



**Progression of skills
for Art at
Boringdon Primay School
2026**

Generating ideas				
Stage/Year	Generating Ideas Skills	Progression in Independence and Creative Decision-Making	National Curriculum Connection	Suggested Evidence in Practice
EYFS	Talk about their ideas and explore different ways to record them using a range of media.	Children communicate ideas through talk, mark-making, drawing, painting, modelling, collage and other media, and begin to make choices about materials and methods.	EYFS statutory framework is the foundation for later National Curriculum progression. National Curriculum statements begin at KS1.	Talking about what they want to make; choosing colours, materials or tools; mark-making and drawing; photographs of work in progress.
Year 1	Explore their own ideas using a range of media.	Children move towards trying ideas independently and selecting suitable materials or media with some guidance.	Building towards end of KS1: using materials creatively; using drawing, painting and sculpture to develop and share ideas.	Simple drawings or models showing initial ideas; selecting from a range of materials; talking about why they chose particular media.
Year 2	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Children move towards responding to artists, craft makers, designers, objects, experiences and observations, and beginning to explain their choices.	End of KS1: - 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, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Trying different techniques after looking at artists' work; simple comparisons between own work and that of others; explaining choices verbally or through annotation.
Year 3	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Children move towards using sketchbooks or equivalent records to collect ideas, research and early evaluations.	Building towards end of KS2: creating sketch books to record observations and review ideas; improving mastery of techniques; learning about great artists, architects and designers.	Sketchbook pages with initial ideas and simple research notes; collecting images or examples; basic evaluations of what worked well.
Year 4	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Children move towards comparing techniques, refining ideas and planning with a clearer intended outcome in mind.	Building towards end of KS2: creating sketch books to record observations and review ideas; improving mastery of techniques; learning about great artists, architects and designers.	Sketchbook pages showing trials of different techniques; plans annotated with reasons for choices; revisions based on evaluation.
Year 5	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Children move towards sustained investigation, selecting relevant research and revising plans independently.	Building towards end of KS2: creating sketch books to record observations and review ideas; improving mastery of techniques; learning about great artists, architects and designers.	Independent research recorded in sketchbooks; multiple iterations of ideas; thoughtful evaluation informing next steps.
Year 6	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	Children move towards creating personal starting points, making informed creative decisions and explaining how research and previous experience influence the outcome.	End of KS2: - To create sketch books 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.	Personal project proposals; sketchbooks showing connections between research, prior learning and current work; articulate explanations of creative decisions.
Progression Summary:	EYFS explores and communicates; Years 1–2 explore and begin to generate; Years 3–4 research, evaluate and plan; Years 5–6 develop independent, personal starting points for creative outcomes.			

Using Sketchbooks				
Stage/Year	Using Sketchbooks Skills	Progression in Independence and Purpose	National Curriculum Connection	Suggested Evidence in Practice
EYFS	Experiment in an exploratory way.	This is the foundation for later sketchbook practice: children explore mark-making, drawing, painting, collage, modelling and other media in books, on paper or through equivalent recorded experiences; they investigate without needing a fixed outcome and begin to talk about what they notice.	EYFS statutory framework is the foundation for later National Curriculum progression. National Curriculum statements begin at KS1.	Books or folders with exploratory mark-making, drawings, painted pages, collage experiments; children talking about what they tried and noticed.
Year 1	Use sketchbooks to explore ideas.	Children move towards using a sketchbook as a place for trying marks, shapes, colours, patterns, materials and simple ideas.	Building towards end of KS1: using materials creatively; using drawing, painting and sculpture to develop and share ideas; developing techniques in colour, pattern, texture, line, shape, form and space.	Sketchbook pages with simple explorations of shapes, colours, lines and patterns; trying different materials; early attempts at drawing objects or ideas.
Year 2	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Children move towards recording ideas through drawing, comparing experiments and using observations to choose next steps.	End of KS1: • 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, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Sketchbook pages showing drawing experiments, comparisons between trials, simple notes or verbal explanations of what to try next.
