equipment for a particular purpose.
Sculpture 3D Shape and Form	Plan, shape, mould and make constructions from different materials Show an awareness of how texture, form and shape can be transferred from 2D to 3D Demonstrate awareness in environmental sculpture	Discuss the work of other sculptors and architects and how these have influenced their own work / designs Make slip to join and secure pieces of clay together Produce more intricate surface patterns using a range of processes Adapt work when necessary and explain why.	Develop an understanding of different ways of finishing work (e.g. glaze, paint, varnish) Understand that a range of media can be selected (due to their properties) for different purposes Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors	Recognise sculptural forms in the environment and use these as inspiration for their own work Demonstrate experience in relief and freestanding work using a range of media Independently select sculpture as a method of producing work, if this fits the criteria of the task
Printing	Design and create a repeated relief print considering background paper	Explore the process of mono printing Demonstrate an awareness of printing with multiple colours	Gain experience in overlaying colours Start to overlay prints with other media	Combine different printing techniques within the same piece of artwork

	Use artbooks to explore and develop prints making changes where needed Understand the difference between repeat printing and mono printing	Demonstrate an awareness of printing onto fabric and consider the difference to printing onto paper	Continue to experience in combining prints to produce an end piece Explore, experiment, plan and collect source material for future work	
Collage	Use collage as a means of collecting ideas and information to build a visual brainstorm Collect and select textured papers to form a collaged image	Develops experience in embellishing, using a range of joining techniques Experiment with a range of collage techniques such as tearing, overlapping, and layering to create collaged images	To create a photomontage using given photographs from a range of sources Add collage to a painted, printed or drawn background to enhance work	Use collage as a means of extending work from initial ideas Independently select a range of media to produce a collaged image



Lower Halstow Primary School: EYFS Expressive Arts and Design

Progression

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

Possible Artist Studies	Themes/Links
Paul Klee	Portraits – Marvellous me
Wassily Kandinsky	Shape - SSM
Piet Mondrain	
Henri Rousseau	Animals/Journey and travel /Tiger who came to Tea – Surprised Tiger in a Tropical Storm
Anna Blatman	Growth Theme -
Van Gogh	

Matisse	Minibeasts -The Snail
Alfred Wallis	The Sea theme – The Blue Ship
MONET	Red Boat