

Art End Points

EYFS

Progression

	Mark-making utensils	Resources	Medium	Marks	Communication	Collaboration
2-year room	Large utensils (e.g. paintbrushes, pencils and chalks which can be held in a palmer grip. Exploration using hands.	Materials provided which are ready to use e.g. ready mixed paint. Adults provide limited range of resources.	One medium used at a time e.g. paint. Limited changes made to raw material e.g. clay manipulated but not modelled.	Circular or linear marks. Simple representations of self.	Gesture or simple verbal reply given in response to a simple question or comment about creations.	Focused on own task with lots of adult input.
Nursery/ Pre-school	↓	↓	↓	↓	↓	↓
Reception Class	Wide range of utensils for mark-making including thin paintbrushes used in a tripod grip. Greater control over utensils.	Greater independence in selecting and preparing resources e.g. mixing powder paint.	Different medium combined and materials joined and shaped using a variety of techniques.	Representations of self, others, events and places with increasing detail added.	Own and others' creations discussed and evaluated using linked vocabulary.	Collaboration with peers on shared projects in addition to individual creations. Limited adult input needed.

Early Learning Goal – 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.

Early Learning Goal - Fine Motor Skills Children at the expected level of development will:

- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Characteristics children may display which will support future learning in Art

Playing and Exploring

Birth to 5 Matters

Engaging in open-ended activity.
Showing particular interests.
Initiating activities.
Seeking challenge.
Showing a 'can do' attitude.
Taking a risk, engaging in new experiences, and learning by trial and error.

Active Learning

Birth to 5 Matters

Maintaining focus on their activity for a period of time.
Showing high levels of involvement, energy, fascination.
Paying attention to details. Persisting with an activity or toward their goal when challenges occur.
Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset).
Bouncing back after difficulties.
Showing satisfaction in meeting their own goals (I can!).
Being proud of how they accomplished something – not just the end result.
Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation).

Creating and thinking critically

Birth to 5 Matters

Thinking of ideas that are new and meaningful to the child.
Playing with possibilities (what if? what else?).
Visualising and imagining options.
Finding new ways to do things.
Testing their ideas.
Planning, making decisions about how to approach a task, solve a problem and reach a goal.
Checking how well their activities are going.
Reviewing how well the approach worked.

Y1	Spirals	Inspired by Flora and Fauna	Making Birds	Disciplinary Knowledge/General Skills and Attitudes
	<p>I Can...</p> <ul style="list-style-type: none"> • I can make a drawing using a continuous line for a minute or two. • I can draw from observation for a few minutes at a time. • I can make different marks with different drawing tools. • I can make choices about which colours I'd like to use in my drawing/artwork (watercolour). 	<p>I Can...</p> <ul style="list-style-type: none"> • I have enjoyed looking at art made by other artists inspired by flora and fauna. • I can look closely at insects and plants and make drawings using pen to describe what I see. • I can experiment using graphite and oil pastel and make my own insects. • I can cut out shapes in different colours, and use these shapes to make an insect or bug. I can think about its body parts and what I would like them to look like. 	<p>I Can...</p> <ul style="list-style-type: none"> • I can use colour in my drawings and mix two or more different media together. • I have looked at the work of other artists who have been inspired by birds and I can share my response to their work. • I can fold, tear, crumple and collage paper to transform it from 2d to 3d. • I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand. 	<p>I can ...</p> <ul style="list-style-type: none"> • I have made a sketchbook (or perhaps decorated the cover of a bought sketchbook) and I feel like it belongs to me. • I can talk about what I like in my drawings, and what I'd like to try again. • I can take photos of my artwork. <ul style="list-style-type: none"> • I have seen the work of an artist and listened to how the artist made the work. I have been able to share how I feel about the work. • I can draw from life looking closely. • I can experiment with a variety of drawing materials and test ways to make marks that describe what I see. <ul style="list-style-type: none"> • I can work with my classmates to make a shared drawing. • I can share my artwork with the class. I can listen to what my classmates like about it and I can share what I like about their work. • I can share my work with my classmates and teachers, and consider what was successful for me.