Year 3	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Children move towards using sketchbooks to record observations, add annotations, plan, reflect and identify next steps.	Building towards end of KS2: creating sketch books to record observations and review ideas; improving mastery of art and design techniques; learning about great artists, architects and designers.	Sketchbook pages with observational drawings, simple annotations explaining choices or observations, planning notes, reflections on what worked.
Year 4	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Children move towards selecting relevant sketchbook activities, reviewing experiments and planning more deliberately for an intended outcome.	Building towards end of KS2: creating sketch books to record observations and review ideas; improving mastery of art and design techniques; learning about great artists, architects and designers.	Sketchbook pages with purposeful investigations, evaluations of experiments, clearer plans with annotations showing intended outcomes.
Year 5	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Children move towards sustained, confident use of sketchbooks for research, observation, material testing, refinement and independent decision-making.	Building towards end of KS2: creating sketch books to record observations and review ideas; improving mastery of art and design techniques; learning about great artists, architects and designers.	Confident, independent sketchbook use showing observational studies, research notes, material tests, iterations and refinements towards a final outcome.
Year 6	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	Children move towards a systematic, purposeful and independent sketchbook process that connects research, testing, evaluation, revision and final planning.	End of KS2: • To create sketch books 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.	Systematic sketchbook work showing clear research processes, material and technique testing, evaluated iterations, revisited ideas and refined plans.
Progression Summary:	EYFS experiments exploratorily; Years 1–2 use sketchbooks to explore, record and make simple decisions; Years 3–4 use sketchbooks to record, annotate, reflect and plan; Years 5–6 use a confident, systematic and independent sketchbook process to research, test, develop and refine ideas.			

Making Skills					
Stage/Year	Skills	Knowledge	Progression in Knowledge and Application	National Curriculum Connection	Suggested Evidence in Practice
EYFS	- Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. - Cut, thread, join and manipulate materials safely, focussing on process over outcome. - Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	Begin to explore colour, form, shape, line, pattern, texture, tone, space, drawing, painting, mixed-media, sculpture and 3D through open-ended practical experiences.	Children build the foundation for later National Curriculum progression through exploratory, process-focused making with a wide range of materials, tools and techniques.	EYFS statutory framework is the foundation for later National Curriculum progression. National Curriculum statements begin at KS1.	Child-led artwork with varied materials; cutting, threading, joining; observational drawing (e.g. using mirrors for self-portraits); exploring colour, shape, line, texture.
Year 1	- Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. - Make choices about which materials to use to create an effect. - Explore and analyse a wider variety of ways to join and fix materials in place. - Develop observational skills to look closely and reflect surface texture.	COLOUR: Primary colours (red, yellow, blue); mixing primary colours to make secondary colours (orange, green, purple); shades and hues; changing pressure for light/dark tones. FORM: Paper changes from 2D to 3D by folding, rolling, scrunching; three dimensional art is called sculpture. SHAPE: Common shapes; paper can be shaped by cutting and folding. LINE: Different tools/uses create different types of lines. PATTERN: A pattern is a design with repeated shapes, colours or lines; lines can create patterns. TEXTURE: Different tools and uses create different types of marks. TONE: Many different shades of the same colour; changing amount of primary colours affects secondary colour shade. SPACE: Arranging parts of familiar subjects to look recognisable. DRAWING: Continuous line drawing; properties of drawing materials; holding tools in different ways; mark making; overlapping shapes; texture replication; observational drawing. PAINTING/MIXED-MEDIA: Combining and mixing colours; choosing brushes; cleaning brushes; printing; overlapping paint; blowing effects; creating shades. SCULPTURE/3D: Rolling, folding, cutting, gluing paper; creating variety of shapes; making structures.	Children move towards developing control with tools, making purposeful material choices, exploring ways to join materials and observing closely to reflect texture and surface detail.	Building towards end of KS1: using materials creatively; using drawing, painting and sculpture to share ideas; developing techniques in colour, pattern, texture, line, shape, form and space.	Mixing primary colours to make secondary colours; continuous line drawings; observational drawings showing texture; 3D paper sculptures; printing with objects; creating patterns.
