

Art Endpoints Progression Document

Explore Experiment Excel

Endpoint: creative decision makers

Evidence of Impact: Increased Skills • Greater knowledge via increasingly sophisticated language • Observed behaviours • Increased selfregulation • Supporting each other in the learning process.

	Elements of Art ---					Principles of Art	
	Explore		Experimenting			Excelling	
	EYFS: see policy for exploration.	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Learning Focus:</u> <u>Drawing Techniques And Drawing Skills</u> *All to be familiar with their own and others Skin toned pencils/ crayon and markers. * All to express their ideas and observations responding to advice from others to rework and improve design ideas.	*To hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). *To select coloured drawing implements for a purpose. *To use drawing tools to make marks, lines and curves.	*To work left to right to fill space. (Rainbow colour lines.) * To use line and shape to represent objects.(Owls) * To draw carefully in line from observation, recording shapes and positioning all marks/ features with some care. (Strawberries)	* To work expressively use marks, lines and curves to explore shape, form and space adding value. (Koons) * To use line and tone to represent things seen, remembered or observed. (Flowers) * To use a viewfinder and record what is in the frame. (Haring) *To identify body shape using bubble figures. (Haring) *To make quick studies from observation to record action or movement with some fluency. (Snails)	*Can make quick line and shape drawings from observation adding light/dark tone, colour and features. (Ammonite) *To explore adding value to 2d shapes using hatching, cross hatching, scumbling and stippling.(Beetles sketch) *To explore contrast for effect. (optical illusion hand) * Can use a viewfinder to select a view, and use drawing skills to create texture and depth.(Rousseau) *To draw the human eye using line value. *To develop detail in drawing using blending and texture.(dragon eye) *To complete drawing using line of symmetry. (beetles) *To explore repetition of shape for effect – (triangle chalk pastel fire /lotus.)	* To realistically draw with coloured media descriptively and expressively use marks, lines and curves to explore shape and form. (butterfly) * To create a range of effects in drawing. (texture/sunflowers)* To apply rules of simple perspective. (Haffner) *To develop landscape using shape and line. (school shape drawing) *To experiment with shading to draw human eye and mouth. (sketchbooks)	. *To use value in drawing using linear, cross hatching, scumbling and stippling to add perspective, value to composition. (3D shapes) *To accurately represent ideas. (Animal study) * To use perspective in layers. (Last Supper) *To apply rules of foreshortening/perspective. (poetry link) *To experiment rhythm for effect. (ThankX) *To draw human eye with details and shading. (realism) *To create a self-portrait with ear, nose and mouth. To use repetition of shapes (bee)	*To use two point perspective. * To use continuous line. (goldfinch) * To convey tonal qualities well, showing a good understanding of light and dark on form. (charcoal ammonite) *To create study of human hands. (Davinci) *To draw an accurate self-portrait- (eyes, ears, nose, mouth.-True colours project) *To develop contrast using colour for effect. (optical illusion circles/ Rosary) *To use single point perspective in a circle. *To use tessellation of shape. * To manipulate a range of mediums for effect. (Unity)

Art Endpoints Progression Document

Drawing Vocabulary	RR ghas seperated the EYFS art to rewrite it. Progression map and feedback has been shared and given.– this will need to be added and checked. Last requested 12/23.	line colour shape symmetry	curve value space straight horizontal vertical viewfinder	form repetition linear, cross hatching, scumbling and stippling.	texture space realism compass circle perspective vanishing-point horizon	Principles contrast pattern rhythm self-portrait composition movement effect	tessellation movement unity
Endpoint	RR to add	Chn can name elements esp shapes, lines and colours.	Chn can make simple observations	Chn can utilise techniques with a range of mediums eg cross hatching with pen ; blending with chalk.	Chn can use perspective.	Chn can draw with realism using value for effect.	Chn can create using a wide range of skills, mediums and their own artistic voice. e.g social justice message.
<u>Painting Skills</u>	*To recognise and name different colours. *To use a variety of tools to apply paint. *To explore working with paint on different surfaces.	* To create line using card. (line) *To select and use different brushes to explore and make marks using wet and dry paint techniques. *To understand that when colours are mixed, new colours are created. * To explore different paints. (paint sticks/ water colour/ tempera.)	*Can investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood * Can use colour and painting skills and apply surface techniques to create or suggest a place, time or season – flowers. Identify skin tones from samples. Wet on wet watercolour explore	* Can understand how artists use warm and cool colour using this when mixing paint to express a mood in a work. *Can explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting. Mix skin colours using primary and secondary colours. Painting on 3D items for effect.	*Can mix and use primary and secondary colours with the addition of black and white and other hues. *Can create a painting from designs and research to communicate an idea or emotion. Mix skin colours using primary and secondary colours. Alternative painting techniques incl marbles. Colour, line and shape – Alma Thomas.	* Can create different effects by using a variety of tools and techniques. *Can plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting. to express mood or emotion Mix own skin colour using primary and secondary colours. Monochrome - Banksy	* Can use studies gathered from observation to help plan and realise paintings. * Can show the effect of light and colour, texture and tone on natural and human- made objects. Mix and use own skin colours in artworks. Painting on different textures/ fabrics.
<u>Painting Vocabulary</u>	RR to add	primary secondary mix	tertiary	analogous	complimentary blend	split complimentary	shade texture tone

