

# **Welcome to Elburton Primary Schools**

## **Progression Plan for Primary Art 2020**

Covering:

- Generating Ideas
- Making
- Evaluation
- Knowledge & Understanding
- Assessment Questions

The plan has been created by Paula Briggs and Sheila Ceccarelli of AccessArt. We gratefully acknowledge the expertise of Susan Coles, Paul Carney and Mandy Barret. We also acknowledge that we have taken and built upon some of the end of year descriptors from the NSEAD Curriculum document 2014.



**Year 1**



	Year 1 – Generating Ideas				By the end of Year 1 Children should be able to...
Generating Ideas	Through Sketchbooks		By Looking & Talking	By Playing	Recognise that ideas can be generated through doing as well as thinking  Recognise that ideas can be expressed through art  Experiment with an open mind
Teachers should:	Introduce “ <b>sketchbook</b> ” as being a place to record individual response to the world.		Enjoy looking at <b>artwork</b> made <b>by artists, craftspeople, architects</b> and <b>designers</b> , and finding <b>elements</b> which <b>inspire</b> .	Generate <b>ideas</b> through <b>playful, hands-on, exploration</b> of materials without being constricted towards a pre-defined outcome.	
Feel able to model sketchbook use <i>alongside</i> pupils (i.e. keep their own sketchbook)	Understand some of the activities which might take place in a sketchbook (e.g. <b>drawing, cutting/sticking, collecting</b> ).		Be given <b>time and space</b> to engage with the <b>physical world</b> to stimulate a <b>creative response</b> (visiting, seeing, holding, hearing).		
Let pupils <i>discover and share</i> for themselves	Develop a “ <b>sketchbook habit</b> ”.		Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"><li>• <b>Describe what you can see.</b></li><li>• <b>Describe what you like? Why?</b></li><li>• <b>How does it make you feel?</b></li><li>• <b>What would you like to ask the artist?</b></li></ul>		

	Year 1 - Making				By the end of Year 1 Children should be able to...
<p><b>Making</b></p> <p><b>Teachers should:</b></p> <p>Balance time in which you sensitively model a technique, with plenty of time for pupils to enjoy open-ended exploration, and project-based learning</p> <p>Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)</p>	<p><b>Drawing</b></p> <p>Begin to explore a variety of drawing materials including <b>pencil, graphite, pen, chalk, soft pastel, wax and charcoal</b>.</p> <p>Explore <b>mark making</b> to start to build mark-making vocabulary.</p> <p>Undertake projects which explore <b>observational drawing (drawing what you see)</b>, to record what is seen, and also <b>experimental drawing</b>, to share what is felt.</p> <p>Become familiar with 2 <b>or more</b> drawing exercises repeated over time to build skill.</p>	<p><b>Painting &amp; Collage</b></p> <p>Recognise <b>primary colours</b> and use an experiential approach to simple <b>colour mixing</b> to discover <b>secondary colours</b>.</p> <p>Benefit from experiences learnt through drawing (in column 1) (mark-making, observational drawing, experimental drawing) and apply these skills to painting and collage.</p> <p>Enjoy discovering the interplay between <b>materials</b> for example <b>wax</b> and <b>watercolour</b>.</p>	<p><b>Printmaking</b></p> <p>Explore simple <b>printmaking</b>. For example using plasticine, found materials or <b>quick print foam</b>.</p> <p>Search out <b>found objects</b> to be used as <b>tools</b> to press into plasticine to create texture and to understand notions of <b>positive and negative</b>. Use rollers or the backs of spoon to create pressure to make a print.</p> <p>Explore <b>pattern, line, shape</b> and <b>texture</b>.</p>	<p><b>3D</b></p> <p>Explore, discover and invent ways for <b>2d</b> to <b>transform</b> into <b>3d sculpture</b>. This might be through creating drawings or prints on paper which are then <b>folded</b>, through <b>collage</b> which becomes <b>relief</b>, through 2d <b>shapes</b> which are <b>cut</b> out and <b>constructed</b> with.</p> <p>Explore <b>modelling</b> materials such as <b>Modroc, clay</b> and <b>plasticine</b> in an open-ended manner, to discover what they might do.</p> <p>Use basic tools to help deconstruct (<b>scissors</b>) and then construct (<b>glue sticks</b>).</p>	<p>Try out a range of materials &amp; processes and Recognise they have different qualities</p> <p>Explore materials in a playful and open-ended manner</p> <p>Use materials purposefully to achieve particular characteristics or qualities</p> <p>Be excited by the potential to create.</p> <p>Understand that art is different to many subjects at school: through art, they can invent and discover</p>

	Year 1 - Evaluating			By the end of Year 1 Children should be able to...
Evaluating	As a Class	In Small Groups	One to One	Show interest in and describe what they think about the work of others  Take pleasure in the work they have created and see that it gives other people pleasure  Begin to take photographs and use digital media
Teachers should:  Be aware of the importance of sensitively unearthing <i>intention</i> , which may not always be apparent in end result	Enjoy listening to other peoples views about artwork made by others.  Feel able to express and share an opinion about the artwork.	Share work to others in small groups, and listen to what they think about what you have made.	Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.	