Year 2	- Further demonstrate increased control with a greater range of media. - Make choices about which materials and techniques to use to create an effect. - Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. - Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	COLOUR: Mixing hues of secondary colours; matching colours to real life or imagination. FORM: Joining clay using scratch and slip; decorating clay surfaces. SHAPE: Collage materials shaped to represent shapes; organic (natural) and irregular shapes; patterns made with shapes; recreating objects by combining basic shapes. LINE: Lines fill shapes, make outlines, add detail, pattern and texture. PATTERN: Patterns create texture. TEXTURE: Texture means 'what something feels like'; marks represent textures; collage materials represent real-life textures; overlapping and overlaying; painting tools create varied textures. TONE: Different amounts of paint and water mix hues. SPACE: 'Composition' means arrangement on the page; relative size helps artwork look balanced and recognisable. DRAWING: Marks represent words and sounds; combining materials; charcoal is made from burning wood; replicating texture; manipulating surfaces; showing facial expression; concertina books; drawing to tell stories; using drawing pens. PAINTING/MIXED-MEDIA: Mixing shades; matching colours; creating texture; making textured paper; choosing and shaping collage materials; composing collage; adding painted detail. SCULPTURE/3D: Smoothing, flattening, rolling clay; surface marks; pinch pots; mixing clay slip; joining with slip; relief sculpture; using hands and tools.	Children move towards increased control, confident use of hands and tools, purposeful material and technique choices, and observing closely to reflect formal elements in their work.	End of KS1: - 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, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Mixing shades of secondary colours; clay pinch pots with slip joins; collage compositions with overlapping; observational drawings showing facial expression; textured paintings.

Year 3	- Confidently use a range of materials and tools, selecting and using these appropriately with more independence. - Use hands and tools confidently to cut, shape and join materials for a purpose. - Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	COLOUR: Light and dark colours create contrast. FORM: Three dimensional forms are organic (natural) or geometric (mathematical); organic forms can be abstract. SHAPE: Negative shapes show space around/between objects; artists focus on shapes in abstract art. LINE: Complex lines and marks represent texture, tones and patterns. PATTERN: Pattern can be man-made or natural. TEXTURE: Texture can be real or appear textured. TONE: 'Tone' means 'light and dark'; basic shading rules; shading creates different tones and gives form (dimension). SPACE: Careful observation helps place objects and shapes for clear composition. DRAWING: Using shapes identified within objects; creating tone by shading; even tones; texture rubbings; tearing and shaping paper; careful observations; abstract compositions. PAINTING/MIXED-MEDIA: Scaling up drawings; making cave wall surfaces; painting on rough surfaces; negative and positive images; textured backgrounds; natural tools and paints; colour mixing for natural colours; different brush textures. SCULPTURE/3D: Joining 2D shapes to make 3D forms; stability; shaping card; identifying and drawing negative spaces; planning by drawing; choosing materials to scale up; different joins; adding surface detail; displaying sculpture.	Children move towards confident, independent selection and use of materials and tools for a purpose, and using direct observation with tonal shading to communicate form and proportion.	Building towards end of KS2: creating sketch books to record observations and review ideas; improving mastery of techniques; learning about great artists, architects and designers in history.	Tonal shading showing form; texture rubbings; 3D sculptures with planned joins and stability; painting with natural materials; negative space compositions.