Art Endpoints Progression Document

<u>Painting endpoints</u>	RR to add	To confidently use a variety of paints to produce simple pictures – eg penguin	To confidently mix skin tones and use them in a simple drawing. (Winter hat)	To use various effects to create texture and form to a painting. (geode)	To use controlled mark making inspired by famous art. To understand tone, tint and shade and use it in simple art work. (snowman)	To use a variety of painting skills eg wet on wet; watercolour and abstract marks to create a complete piece. (Miro)	They have greater choice over what materials they should use, working to own strengths and personal tastes.
<u>3D work skills</u>	*Explore malleable media such as salt dough, playdoh and sand. Impress and apply simple decoration. *Cut shapes using scissors and other modelling tools. *Choose own resources.	* Can handle and manipulate rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or things. Clay. *Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials.	*Can model in malleable and control form to assemble basic shapes or forms e.g. bodies/heads and add surface features. * Can use clay to construct a simple decorative form using joining techniques and slip. *Can respond to sculptures and craft artists to help them adapt and make their own work. Clay Modroc	* Can create textured surfaces using a variety of tools. * Can identify and assemble found materials to make a new form, carefully covering with modroc. * Can build in clay a functional form using two/three building techniques and some surface decoration. (dragon) Clay Cardboard	* Can construct a structure in linear or soft media before then covering the surface to make a form.(beetles) * Can explore how a stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, and colour. Joining techniques including mosaic. Clay modroc	* Can design and make a 3D form for a larger imagined piece and consider form / function. (abstract pringle) • Can create a variety of textures. • Texture study wall hanging: modroc/ pen stippling/ paper	*Can recreate 2D images in 3D, looking at one area of experience, e.g. Recreate a landscape or figure focusing on form/ surface. Moor Hepworth Lewis *Can make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings – growth mind-set heads/ sewing/ tessellation. Modroc Clay Tessellation cubes.
<u>3D Vocabulary</u>	RR to add	Join tape Fold Foot	Score slip seal Activate –(modroc)	Building techniques – mould , slab, pinch, pinch and pull	Armature Construct, Assemble	Design. Form and model materials,	Forms in 3 dimensions. Carve,
<u>Endpoints</u>	RR to add	. Simple shapes and forms are made from pliable materials	and shape a range of materials (such as modelling clay, card, plastic, wire.	They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging	. Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms & make things	Understanding how to finish and present their work to a good standard	Give pupils opportunities to make their own choices about the work they do. Allow them to decide what materials to use for example or on what scale