	Year 1 – Knowledge & Understanding		By the end of Year 1 Children should be able to...
Knowledge & Understanding	Formal	Experiential	
	<p>Each child should know:</p> <ul style="list-style-type: none"><li>• How to recognise and describe some simple characteristics of different kinds of art, craft and design</li><li>• The names of tools, techniques and formal elements (in pink above and below)</li></ul>	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"><li>• Discover that art is subjective (we all have our own legitimate understanding)</li><li>• Begin to feel confident to express a preference in....</li><li>• Understand ideas can come through hands-on exploration</li><li>• Begin to build knowledge of what different materials and techniques can offer the creative individual</li><li>• Work at different scales, alone and in groups</li></ul>	

Teachers should:

Recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experiential understanding about what it is to be a creative human.

### Assessment Questions

Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:

- Tell me about what you are making
- What might you do next?
- Tell me about what you have made

Remember! “Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported”



**Year 2**





	Year 2 – Generating Ideas			By the end of Year 2 Children should be able to...
<b>Generating Ideas</b>  <b>Teachers should:</b>  Feel able to model sketchbook use <i>alongside</i> pupils (i.e. keep their own sketchbook)  Let pupils <i>discover and share</i> for themselves	Through Sketchbooks	By Looking & Talking	Through Making	<b>Recognise that ideas can be generated through doing as well as thinking</b>  <b>Recognise that ideas can be expressed through art</b>  <b>Experiment with an open mind</b>  <b>Enjoy trying out different activities and make both informed, and intuitive choices about what to do next, letting practical experience feed ideas</b>  <b>Use drawing to record and discover ideas and experiences</b>
	Develop a “ <b>sketchbook habit</b> ”, using a sketchbook as a place to record individual response to the world.  Begin to feel a <b>sense of ownership</b> about the sketchbook.  <b>Practice and develop</b> sketchbook use, incorporating the following activities: <b>drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes...</b>	<b>Enjoy</b> looking at <b>artwork</b> made <b>by artists, craftspeople, architects</b> and <b>designers</b> , and finding <b>elements</b> which <b>inspire</b> .  Look at a variety of types of <b>source material</b> and understand the differences: <b>including images on screen, images in books and websites, art work in galleries and objects in museums.</b>  Be given <b>time and space</b> to engage with the <b>physical world</b> to stimulate a <b>creative response</b> (visiting, seeing, holding, hearing), <b>including found</b> and <b>manmade objects</b> .  Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> <li>• <b>Describe what you can see.</b></li> <li>• <b>Describe what you like? Why?</b></li> <li>• <b>How does it make you feel?</b></li> <li>• <b>What would you like to ask the artist?</b></li> </ul>	<b>Generate ideas</b> through <b>exploration of materials</b> , building an <b>understanding</b> of what each <b>material can do</b> , <b>how</b> it can be <b>constructed</b> , being <b>open</b> during the process to <b>unexpected ideas</b> .	

	Year 2 Making					By the end of Year 2 Children should be able to...
<b>Making</b>  <b>Teachers should:</b>  Balance time in which you sensitively model a technique, with plenty of time for pupils to enjoy open-ended exploration, and project-based learning  Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)	Sketchbooks	Drawing	Painting	Printmaking & Collage	3D & Architecture	Try out a range of materials & processes and Recognise they have different qualities  Use materials purposefully to achieve particular characteristics or qualities  Be excited by the potential to create.  Understand that art is different to many subjects at school: through art, they can invent and discover  Deliberately choose to use particular techniques for a given purpose  Develop and exercise some care and control over the range of materials they use
	Explore how to create <b>space and places</b> within the sketchbook to help develop <b>sketchbook approach</b> to include <b>collecting</b> , making drawings on different <b>surfaces</b> , and on different <b>shapes</b> of paper.  Continue to familiarize with <b>sketchbook / drawing exercises</b> . Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones.	Develop <b>mark-making</b> skills through <b>experimentation</b> with various <b>drawing media</b> : pencil, graphite, chalk, soft pastel, wax and charcoal.  Explore a variety of <b>drawing starting points</b> (stimuli), including <b>close looking</b> via <b>observation from primary &amp; secondary source material, drawing from memory and imagination</b> . These might include <b>figurative, still life</b> and <b>landscape</b> .  Use drawings as basis for <b>collage</b> .	Continue to mix colours experientially (i.e. encourage pupils to “ <b>try and see</b> ”)  Revisit <b>colour mixing</b> and understand <b>relationships</b> of <b>primary and secondary colours</b> and apply colour mixing skills to a project.  Explore painting on different <b>surfaces</b> , such as <b>fabric</b> and <b>different scales</b> .  Use new colour mixing knowledge and transfer it to other media.	Explore simple <b>mono printing</b> techniques using <b>carbon paper</b> , using <b>observational drawing skills</b> and <b>mark making skills</b> explored through drawing (column 2), and colour mixing skills (column 3).	Explore how <b>2d</b> can become <b>3d</b> though “ <b>design through making</b> ”.  Cut simple shapes from <b>card</b> and use them to <b>construct architectural forms</b> . Use <b>drawn, collaged</b> and <b>printed elements</b> as <b>surface decoration</b> for the <b>architectural maquettes</b> .	