Year 4	- Use growing knowledge of different materials, combining media for effect. - Use more complex techniques to shape and join materials, such as carving and modelling wire. - Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	COLOUR: Adding black creates a shade; adding white creates a tint. FORM: Lighter and darker tones create 3D effects and show form. SHAPE: Using basic shapes to form complex shapes and patterns. LINE: Lines can be lighter, darker, thicker or thinner to illustrate form and tone. PATTERN: Patterns can be irregular and change unexpectedly. TEXTURE: Complex marks represent textures and qualities of different surfaces. TONE: Tones create 3D effect, show form, create contrast between light and dark, add shadows and highlights. SPACE: Foreground and background; size shows distance. DRAWING: Using pencils of different grades; holding pencils with varying pressure; observation and quick sketching; drawing in proportion; charcoal and rubber for tone; scissors and paper to 'draw'; arranging cut elements; wax resist backgrounds; scratching into painted surfaces; choosing sections to recreate as prints. PAINTING/MIXED-MEDIA: Mixing tints and shades; using tints/shades for 3D effect; applying paint with different techniques (stippling, dabbing, washing); choosing suitable tools; arranging still life compositions; planning by drawing; organising equipment independently. SCULPTURE/3D: Different tools for different sculptural effects (spoon, paper clips for soap, pliers for wire); drawing 3D objects on large scale; sculpting soap from design; smoothing surfaces with water; joining wire; using recycled materials; manipulating light for shadow sculpture; choosing effective display.	Children move towards combining media for effect, using more complex techniques (carving, modelling wire), and showing greater awareness of composition with the beginnings of individual style.	Building towards end of KS2: creating sketch books to record observations and review ideas; improving mastery of techniques; learning about great artists, architects and designers in history.	Tints and shades to show 3D form; soap and wire sculptures; still life paintings with planned compositions; wax resist techniques; proportional drawings.

Year 5	• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, eg photography and digital art effects. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	COLOUR: Artists use colour to create atmosphere or represent feelings (warm or cool colours). FORM: Size and scale of 3D artwork changes the effect. SHAPE: Shapes place key elements in composition and help create depth. LINE: Lines control what the viewer looks at; lines and marks can be expressive and show movement or emotion. PATTERN: Artists create pattern to add expressive detail. TEXTURE: Different marks suggest real-world textures and movement. TONE: Tone shows foreground and background; 'blending' means transitioning between tones smoothly. SPACE: Foreground, middleground and background create depth and distance; art installations create an environment the viewer 'experiences'. DRAWING: Print effects of different materials; analysing images considering impact, audience and purpose; drawing the same image in different ways; making collagraph plates and prints; developing drawn ideas for print; combining techniques; deciding materials and tools based on experience. PAINTING/MIXED-MEDIA: Explosion drawings; trying ideas on small scale; using everyday objects for sculpture; transforming ordinary objects by wrapping, colouring, covering, joining; making sculpture interactive; planning installations (light, sound, display).	Children move towards working with control to achieve different effects, combining wider range of media (including photography and digital art), creating in a sustained way and revisiting artwork over time.	Building towards end of KS2: creating sketch books to record observations and review ideas; improving mastery of techniques; learning about great artists, architects and designers in history.	Collagraph prints; installation proposals; sculptures from everyday objects; sustained artwork revisited over multiple sessions; experimentation with other artists' techniques.
Year 6	• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriately to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	COLOUR: Colours can be symbolic and have meanings that vary by culture or background. FORM: Surface textures created by different materials can help suggest form in 2D artwork. SHAPE: Perspective, depth and abstraction can change how shapes appear in composition. LINE: How line is used beyond drawing and can be applied to other art forms. PATTERN: Pattern can be created in many ways (rhythm of brushstrokes, repeated shapes in composition). TONE: Variations in tone enhance composition and create spatial illusion. SPACE: Scaling is a technique for enlarging/reducing while keeping proportions; using vanishing point on horizon creates sense of distance. DRAWING: Gestural and expressive mark making; effects of different materials; effects created when drawing into different surfaces; using symbolism to create imagery; combining imagery into unique compositions; achieving chiaroscuro; making handmade tools; using charcoal for chiaroscuro. PAINTING/MIXED-MEDIA: Using sketchbooks to research and present information; developing ideas into plans; making personal responses to other artists' work; using different methods to analyse artwork (drama, discussion, questioning). SCULPTURE/3D: Translating 2D images into 3D forms; manipulating cardboard (tearing, cutting, folding, bending, ripping); manipulating cardboard for different textures; making cardboard relief sculpture; making visual notes to generate ideas; translating ideas into sculptural forms.	Children move towards creating expressively in their own personal style, developing artwork independently, combining materials and techniques appropriately to fit ideas, and working in a sustained way over several sessions.	End of KS2: • To create sketch books 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.	Personal style artwork; chiaroscuro drawings; cardboard relief sculptures; sustained collaborative work on larger scale; perspective drawings with vanishing points; personal responses to other artists.