Art Endpoints Progression Document

					they have designed, invented or seen		
<u>Collage skills</u>	*Enjoy playing with and using a variety of textiles and fabric. *Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc.	*Can use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea. Colour; line and texture –season (spring.)	*Can select different materials considering content, shape, surface and texture. Construct collage inspired by artist work – Judy Bowman. Layer paper for effect including depth. Monster mouth.	* Can experiment with creating mood, feeling, movement *Can improve skills of overlapping and overlaying to place objects in front and behind. Texture, layers and hatching for effect – ammonite.	*Can cut multiple shapes with a scissors and arrange /stick these on a surface for a purpose to create areas of interest using different media. (Natural / town environment as a stimulus)	* Can embellish a surface using a variety of techniques, including drawing, painting and printing. Bee; Banksy; Icarus; torn landscape.	* Can Interpret stories, music, poems and other stimuli and represent these using mixed media elements. *Can select and use found materials with art, media and adhesives to demonstrate unity in art. Unity image using layers. Self portrait using torn papers.
<u>Collage vocabulary</u>	RR to add	Tear; rip glue; edge, Try,	Scale, Devise, Invent, Explore, Design Through Making,	Layers Construct, Fasten	Mounting Combine, Express	Background;Mediums ; texture;	Layers; space; foreground
<u>Endpoints</u>	RR to add	Collage is used to select and cut colours, shapes, textures, and images from a range of sources to suit ideas	They know and have used different types of painting surfaces such as cartridge paper, card, brown paper,	Collage is used to select and cut colours, shapes, textures, and images from a range of sources to suit ideas and purposes.	Pupils gain experience in using collage as an art form, they might explore felt, weaving mosaic.	Pupils gain experience in using collage as an art form, they might explore multi mixed paper media.	Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing. Multi mixed media.
<u>Printing skills</u>	*Can apply ink to a shape or surface to experiment with printing and improving the quality and placement of the image.	• Can explore and create patterns and textures. – feathers. * Can repeat a pattern or line using card edge. Explore mono printing using hot and cold oil pastels.	• Can create texture and prints using string or foam exploring line and symmetry. • Literature link – Tar beach with London links. • Animal print using corrugated cards. • Radiating collograph using found and natural items.	* Can explore images and recreate texture – insects. * Can design a complex pattern made up from two or more motifs and print a tiled version – radiating tiles using symmetry. Morris.	*Can explore colour mixing through printing, using two coloured inks a roller and stencil or press print. * Can cut a simple stencil and use this for making printed shapes. Eg snowflakes	• Can make connections between own work and patterns in their local environment remembered, observed or imagined, through collage, relief or using tape or glue transfer. • Elizabeth Catlett.	*Can recreate images through printing by Exploring lines, marks and tones through mono printing on a variety of papers and textiles to create an image. – Goldfinch including fabric *Can explore and design prints for book cover – final portfolio design-resist marbling.
<u>Printing vocabulary</u>	RR to add	Mono Print, Mono Type, Carbon	Cut, Direct, Try, Explore, Test, Oil Pastel, Radial	Layer, Combine, Multi Media brayer ink	Negative, Positive, Shape	Negative, Positive Shapes, Surface Pattern	Tessellated, Repeating, Composition, Collage, Arrange

Art Endpoints Progression Document

		paper, marker transfer					
<u>Endpoints</u>	RR to add	To Create artwork using simple layered colour printing. To create spiral work and directed piece.	To understand radial design.	To use printing to convey meaning -. To use print in 3d sculpture piece.	To use ink to create layered artworks	To create a collaborative print using foam pieces. Using print to convey a story/ poem.	To create screen prints for a purpose eg message - social
<u>Textiles skills</u> Environmental emphasis on reusing and repurposing.	<ul style="list-style-type: none"> *Have a go at threading a needle. *Show experience in simple stitch work. *Show experience in simple weaving: paper, twigs. *Show experience in fabric collage: layering fabric 	<ul style="list-style-type: none"> * Can cut threads and fibres, stitch, sew together and surface decorate using adhesive. Can sew a simple shape using a sewing board link to observations in natural world. - rockets 	<ul style="list-style-type: none"> *Can sort, select to make and control. fabrics and cloth to reassemble new work. Eg collaborative Haring blanket. 	<ul style="list-style-type: none"> * Can print on fabric using a monoprint block or tile, or as part of a collaborative installation * Can construct collaborative 3D piece using found textiles and reused plastic bags – literature link- one plastic bag. 	<ul style="list-style-type: none"> * Can weave paper and found materials to represent a pattern or texture *Can attach different elements using stitching, using straight stitch, running stitch. 	<ul style="list-style-type: none"> *Can show an awareness of the natural environment through careful colour matching and understanding of seasonal colours- weaving, plaiting, pinning, stapling, stitching or sewing techniques) Can create simple weaves using looms. 	<ul style="list-style-type: none"> *Can select and use contrasting colours and textures in stitching * Can control stitching – using various needles to produce more complex patterns with care and some accuracy. Stitching example piece – independent summer 2 • Can create complex weave patterns using paper and paper folding.
<u>Textile vocabulary</u>	RR to add	Stitch thread needle	Design fabric hessian join attach button	Block print repeat on fabric for sculpture.	Weave form design .	Blanket stitch Plastic joinery	To embroider to embellish.
<u>Textile endpoint</u>	RR to add	To understand that a stitch is an repeated process.	To sew a decorative piece using colour and buttons.	To sew create a more complex design on fabric using felt.	To create using weaving a collaborative piece. To handle and decide between different materials for effect.	To sew objects for a purpose.	
<u>Photography skills</u>	Can use an ipad and class cameras to capture and record observations.	Can select photographs for a theme, creative purpose or to provide ideas for their own work	<ul style="list-style-type: none"> * Can control focus, or zoom settings or move closer composing their photograph. * Can hold and use a camera/ipad to select and capture with clear intention. 	<ul style="list-style-type: none"> * Can plan the use of a camera to take a specific photo or set of photos. 	<ul style="list-style-type: none"> * Can use zoom to best frame an image and photograph from dynamic viewpoints. (Link to sunflower study in studio and shadow faces.) 	<ul style="list-style-type: none"> *Can create simple images on photographic paper. • Use green screen to experience an artwork. 	<ul style="list-style-type: none"> *Can present photographs as a visual story. (link to music from MS choir- 2 point perspective photo story- there is always hope.)

