



Early Years Foundation Stage (Art and Design)

In the Early Years, children are encouraged to explore, experiment and express themselves using a wide range of materials, tools and techniques. Through a balance of child-initiated and adult-led experiences, pupils develop curiosity, creativity and confidence while learning to observe the world around them and take inspiration from what they see. Children are supported to try out materials freely, make choices, and talk about what they have created, beginning to reflect on their work and ideas. These early experiences establish the foundations for the artistic process used throughout the school, preparing children to build skills, develop ideas and express individuality as they progress into Key Stage 1 and beyond.

The progression below outlines how these foundations are built upon from Year 1 to Year 6.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Objectives	Key Stage 1 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		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: <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 		Pupils should be taught: <ul style="list-style-type: none"> ▪ To create sketchbooks to record their observations and use them to review and revisit ideas ▪ 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	By the end of Year 1 pupils will be able to: <ul style="list-style-type: none"> ▪ Recognise that ideas can be expressed in art work ▪ Experiment with an open mind (they enthusiastically try out and use all materials that are presented to them.) 	By the end of Year 2 pupils will be able to: <ul style="list-style-type: none"> ▪ Try out different activities and make sensible choices about what to do next ▪ Use drawing to record ideas and experiences 	By the end of Year 3 pupils will be able to: <ul style="list-style-type: none"> ▪ Gather and review information, references and resources related to their ideas and intentions. (researching and developing ideas) ▪ Use a sketchbook for different purposes, including recording observations, planning and 	By the end of Year 4 pupils will be able to: <ul style="list-style-type: none"> ▪ Select and use relevant resources and reference to develop ideas (researching and developing ideas) ▪ Use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan outcome (sketchbooks will 	By the end of Year 5 pupils will be able to: <ul style="list-style-type: none"> ▪ Engage in open ended research and exploration in the process of initiating and developing their own personal ideas ▪ Confidently use sketchbooks for a variety of purposes including: recording observations, developing 	By the end of Year 6 pupils will be able to: <ul style="list-style-type: none"> ▪ Independently develop a range of ideas which show curiosity, imagination and originality ▪ Systematically investigate, research and test ideas and plans using sketchbooks and other approaches



			shaping ideas (recording and experimenting in sketchbooks)	show several different versions of an idea and how research has led to improvements in their proposed outcome)	ideas, testing materials, planning and recording information.	(Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)
Making	<p>By the end of Year 1 pupils will be able to:</p> <ul style="list-style-type: none"> Try out a range of materials and processes and recognise that they have different qualities Use materials purposefully to achieve particular characteristics 	<p>By the end of Year 2 pupils will be able to:</p> <ul style="list-style-type: none"> Deliberately choose to use particular techniques for a given purpose 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>By the end of Year 3 pupils will be able to:</p> <ul style="list-style-type: none"> 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 	<p>By the end of Year 4 pupils will be able to:</p> <ul style="list-style-type: none"> 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) 	<p>By the end of Year 5 pupils will be able to:</p> <ul style="list-style-type: none"> Confidently investigate and exploit the potential of 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 	<p>By the end of Year 6 pupils will be able to:</p> <ul style="list-style-type: none"> Independently take action to refine their technical and craft 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.
Knowledge and Understanding	<p>By the end of Year 1 pupils will know:</p> <ul style="list-style-type: none"> How to recognise and describe some simple characteristics of different kinds of art, craft and design The names of tools, techniques and the formal elements 	<p>By the end of Year 2 pupils will know:</p> <ul style="list-style-type: none"> That different forms of creative works are made by artists, crafts people and designers, from all cultures and times And be able to talk about the materials, techniques and 	<p>By the end of Year 3 pupils will know:</p> <ul style="list-style-type: none"> About and describe the work of some artists, craftspeople, architects and designers (knowledge of art, cultural context etc) And be able to explain how to use 	<p>By the end of Year 4 pupils will know:</p> <ul style="list-style-type: none"> About and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studies 	<p>By the end of Year 5 pupils will know:</p> <ul style="list-style-type: none"> Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and 	<p>By the end of Year 6 pupils will know:</p> <ul style="list-style-type: none"> How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects, taking account of the



	(colour, shape & form, tone, line, pattern)	processes they have used, using appropriate vocabulary (knowing the names of the colours and tools that they use)	some of the tools and techniques they have chosen to work with (Knowledge of media, processes, techniques etc)	(knowledge of art, cultural context etc) ▪ About and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety (knowledge of media, processes, techniques etc)	intentions ▪ How to describe the processes they are using and how they hope to achieve high quality outcomes	influence of the different historical, cultural and social contexts in which they work/ed ▪ About the technical vocabulary and techniques for modifying the qualities of different materials and processes
Evaluating	By the end of Year 1 pupils will be able to: ▪ Recognise and describe key features of their own and others' work	By the end of Year 2 pupils will be able to: ▪ Express clear preferences and give some reasons for these, when looking at creative work ("I like that because...")	By the end of Year 3 pupils will 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 will 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 will be able to: ▪ Regularly analyse and reflect on their progress taking account of what they hoped to achieve	By the end of Year 6 pupils will be able to: ▪ Provide a reasoned evaluation of both their own and professional's work which takes account of the starting points, intentions and context behind the work