Y2	Explore and Draw	Expressive Painting	Stick Transformation Project	Disciplinary Knowledge/General Skills and Attitudes
	<p>I Can...</p> <ul style="list-style-type: none"> • I have seen how some artists explore the world around them to help them find inspiration. • I can explore my local environment (school, home, etc) and collect things which catch my eye. I can explore composition by arranging the things that I have collected. I can talk about what I collected, and how and why I arranged the things I collected. • I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings. • I can cut out and collage to explore composition. 	<p>I Can...</p> <ul style="list-style-type: none"> • I have seen how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour. • I can use my sketchbook to fill full of colour and brush marks, inspired by other artists. • I can recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colours I add. • I can use various home made tools to apply paint in abstract patterns. I can be inventive. • I can make a loose drawing from a still life. • I can see colours and shapes in the still life. • I can use my gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting. 	<p>I Can...</p> <ul style="list-style-type: none"> • I can take a familiar object like a stick, and use my imagination to think about what it might become. • I can use a variety of materials to transform my object thinking about form and colour. • I can cut materials with simple tools and fasten materials together to construct my sculpture. 	<p>I can ...</p> <ul style="list-style-type: none"> • I have seen how some artists explore the world around them to help them find inspiration. • I can take photographs of my artwork and I can think about focus and light. • I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes. • I can hold an object and I can make a drawing thinking about the way the object feels. • I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work. • I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again • I can start to share my response to the work of other artists. • I can share my experiments and final piece with others and share what I liked and what went well. • I can enjoy the work of my classmates and I can see how all the work is different. I can share my response to some of their work. • I can take a photograph of my final piece, thinking about focus and lighting. • I can use my sketchbook to generate ideas and to test ideas. • I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmates feedback about my work. • I can listen to my classmates talk about their own artwork and I can share my thoughts about their work. • I can take a photograph of my sculpture, thinking about focus.

Y3	Working with shape and colour	Gestural drawing with charcoal	Telling stories through drawing and making	Disciplinary Knowledge/General Skills and Attitudes
	<p>I Can...</p> <ul style="list-style-type: none"> • I can cut shapes directly into paper, using scissors, inspired by the artwork. • I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork. • I can add to my collage, using line, colour and shape made by stencils. • I can explore negative and positive shapes. 	<p>I Can...</p> <ul style="list-style-type: none"> • I have seen how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work. • I have experimented with the types of marks I can make with charcoal, using my hands as well as the charcoal. • I can understand what Chiaroscuro is and how I can use it in my work. • I can use light and dark tonal values in my work, to create a sense of drama. 	<p>I Can...</p> <ul style="list-style-type: none"> • I have seen how artists are inspired by other artists often working in other artforms. • I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artists work. • I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials. • I can make a sculpture using materials to model or construct which is inspired by a character in a book or film. • I can reflect and share how the way I made my sculpture helps capture my feelings about the original character. 	<p>I can ...</p> <ul style="list-style-type: none"> • I can explore an artwork through looking, talking and drawing. • I can use the “Show Me What You See” technique to help me look closely, working in my sketchbook making drawings and notes using pencils and pens. • I can take photographs of my work. • I can share my work with my class. I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion. • I have taken photographs of my work, thinking about focus, lighting, and composition. • I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again. I can voice what I like about my classmates work and how it makes me feel. • I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character. • I can share my feedback about my classmates work. • I can take photographs of my work thinking about focus, background and lighting.