Art Endpoints Progression Document

			***Taught in ICT curriculum.				
<u>Photography vocabulary</u>	RR to add		Light shadow focus control zoom.	awareness of mood, emotions and feelings when evaluating the photography of others.	Layers space shadow	plan, take and digitally process photographs	Creative purpose
<u>Endpoints</u>		Use images to convey a message. Link to colour monster	Ict curriculum	To collaborte to take a photo of the same are from indidual perspective. Hockney inspired.	To create a macro photo inspired by Georgina Okeefe – showing developing photography skills – zoom and focus in macro.	To design and instruct a photo for effect. Space or short poem inspiration to share with KS1	Tp use photography to share a message. To share, discuss and feedback on our own and other's photos.
<u>Digital art</u>	Can use a range of art programs on the i-pads and IWB especially during continuous provision.	* Can open and use an art program, selecting simple tools to make lines, shapes and pour colours	* Can control the size of mark and select colours, and use predefined shapes, motifs and stamps	*Can use a painting program to make an image corresponding to their work in other media.	*Can create a motif in lines and shapes, copy and paste to create a simple repeat pattern	* Can use a digital camera/ ipad to capture objects to be cut and pasted into another image to create a digital collage.	*Can create a virtual work of art using digital photography and an art program to manipulate the image for a purose and message. (e.g. perspective artwork collage with music.)
<u>Digital art vocabulary</u>	RR to add	App ; open; create; save	Spray pen brush repeated pattern	Line, Quality of line, Line Weight, Mark Making,	Composition,	Mood, Drama, Narrative Lighting, Composition, Foreground, Background,	Layers tone value depth highlight
<u>EEndpoints</u>	RR to add	To confidently make directed images using paint apps.	To use a variety of apps tpo create artwork including collage; spray paint and avatar.	To create collaboartive artwork repsenting different angles.	. To create a body movement piece to add sewing details. To find an image of a hero and add images and text for effect to tell their story.	To use narrative and direction to create a digital art image using green screen	To manipulate more advanced mediums and settings to create artwork inspired by famlous pieces.
<u>Reflection: Study of artists- Critical and contextual skills</u>	* Can talk about artists work and how it has inspired their own.	* Can use their consideration of artist's work to improve their own.	* Can look at and describe what they see, think and feel when looking at images and artefacts, identifying different art forms and suggest	*Can describe the work of artists, craftspeople and designers to build understanding and discuss this with others.	*Can use work of other cultures as a stimulus to develop ideas and ways of making and decoration.	*Can learn about 'how to' from studying other artist's work.	*Can use work of other cultures as a stimulus to develop ideas and ways of making and decoration.

Art Endpoints Progression Document

			reasons for the artist's intention or meaning of the work.				
Artists <u>More to add...spring/ summer lessons</u>		Anna Blatman Judy Bowman Robot and Doughnuts Hunderwasser	Frida Kahlo Okeefe Matisse Yaiyoi Kasuma Koons Keith Haring Faith Ringold	Alma Thomas Insect people Basquiat Warhol Jen Stark	Van Gogh Victoris Villian Rousseau Francois Pompom William Harold Hunt Invader Thank you X	Miro Banksy Texture people Britto Matisse Elizabeth Catlett.	Hilda Af kimt Da Vinci Barabara Hepworth Henry Moore Mary Edmonia Lewis
Books ... <u>More to add...spring/ summer lessons</u>		The Lorax	Say Something Change sings Tar Beach	The very hungry caterpillar.	One plastic bag	The Bee Icarus Indian folklore elephant	Harry Potter The Tempest 1000 paper cranes
Poems/ Music <u>More to add...spring/ summer lessons</u>					This is me I can be blue	Emily Bronte autumn The flag— Saint Saens — carnival Icarus Ivan Torrent	The Hill we climb Moana
Countries To be added... (especially handicraft origin) More to add...spring/ summer lessons			Japan	Mexico	Italy	Greece	