	Year 2 - Evaluating			By the end of Year 2 Children should be able to...
<b>Evaluating</b>  <b>Teachers should:</b>  Be aware of the importance of sensitively unearthing <i>intention</i> , which may not always be apparent in end result	As a Class	In Small Groups	One to One	<b>Show interest in and describe what they think about the work of others</b>  <b>Take pleasure in the work they have created and see that it gives other people pleasure</b>  <b>Understand how evaluating creative work <i>during</i> the process, as well as at the end, helps feed the process.</b>  <b>Begin to take photographs and use digital media as a way to re-see work</b>  <b>When looking at creative work express clear preferences and give some reasons</b>
	<p>Enjoy listening to other peoples views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p>	<p>Share work to others in small groups, and listen to what they think about what you have made.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.</p>	<p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p>	

	Year 2 – Knowledge & Understanding		By the end of Year 2 Children should be able to...
<b>Knowledge &amp; Understanding</b>  <b>Teachers should:</b>  Recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experiential understanding about what it is to be a creative human.	Formal	Experiential	
	<p>Each child should:</p> <ul style="list-style-type: none"><li>• Know how to Recognise and describe some simple characteristics of different kinds of art, craft and design</li><li>• Know the names of tools, techniques and formal elements (in pink above and below)</li><li>• Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes</li><li>• Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</li></ul>	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"><li>• Discover that art is subjective (we all have our own legitimate understanding)</li><li>• Begin to feel confident to express a preference in....</li><li>• Experience the connection between brain, hand and eye</li><li>• Understand ideas can come through hands-on exploration</li><li>• Begin to build knowledge of what different materials and techniques can offer the creative individual</li><li>• Work at different scales, alone and in groups</li></ul>	

## Assessment Questions

Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:

- Tell me about that you are making
- What might you do next?
- Which materials might you use?
- What have you discovered?
- Tell me about what you have made
- What would you like to explore more of?

Remember! “Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported”

**Year 3**





	Year 3- Generating Ideas			By the end of Year 3 Children should be able to...
Generating Ideas	Through Sketchbooks	By Looking & Talking	Through Making	Gather and review information from different sources (primary and secondary), references and resources related to their ideas and intentions  Use a sketchbook for different purposes, including recording observations, planning and shaping ideas
Teachers should:  Feel able to model sketchbook use <i>alongside</i> pupils (i.e. keep their own sketchbook)  Let pupils <i>discover and share</i> for themselves  Enable pupils to build confidence in their own ideas	<p>Continue to develop a “<b>sketchbook habit</b>”, using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a <b>sense of ownership</b> about the sketchbook, which means allowing every child to work at <b>own pace</b>, <b>following own exploration</b></p> <p><b>Practice and develop</b> sketchbook use, incorporating the following activities: <b>drawing to discover</b>, <b>drawing to show you have seen</b>, <b>drawing to experiment</b>, <b>exploring colour</b>, <b>exploring paint</b>, <b>testing ideas</b>, <b>collecting</b>, <b>sticking</b>, <b>writing notes</b>, <b>looking back</b>, <b>thinking forwards</b> and <b>around...</b></p>	<p>Enjoy looking at <b>artwork</b> made <b>by artists</b>, <b>craftspeople</b>, <b>architects</b> and <b>designers</b>.</p> <p><b>Discuss artist’s intention</b> and <b>reflect upon your response</b>.</p> <p>Look at <b>artforms</b> beyond the visual arts: <b>literature</b>, <b>drama</b>, <b>music</b>, <b>film</b> etc and <b>explore</b> how they <b>relate</b> to your <b>visual art form</b>.</p> <p>Look at a variety of types of <b>source material</b> and understand the differences.</p> <p>Be given <b>time and space</b> to engage with the <b>physical world</b> to stimulate a <b>creative response</b> (visiting, seeing, holding, hearing), <b>including found</b> and <b>manmade objects</b>.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"><li>• <b>Describe what you see</b></li><li>• <b>What do you like/dislike? Why</b></li><li>• <b>What is the artist saying to us in this artwork?</b></li><li>• <b>How does it make you feel?</b></li><li>• <b>How might it inspire you in making your own art?</b></li></ul>	<p>Use growing knowledge of how <b>materials and medium act</b>, to help <b>develop ideas</b>. Continue to <b>generate ideas through space for playful making</b>.</p> <p><b>Explore how ideas translate and develop</b> through <b>different medium</b> (i.e. a drawing in pencil or a drawing in charcoal).</p>	