Y4	Still Life	Storytelling through Drawing	Festival Feasts	Disciplinary Knowledge/General Skills and Attitudes
	<p>I Can...</p> <ul style="list-style-type: none"> • I have explored the work of contemporary and more traditional artists who work within the still life genre. • I can use my sketchbook to make visual notes, record and reflect. • I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting. 	<p>I Can...</p> <ul style="list-style-type: none"> • I have explored the work of artists who tell stories through imagery. • I can respond to the work of illustrators and/or graphic novelists, “reading” the visual images and sharing my thoughts. • I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists’ work. • I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose. • I can use line, shape, and colour using a variety of materials to test my ideas. • I can think about how I might use composition, sequencing, mark making and some text in my drawings. • I can create a finished piece which contains sequenced images to describe a narrative. 	<p>I Can...</p> <ul style="list-style-type: none"> • I have explored the work of artists who are inspired by food and I can share my responses with the class. • I can use my sketchbook to record and reflect how the artist’s work makes me feel. • I can use my sketchbook to draw food using a variety of media, drawing from still images and from life, exploring how I can use line, shape, and colour to capture the texture and form of the food. • I can make a sculpture of food, understanding that by working in 3d my sculpture will be seen from different viewpoints. • I can explore and experiment using “Design through Making”, and I can discover how I can transform and construct with different materials to make my sculpture. • I can explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are when they are used on paper. 	<p>I can ...</p> <ul style="list-style-type: none"> • I have felt able to express my thoughts about other artists’ work, and talk about the meanings of objects as artists present them. • I can present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece. • I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board. • I can appreciate the work of my classmates and think about similarities and differences between our work. I can share my feedback on their work. • I can take a photograph of my work, thinking about lighting and focus • I have seen how my own sculpture can form part of a larger artwork, and how we can all find inspiration in each others’ ideas. • I can present my work as part of a larger artwork, and I can share my response to my own work and also to the work of my peers.

Y5	Mixed media Land and cityscapes	Set Design	Typography and Maps	Disciplinary Knowledge/General Skills and Attitudes
	<p>I Can...</p> <ul style="list-style-type: none"> • I have seen how artists respond to land and city scapes in various ways by using inventive mixed media combinations. • I have seen how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work. • I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on. • I have continued my exploratory work outside the sketchbooks, bringing my “sketchbook way of thinking” to larger sheets of paper. 	<p>I Can...</p> <ul style="list-style-type: none"> • I have explored how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. I can articulate and share my response to their work. • I can respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys my interpretation of the mood/narrative of the original stimulus. • I can use my animation set as backdrop to an animation. 	<p>I Can...</p> <ul style="list-style-type: none"> • I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions. • I have seen how other artists work with typography and have been able to share my thoughts on their work. • I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made. • I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me. • I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger. • I have seen how some artists use their typography skills and drawing skills to make maps which are personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me. • I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me. 	<ul style="list-style-type: none"> • I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn’t work. • I can share my journey and discoveries with others and am able to reflect upon what I have learnt. • I can appreciate and be inspired by the work of my classmates, and I can share my response to their work. • I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect. • I can share my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board. • I can appreciate the artwork made by my classmates and share my response to their work. • I can take photographs or film of my artwork thinking about presentation, lighting, focus and composition. • I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting. • I have shared my work with the class, reflected upon what was successful and been able to give useful feedback on the work of my peers.

Y6	Activism	Brave Colour	2D to 3D making	Disciplinary Knowledge/General Skills and Attitudes
	<p>I Can...</p> <ul style="list-style-type: none"> • I have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities. • I have explored how I can find out what I care about, and find ways I might share my ideas with us. • I can create visuals and text which communicate my message. • I can use line, shape and colour to make my artwork. • I can use typography to make my messages stand out. • I can combine different techniques such as print, collage and drawing. 	<p>I Can...</p> <ul style="list-style-type: none"> • I have explored the work of installation artists who use colour, light and form to create immersive environments. I have been able to imagine what it might be like to be in those environments, and to share my thoughts with others. • I can respond to a creative challenge or stimulus, research the area, and make a creative response. • I can create a 3d model or 2d artwork which shares my vision with others. • I can use a sketchbook to focus my exploration of colour, taking time to record thoughts, test ideas and reflect. • I can take photos of my artwork, thinking about focus, lighting and composition. 	<p>I Can...</p> <ul style="list-style-type: none"> • I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome. • I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use. • I can use line, mark making, tonal values, colour, shape and composition to make my work interesting. • I can use negative space and the grid method to help me see and draw. • I can explore typography and design lettering which is fit for purpose. • I can transform my drawing into a three dimensional object. 	<p>I can ...</p> <ul style="list-style-type: none"> • I can reflect and articulate about my own artwork and artwork made by my classmates. • I can present my ideas and vision to others, articulate my thoughts and listen to the response of my classmates, taking on board their feedback. • I can listen to the creative ideas of others, and share my feedback about their work. • I can share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board. • I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work. • I can photograph my three dimensional work, thinking about presentation, lighting, focus and composition