Progression Summary:	EYFS explores materials and processes without a set outcome; Years 1–2 develop control, vocabulary and purposeful choices across formal elements and media; Years 3–4 apply knowledge to solve making problems, combine media and develop composition; Years 5–6 sustain independent, expressive and personal practice, combining techniques to communicate ideas and refine outcomes.				

Knowledge of Artists					
Stage/Year	Skills	Knowledge	Progression in Understanding and Application	National Curriculum Connection	Suggested Evidence in Practice
EYFS	- Enjoy looking at and talking about art. - Recognise that artists create varying types of art and use lots of different types of materials. - Recognise that artists can be inspired by many things.	- Artists use modelling materials like clay to recreate things from real life. - Artists choose colours to draw or paint with. - Artists draw many different things and use different tools to draw with. - Sometimes artists are inspired by the seasons. - Some art doesn't last long - it is temporary. - Sometimes artists cut and stick photos to make new images.	Children build the foundation for later National Curriculum learning through observing, talking about, responding to and experimenting with art. They notice variety in art, materials and inspiration.	EYFS statutory framework is the foundation for later progression. National Curriculum statements begin at KS1.	Looking at artworks and photographs; talking about what artists do; exploring clay, drawing tools and collage; seasonal art activities; creating temporary artworks.
Year 1	- Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. - Understand how artists choose materials based on their properties in order to achieve certain effects.	- Some artists are influenced by things happening around them. - Sometimes artists concentrate on how they are making something rather than what they make. - Artists living in different places at different times can be inspired by similar ideas or stories. - Artists can use everyday materials that have been thrown away to make art. - Artists choose materials that suit what they want to make.	Children move from noticing variety towards making simple comparisons between art practices, identifying material choices and linking artists' approaches to their own work.	Building towards end of KS1: using materials creatively; using drawing, painting and sculpture to share ideas; describing differences and similarities between practices and linking to their own work.	Comparing painting and sculpture; discussing material properties; exploring recycled materials; simple links between artist work and own creations.
Year 2	- Talk about art they have seen using some appropriate subject vocabulary. - Create work from a brief, understanding that artists are sometimes commissioned to create art. - Create and critique both figurative and abstract art, recognising some of the techniques used. - Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	- Some artists create art to make people aware of good and bad things happening in the world around them. - Art can be figurative or abstract. - Artists use line and tone to show how people feel. - Artists try out different combinations of collage materials to create the effect they want. - Artists can use the same material (felt) to make 2D or 3D artworks. - Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.	Children move towards discussing art with subject vocabulary, understanding figurative and abstract approaches, responding to briefs and making purposeful material choices.	End of KS1: - 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, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Using art vocabulary in discussions; working to a simple brief; identifying figurative vs abstract art; experimenting with collage combinations; purposeful material selection.
Year 3	- Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. - Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. - Consider how to display art work, understanding how artists consider their viewer and the impact on them.	- Art from the past can give us clues about what it was like to live at that time. - The meanings we take from art made in the past are influenced by our own ideas. - Artists have different materials available to them depending on when they live in history. - Artists can make their own tools. - Artists experiment with different tools and materials to create texture. - Artists can work in more than one medium. - Artists make decisions about how their work will be displayed.	Children move towards using historical evidence, recognising limitations and possibilities of materials, experimenting across media and considering the viewer and display.	Building towards end of KS2: creating sketch books to record observations and review ideas; improving mastery of techniques; learning about great artists, architects and designers in history.	Researching historical artists; discussing how historical context affects materials and meaning; experimenting with texture; working across media; planning display arrangements.