	Year 3 - Making			By the end of Year 3 Children should be able to...
<b>Making</b>  <b>Teachers should:</b>  Balance time in which you sensitively model a technique, with plenty of time for pupils to enjoy open-ended exploration, and project-based learning  Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)	Drawing	Drawing, Painting & Collage	3D	<b>Develop practical skills by experimenting with and testing the qualities of a range of materials and techniques</b>  <b>Select and use appropriately a variety of materials and techniques in order to create their own work.</b>  <b>Be excited by the potential to create and feel empowered to begin to undertake their own exploration</b>
	Practice <b>observational drawing</b> from the <b>figure</b> , exploring <b>careful looking</b> , <b>intention</b> , <b>seeing big shapes</b> , <b>drawing with gesture</b> , and <b>quick sketching</b> .	Make <b>larger scale drawing</b> from <b>observation</b> and <b>imagination</b> .	Make an <b>armature</b> from <b>paper and tape</b> and use as the basis to explore <b>modelling</b> with <b>Modroc</b> to make <b>sculpture</b> .	
	Using <b>observational drawing</b> as a <b>starting point</b> , fed by <b>imagination</b> , <b>design typography</b> .	Apply and build upon <b>colour mixing and mark-making</b> skills previously learnt, thinking about how certain <b>colour ranges/combinations</b> affect the <b>outcome</b> .	Explore a <b>simple clay technique</b> such as making <b>slab</b> pieces, and <b>decorate</b> them <b>relief patterns</b> based upon <b>observational drawing</b> skills.	
	Continue to familiarize with <b>sketchbook / drawing exercises</b> . Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly.	Explore painting on <b>new surfaces</b> using colour as decoration.	Explore how <b>combinations</b> of <b>materials</b> such as <b>wire, paper, fabric, string, card</b> can be <b>transformed</b> into <b>sculpture</b> , discovering how best to <b>manipulate</b> them ( <b>cut, tear, bend, fold</b> ) and <b>fasten</b> them together ( <b>tie, bind, stick</b> ).	

	Year 3 - Evaluating			By the end of Year 3 Children should be able to...
<b>Evaluating</b>  Teachers should:  Be aware of the importance of sensitively unearthing <i>intention</i> , which may not always be apparent in end result  Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process	As a Class	In Small Groups	One to One	<b>Take pleasure in the work they have created and see that it gives other people pleasure</b>  <b>Take the time to reflect upon what they like and dislike about their work in order to improve it</b>  <b>Understand how evaluating creative work <i>during</i> the process, as well as at the end, helps feed the process.</b>  <b>Take photographs and videos and use digital media as a way to re-see work</b>
	<p>Enjoy listening to other peoples <b>views</b> about <b>artwork made by others</b>.</p> <p>Feel able to <b>express and share an opinion</b> about the artwork.</p> <p>Think about <b>why the work was made</b>, as well as <b>how</b>.</p>	<p>Share <b>work to others in small groups</b>, and listen to what they think about what you have made.</p> <p>Make <b>suggestions</b> about other people’s work, using things you have <b>seen or experienced</b> yourself.</p> <p>Take <b>photos</b> of work made so that a <b>record</b> can be kept, to be added to a <b>digital folder/presentation</b> to capture progression. Use documenting the artwork as an opportunity for <b>discussion</b> about how to <b>present work</b>, and a chance for pupils to use <b>digital media</b>.</p>	<p>Talk to a peer or teacher about the artwork made and <b>share</b> what you have <b>enjoyed</b> during the <b>process</b>, and what you like about the <b>end result</b>. <b>Discuss problems</b> which came up and how they were <b>solved</b>. Think about what you might <b>try</b> next time.</p>	

### Knowledge & Understanding

#### Teachers should:

Recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experiential understanding about what it is to be a creative human.

#### Formal

Each child should:

- Know the names of tools, techniques and formal elements (in pink above and below)
- Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities
- Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary
- Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with

#### Experiential

Each child should be given the opportunity to:

- Discover that art is subjective (we all have our own legitimate understanding)
- Experience the connection between brain, hand and eye
- Understand ideas can come through hands-on exploration
- Develop their knowledge of what different materials and techniques can offer the creative individual
- Work at different scales, alone and in groups
- Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge)
- Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others

## Assessment Questions

Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:

- Tell me about that you are making and what inspired you
- What might you do next?
- Tell me about the materials and techniques you are using
- What have you discovered?
- How do you feel about the end result?
- What kinds of problems did you encounter and how did you get round them?
- Tell me about things you really liked or enjoyed
- What would you like to explore more of?

**Remember! “Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported”**

**Year 4**



	Year 4 – Generating Ideas			By the end of Year 4 Children should be able to...
<b>Generating Ideas</b>	<b>Through Sketchbooks</b>	<b>By Looking &amp; Talking</b>	<b>Through Making</b>	<b>Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential</b>
<b>Teachers should:</b>	Continue to develop a “ <b>sketchbook habit</b> ”, using a sketchbook as a place to record individual response to the world.	<b>Enjoy</b> looking at <b>artwork</b> made <b>by artists, craftspeople, architects</b> and <b>designers</b> .	Use growing knowledge of how <b>materials and medium act</b> , to help <b>develop ideas</b> . Continue to <b>generate ideas through space for playful making</b> .	<b>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration</b>
Feel able to model sketchbook use <i>alongside</i> pupils (i.e. keep their own sketchbook)	Begin to feel a <b>sense of ownership</b> about the sketchbook, which means allowing every child to work at <b>own pace</b> , <b>following own exploration</b>	Look at <b>artforms</b> beyond the visual arts: <b>literature, drama, music, film</b> etc and <b>explore</b> how they <b>relate</b> to your <b>visual art form</b> .	<b>Explore how ideas translate and develop</b> through <b>different medium</b> (i.e. a drawing in pencil or a drawing in charcoal).	<b>Use sketchbooks, together with other resources, to understand how inspiration can come from many rich and personal sources to feed into creative projects</b>
Let pupils <i>discover and share</i> for themselves	<b>Practice and develop</b> sketchbook use, incorporating the following activities: <b>drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...</b>	Look at a variety of types of <b>source material</b> and understand the differences.		
Enable pupils to build confidence in their own ideas		Be given <b>time and space</b> to engage with the <b>physical world</b> to stimulate a <b>creative response</b> (visiting, seeing, holding, hearing), <b>including found</b> and <b>manmade objects</b> .		
		Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"><li>• <b>Describe the artwork.</b></li><li>• <b>What do you like/dislike? Why?</b></li><li>• <b>Which other senses can you bring to this artwork?</b></li><li>• <b>What is the artist saying to us in this artwork?</b></li><li>• <b>How might it inspire you to make your own artwork?</b></li><li>• <b>If you could take this art work home, where would you put it and why?</b></li></ul>		
		Take part in small scale <b>crits</b> throughout so that <b>brainstorming</b> becomes part of the <b>creative process</b> .		



## Year 4 - Making

By the end of Year 4  
Children should be able to...

### Making

#### Teachers should:

Balance time in which you sensitively model a technique, with plenty of time for pupils to enjoy open-ended exploration, and project-based learning

Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)

#### Drawing & Printmaking

Continue to familiarize with **sketchbook / drawing exercises**. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly.

Apply these skills to a **variety of media**, exploring outcomes in an **open-ended** manner throughout the other projects described here.

Use growing **technical skill and knowledge of different drawing materials**, combined with increasing **confidence** in making a **creative response** to a wide range of **stimuli**, to explore more **experimental drawing**, following child's own **interests/affinities**.

**Layering of media**, mixing of drawing media.

#### Painting/Collage/Sketchbooks

Create a one-off **project sketchbook** which can inform future sketchbook practice, consolidating old skills and introducing new skills (including: **creating spaces and places in sketchbook to help creative thinking, exploring and revealing own creative journey from a shared starting point**).

**Combine artforms** such as **collage, painting and printmaking in mixed media projects**.

#### Sculpture

Work with a **modelling material** (**clay or plasticine**) to create quick **3d figurative sketches** from **life or imagination**. Combine with developing **visual literacy skills** so that the 3d sketches explore how we **read** and **communicate** emotion and idea.

Develop **visual literacy skills** and discover how **context** and **intention** can change the **meaning of objects**.

**Construct** with a variety of **materials** (**wool, string, twigs, found objects, paper** etc.) exploring how to bring **different media** together, both **technically and visually**.

#### Design

Develop **design through making** skills and **collaborative** working skills through **fashion design**. Explore **paper and card manipulation** skills to build **3d forms**.

Extend into an exploration of **fabric, deconstructing** old clothes and **reconstructing elements** into new items.

Investigate the nature and qualities of different materials and processes

Apply technical skills to improve quality of work, combined with beginning to listen and trust "instinct" to help make choices

Be excited by the potential to create and feel empowered to undertake their own exploration



	Year 4 – Evaluating			By the end of Year 4 Children should be able to...
<b>Evaluating</b>  <b>Teachers should:</b>  Be aware of the importance of sensitively unearthing <i>intention</i> , which may not always be apparent in end result  Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process	As a Class	In Small Groups	One to One	<b>Reflect regularly upon their work, throughout the creative process</b>  <b>Look to the work of others (pupils and artists) to identify how to feed their own work</b>  <b>Take photographs and videos and use digital media as a way to re-see work</b>
	<p>Enjoy listening to other peoples <b>views</b> about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p> <p>Think about <b>why the work was made</b>, as well as <b>how</b>.</p>	<p>Share work to others in small groups, and listen to what they think about what you have made.</p> <p>Make <b>suggestions</b> about other people’s work, using things you have <b>seen or experienced</b> yourself.</p> <p>Take <b>photos</b> of work made so that a <b>record</b> can be kept, to be added to a <b>digital folder/presentation</b> to capture progression. Use documenting the artwork as an opportunity for <b>discussion</b> about how to <b>present work</b>, and a chance for pupils to use <b>digital media</b>.</p>	<p>Talk to a peer or teacher about the artwork made and <b>share</b> what you have <b>enjoyed</b> during the <b>process</b>, and what you like about the <b>end result</b>. <b>Discuss problems</b> which came up and how they were <b>solved</b>. Think about what you might <b>try</b> next time.</p>	