Year 4	- Use subject vocabulary confidently to describe and compare creative works. - Understand how artists use art to convey messages through the choices they make. - Work as a professional designer does, by collating ideas to generate a theme.	- Art can communicate powerful statements about right and wrong. - Designers can make beautiful things to try and improve people's everyday lives. - How and where art is displayed has an effect on how people interpret it. - Artists can choose particular materials to communicate a message. - Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. - Artists and designers sometimes choose techniques based on the time and money available to them. - Artists use drawing to plan ideas for work in different media. - Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.	Children move towards confident comparison, interpretation of messages, theme development, mood-board research and understanding how practical constraints influence creative choices.	Building towards end of KS2: creating sketch books to record observations and review ideas; improving mastery of techniques; learning about great artists, architects and designers in history.	Confident use of art vocabulary; discussing messages in art; creating mood boards; understanding display context; planning compositions; considering constraints like time and budget.

Year 5	• Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer.	• Artists are influenced by what is going on around them; for example culture, politics and technology. • Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. • How an artwork is interpreted will depend on the life experiences of the person looking at it. • Artists use self-portraits to represent important things about themselves. • Artists create works that make us question our beliefs. • Visual designs can represent big ideas like harmony with nature or peace. • Artists can choose their medium to create a particular effect on the viewer. • Artists can combine materials; for example digital imagery with paint or print. • Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.	Children move towards independent research across disciplines, consideration of cultural and historical context, intentional impact on viewers and informed choices of medium and combined materials.	Building towards end of KS2: creating sketch books to record observations and review ideas; improving mastery of techniques; learning about great artists, architects and designers in history.	Independent research on artists from various disciplines; discussing cultural and political influences; analysing viewer impact; exploring combined media; considering interactive art experiences.
Year 6	• Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.	• Artists can use symbols in their artwork to convey meaning. • Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. • Art can be a form of protest. • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. • Art sometimes creates difficult feelings when we look at it. • Artists can use materials to respond to a feeling or idea in an abstract way. • Artists take risks to try out ideas; this can lead to new techniques being developed. • Artists can make work by collecting and combining ready-made objects to create 'assemblage'. • Artforms are always evolving as materials and techniques change over time.	Children move towards independent description, interpretation and evaluation; making personal, purposeful choices in response to feelings, memory and ideas; and understanding that art forms, materials and techniques evolve.	End of KS2: • To create sketch books 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.	Evaluating artists' work and processes; understanding symbolism and protest art; exploring assemblage; making personal work responding to feelings and memory; discussing evolution of art forms.
Progression Summary:	EYFS enjoys, notices and talks about art; Years 1–2 compare practices, use subject vocabulary and begin to make purposeful material choices; Years 3–4 connect art to history, audience, messages and design processes; Years 5–6 research, interpret and evaluate artists and make increasingly personal, informed and intentional creative choices.				

Evaluating and Analysing					
Stage/Year	Skills	Knowledge	Progression in Evaluation and Analysis	National Curriculum Connection	Suggested Evidence in Practice
EYFS	• Talk about their artwork, stating what they feel they did well. • Say if they like an artwork or not and begin to form opinions by explaining why.	• Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...	Children build the foundation for later National Curriculum learning through looking closely, talking about creative choices, responding to artworks and reflecting on their own experiences.	EYFS statutory framework is the foundation for later National Curriculum progression. National Curriculum statements begin at KS1.	Talking about what they made and what they liked; saying what went well; expressing preferences about artworks; simple reasons for likes and dislikes.
Year 1	• Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	• Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates. • Craft is making something creative and useful.	Children move from expressing personal responses towards making simple comparisons and recognising the variety of artists, makers, materials and approaches.	Building towards end of KS1: using materials creatively; developing techniques; describing differences and similarities between practices and linking to their own work.	Comparing two artworks; describing features they notice; recognising different approaches and makers; simple evaluations of own work.
Year 2	• Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within it and showing an understanding of why they may have made it. • Begin to talk about how they could improve their own work. • Talk about how art is made.	• People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways. • People make art for fun. • People make art to decorate a space. • People make art to help others understand something.	Children move towards giving reasons for opinions, identifying simple messages or purposes, discussing processes and suggesting improvements.	End of KS1: • 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, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Explaining opinions with reasons; identifying stories or messages in art; discussing why artists made choices; suggesting simple improvements to own work.