	Year 4 – Knowledge & Understanding		By the end of Year 4 Children should be able to...
<b>Knowledge &amp; Understanding</b>  <b>Teachers should:</b>  Recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experiential understanding about what it is to be a creative human.	Formal	Experiential	
	<p>Each child should:</p> <ul style="list-style-type: none"><li>• Know the names of tools, techniques and formal elements (in pink above and below)</li><li>• Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</li><li>• Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</li><li>• Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with</li></ul>	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"><li>• Discover that art is subjective (we all have our own legitimate understanding)</li><li>• Experience the connection between brain, hand and eye</li><li>• Understand ideas can come through hands-on exploration</li><li>• Develop their knowledge of what different materials and techniques can offer the creative individual</li><li>• Work at different scales, alone and in groups</li><li>• Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge)</li><li>• Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others</li></ul>	

## Assessment Questions

Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:

- Tell me about that you are making and what inspired you
- What might you do next?
- Tell me about the materials and techniques you are using
- What have you discovered?
- How do you feel about the end result?
- What kinds of problems did you encounter and how did you get round them?
- Tell me about things you really liked or enjoyed
- What would you like to explore more of?

**Remember! “Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported”**

**Year 5**



	Year 5 – Generating Ideas			By the end of Year 5 Children should be able to...
Generating Ideas	Through Sketchbooks	By Looking & Talking	Through Making	Engage in open-ended research and exploration to initiate and develop personal ideas
Teachers should:	Continue to develop a “ <b>sketchbook habit</b> ”, using a sketchbook as a place to record individual response to the world.	Enjoy looking at <b>artwork</b> made <b>by artists, craftspeople, architects</b> and <b>designers</b> . Discuss artist’s intention and <b>reflect upon your response</b> .	Use growing knowledge of how <b>materials and medium</b> act, to help <b>develop ideas</b> . Continue to <b>generate ideas</b> through space for playful making.	Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information
Feel able to model sketchbook use <i>alongside</i> pupils (i.e. keep their own sketchbook)	Begin to feel a <b>sense of ownership</b> about the sketchbook, which means allowing every child to work at <b>own pace, following own exploration</b> .	Look at <b>artforms</b> beyond the visual arts: <b>literature, drama, music, film</b> etc and <b>explore</b> how they <b>relate</b> to your <b>visual art form</b> .	Explore how ideas <b>translate and develop</b> through <b>different medium</b> (i.e. a drawing in pencil or a drawing in charcoal).	Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration
Let pupils <i>discover and share</i> for themselves	Increasingly see the sketchbook as a <b>place which raises questions which can be explored/answered outside the sketchbook</b> , so that the <b>link between sketchbook and journey and outcome becomes understood</b> .	Look at a variety of types of <b>source material</b> and understand the differences. Be given <b>time and space</b> to engage with the <b>physical world</b> to stimulate a <b>creative response</b> (visiting, seeing, holding, hearing), <b>including found and manmade objects</b> .		
Enable pupils to build confidence in their own ideas	<b>Practice and develop</b> sketchbook use, incorporating the following activities: <b>drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...</b>	Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> <li>• Describe the artwork.</li> <li>• What do you like/dislike? Why?</li> <li>• Which other senses might you bring to this artwork? How does it make you feel?</li> <li>• What is the artist saying to us in this artwork?</li> <li>• How might it inspire you to make your own artwork?</li> <li>• Who or what else might you look at to help feed your creativity?</li> </ul> Take part in small scale <b>crits</b> throughout so that <b>brainstorming</b> becomes part of the <b>creative process</b> .		

	Year 5 - Making			By the end of Year 5 Children should be able to...
<b>Making</b>  <b>Teachers should:</b>  Balance time in which you sensitively model a technique, with plenty of time for pupils to enjoy open-ended exploration, and project-based learning  Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)	Architecture & Making	Drawing, Making, Colour	Design & Making	<b>Confidently investigate and explore new materials, beginning to lead their own search for new experiences</b>  <b>Use acquired technical expertise, combined with beginning to listen and trust “instinct” to help make choices, to make work which effectively reflects ideas and intentions</b>  <b>Feel safe enough to take creative risks</b>
	Explore <b>architecture</b> of another <b>time</b> and / or <b>culture</b> , and make individual work in response to what is seen. Enable <b>evolution</b> of <b>ideas</b> through a <b>combination</b> of <b>design through making</b> and <b>drawn inspiration</b> .  <b>Develop visual literacy skills:</b> explore how we <b>look at</b> and <b>respond to</b> things <b>people have made</b> , and then include this awareness when making sculpture.	Continue with the <b>key drawing exercises</b> .  Explore the <b>relationship</b> of <b>line, form and colour</b> .  Follow a series of <b>guided activities</b> which each offer pupils an opportunity to make their own <b>individual creative response</b> .  Explore <b>sculptural ideas</b> of <b>balance</b> ( <b>physical and aesthetic</b> ) and <b>creative risk taking</b> and <b>play</b> , .	Explore <b>relationship between sculpture and design</b> through a <b>sketchbook project</b> which takes <b>film/literature/drama as its starting point</b> and facilitates an <b>open-ended sculptural exploration</b> , with children working at their <b>own pace</b> and <b>following their own journey</b> .  Enable sketchbook work above to <b>evolve and inform</b> into a <b>sculpture project</b> . <b>Combine and construct</b> with a <b>variety of materials</b> , including modelling and paint.  Explore <b>scaling up drawings</b> , bringing in all <b>mark-making skills</b> previously learnt, and using <b>technique</b> to provide <b>opportunity to transform original</b> .  <b>Paint on new surfaces</b> (e.g. <b>stone, fabric, walls, floors</b> and work <b>collaboratively</b> to produce images in <b>new contexts</b> .	

	Year 5 - Evaluating			By the end of Year 5 Children should be able to...
<b>Evaluating</b>  <b>Teachers should:</b>  Be aware of the importance of sensitively unearthing <i>intention</i> , which may not always be apparent in end result  Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process	As a Class	In Small Groups	One to One	<b>Regularly analyze and reflect upon progress taking into account of intention</b>  <b>Look to the work of others (pupils and artists) to identify how to feed their own work</b>  <b>Take photographs and videos and use digital media as a way to re-see work</b>
	<p>Feel able to express and share an opinion about the artwork.</p> <p>Discuss <b>why the work was made</b>, as well as <b>how</b>.</p> <p><b>Share your response</b> to the artwork.</p> <p>Ask <b>questions</b> about <b>process, technique, idea or outcome</b>.</p>	<p>Share work to others in small groups, and <b>listen to what they think about what you have made</b>.</p> <p>Make <b>suggestions</b> about other people's work, using things you have <b>seen or experienced</b> yourself.</p> <p>Take <b>photos</b> of work made so that a <b>record</b> can be kept, to be added to a <b>digital folder/presentation</b> to capture progression. Use documenting the artwork as an opportunity for <b>discussion</b> about how to <b>present work</b>, and a chance for pupils to use <b>digital media</b></p> <p><b>Present work</b> in retrospect, i.e. to class, assembly or parents.</p>	<p>Talk to a peer or teacher about the artwork made and <b>share</b> what you have <b>enjoyed</b> during the <b>process</b>, and what you like about the <b>end result</b>. <b>Discuss problems</b> which came up and how they were <b>solved</b>. Think about what you might <b>try</b> next time.</p> <p>Share how other artists/artwork <b>inspired</b> you and how your work fits into larger <b>context</b>.</p>	



	Year 5 – Knowledge & Understanding		By the end of Year 5 Children should be able to...
<b>Knowledge &amp; Understanding</b>  <b>Teachers should:</b>  Recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experiential understanding about what it is to be a creative human.	Formal	Experiential	
	Each child should: <ul style="list-style-type: none"> <li>• Know the names of tools, techniques and formal elements (in pink above and below)</li> <li>• Research and discuss ideas and approaches of range of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</li> <li>• Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes</li> <li>• Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with</li> </ul>	Each child should be given the opportunity to: <ul style="list-style-type: none"> <li>• Discover that art is subjective (we all have our own legitimate understanding)</li> <li>• Experience the connection between brain, hand and eye</li> <li>• Understand ideas can come through hands-on exploration</li> <li>• Develop their knowledge of what different materials and techniques can offer the creative individual</li> <li>• Work at different scales, alone and in groups</li> <li>• Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey</li> <li>• Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others</li> </ul>	

## Assessment Questions

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- What have you discovered?
- How do you feel about the end result?
- What kinds of problems did you encounter and how did you get round them?
- Tell me about things you really liked or enjoyed
- What would you like to explore more of?
- What is the potential of what you have done? What could you do next?