Year 3	• Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. • Begin to carry out a problem-solving process and make changes to improve their work.	• Artists make art in more than one way. • There are no rules about what art must be. • Art can be purely decorative or it can have a purpose. • People use art to tell stories and communicate. • People can make art to express their views or beliefs. • People make art for fun, and to make the world a nicer place to be. • People use art to help explain or teach things. • People make art to explore big ideas, like death or nature. • People can have their own opinions about art, and sometimes disagree. • One artwork can have several meanings.	Children move towards confident discussion, interpretation of purpose and meaning, recognition of different viewpoints and making changes through problem-solving.	Building towards end of KS2: creating sketch books to record observations and review ideas; improving mastery of techniques; learning about great artists, architects and designers in history.	Confident discussions about art; interpreting meaning and purpose; recognising multiple interpretations; problem-solving to improve work.
Year 4	• Use more complex vocabulary when discussing their own and others' art. • Discuss art considering how it can affect the lives of the viewers or users of the piece. • Evaluate their work more regularly and independently during the planning and making process.	• Artists make choices about what, how and where they create art. • Art can be all different sizes. • Art can be displayed inside or outside. • Art is interpreted differently depending on how it is displayed. • Artworks can fit more than one genre. • Art can be created to make money; being an artist is a job for some people. • Art, craft and design affects the lives of people who see or use something that has been created. • Artists make work to explore right and wrong and to communicate their own beliefs. • Art is influenced by the time and place it was made, and this affects how people interpret it. • Artists may hide messages or meaning in their work. • Artists evaluate what they make and talking about art is one way to do this.	Children move towards using more precise vocabulary, considering audience, context, display and impact, and evaluating throughout the making process rather than only at the end.	Building towards end of KS2: creating sketch books to record observations and review ideas; improving mastery of techniques; learning about great artists, architects and designers in history.	Using subject-specific vocabulary; discussing impact on viewers; regular independent evaluation during planning and making; considering context and display.
Year 5	• Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• Sometimes people disagree about whether something can be called 'art'. • Art doesn't always last for a long time; it can be temporary. • Art, craft and design can be functional and affect human environments and experiences. • People make art to express emotion. • People make art to encourage others to question their ideas or beliefs. • People make art to portray ideas about identity. • People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. • Some artists become well-known or famous and people tend to talk more about their work because it is familiar. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better.	Children move towards discussing processes and outcomes in detail, analysing emotional and intellectual impact, comparing artworks and independently trying alternative solutions.	Building towards end of KS2: creating sketch books to record observations and review ideas; improving mastery of techniques; learning about great artists, architects and designers in history.	Describing processes and outcomes; analysing emotional impact; comparing artworks to understand them better; trying alternative solutions independently.

Year 6	• Give reasoned evaluations of their own and others' work which takes account of context and intention. • Discuss how art is sometimes used to communicate social, political, or environmental views. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. • Art can be a digital art form, like photography. • Sometimes people make art to express their views and opinions, which can be political or topical. • Sometimes people make art to create reactions. • People use art as a means to reflect on their unique characteristics. • Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. • People can have varying ideas about the value of art. • Art can be analysed and interpreted in lots of ways and can be different for everyone. • Everyone has a unique way of experiencing art.	Children move towards independent, reasoned evaluation that considers context, intention, audience, social and political purpose, emotional impact, technology and multiple interpretations.	End of KS2: • To create sketch books 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.	Reasoned evaluations considering context and intention; discussing social, political and environmental messages; explaining why artists create reactions; independent improvements.
Progression Summary:	EYFS talks about and responds to art; Years 1–2 describe, compare, explain opinions and suggest simple improvements; Years 3–4 interpret meaning, consider purpose, audience and context, and evaluate during making; Years 5–6 analyse processes and impact and give independent, reasoned evaluations that take account of intention, context and multiple viewpoints.				