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**Year 6**



	Year 6 – Generating Ideas			By the end of Year 6 Children should be able to...
<b>Generating Ideas</b>  <b>Teachers should:</b>  Feel able to model sketchbook use <i>alongside</i> pupils (i.e. keep their own sketchbook)  Let pupils <i>discover and share</i> for themselves  Enable pupils to build confidence in their own ideas	Through Sketchbooks	By Looking & Talking	Through Making	<b>Independently develop a range of ideas which show curiosity, imagination and originality</b>  <b>Investigate, research and test ideas and plans using sketchbooks and other approaches</b>  <b>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration</b>
	<p>Continue to develop a “<b>sketchbook habit</b>”, using a sketchbook as a place to record individual response to the world. Begin to feel a <b>sense of ownership</b> about the sketchbook, which means allowing every child to work at <b>own pace, following own exploration</b>.</p> <p>Increasingly see the sketchbook as a <b>place which raises questions which can be explored/answered outside the sketchbook</b>, so that the <b>link between sketchbook and journey and outcome becomes understood</b>.</p> <p><b>Practice and develop</b> sketchbook use, incorporating the following activities: <b>drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...</b></p>	<p>Enjoy looking at <b>artwork</b> made <b>by artists, craftspeople, architects and designers</b>. Discuss <b>artist’s intention</b> and <b>reflect upon your response</b>. Look at <b>artforms</b> beyond the visual arts: <b>literature, drama, music, film</b> etc and <b>explore</b> how they <b>relate</b> to your <b>visual art form</b>.</p> <p>Look at a variety of types of <b>source material</b> and understand the differences.</p> <p>Be given <b>time and space</b> to engage with the <b>physical world</b> to stimulate a <b>creative response</b> (visiting, seeing, holding, hearing), <b>including found and manmade objects</b>.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"><li>• Describe the artwork.</li><li>• What do you like/dislike? Why?</li><li>• Which other senses might you bring to this artwork? How does it make you feel?</li><li>• What is the artist saying to us in this artwork?</li><li>• How might it inspire you to make your own artwork?</li><li>• Who or what else might you look at to help feed your creativity?</li></ul> <p>Take part in small scale <b>crits</b> throughout so that <b>brainstorming</b> becomes part of the <b>creative process</b>.</p>	<p>Use growing knowledge of how <b>materials and medium act</b>, to help <b>develop ideas</b>. Continue to <b>generate ideas through space for playful making</b>.</p> <p><b>Explore how ideas translate and develop</b> through <b>different medium</b> (i.e. a drawing in pencil or a drawing in charcoal).</p>	

	Year 6 - Making			By the end of Year 6 Children should be able to...
<p><b>Making</b></p> <p><b>Teachers should:</b></p> <p>Balance time in which you sensitively model a technique, with plenty of time for pupils to enjoy open-ended exploration, and project-based learning</p> <p>Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)</p>	Drawing, Making	Drawing & Narrative	Design & Making	<p><b>Independently take action to refine technical and craft skills to improve mastery of materials and techniques</b></p> <p><b>Confidently follow intuition and instinct during the making process, making intelligent and confident creative choices</b></p> <p><b>Independently select and effectively use relevant processes in order to create successful and finished work</b></p> <p><b>Feel safe enough to take creative risks, enjoying the journey</b></p>
	Continue with the <b>key drawing exercises</b> .	Explore <b>sequential</b> drawing and	Explore <b>set design</b> using <b>mixed media</b> and linking <b>literature, drama, music and design</b> .	
	Revisit <b>still life</b> . Develop drawing skills using <b>observational drawing</b> .	<b>narrative</b> e.g. <b>manga and graphic novels</b> , possibly linking into develop into <b>set design</b> .	Explore <b>transformation of materials</b> following <b>own journey</b> to <b>produce</b> an <b>object</b> which <b>conveys personality</b> of <b>maker/designer</b> .	
	Explore <b>drawing and mark making</b> on <b>new surfaces</b> , e.g. <b>clay</b> , linking to <b>genres</b> such as <b>portraiture</b> or <b>landscape</b> .			
	Develop <b>clay</b> (and drawing) skills by creating <b>pinch pots</b> based upon <b>still life observation</b> .			
	Explore <b>geometric design/pattern / structure</b> .			

	Year 6 - Evaluating			By the end of Year 6 Children should be able to...
<b>Evaluating</b>  Teachers should:  Be aware of the importance of sensitively unearthing <i>intention</i> , which may not always be apparent in end result  Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process	As a Class	In Small Groups	One to One	<b>Provide a reasoned evaluation of both their own work and professionals work which take into account starting points, intentions and contexts</b>  <b>Regularly analyze and reflect upon progress taking into account of intention</b>  <b>Take photographs and videos and use digital media as a way to re-see work</b>
	<p>Feel able to express and share an <b>opinion</b> about the artwork.</p> <p>Discuss <b>why the work was made</b>, as well as <b>how</b>.</p> <p><b>Share your response</b> to the artwork.</p> <p>Ask <b>questions</b> about <b>process, technique, idea or outcome</b>.</p>	<p>Share work to others in small groups, and <b>listen to what they think about what you have made</b>.</p> <p>Make <b>suggestions</b> about other people’s work, using things you have <b>seen or experienced</b> yourself.</p> <p>Take <b>photos</b> of work made so that a <b>record</b> can be kept, to be added to a <b>digital folder/presentation</b> to capture progression. Use documenting the artwork as an opportunity for <b>discussion</b> about how to <b>present work</b> as an artist/maker/designer would to a client, and a chance for pupils to use <b>digital media</b></p> <p><b>Present work</b> in retrospect, i.e. to class, assembly or parents.</p>	<p><b>Talk</b> to a peer or teacher about the artwork made and <b>share</b> what you have <b>enjoyed</b> during the <b>process</b>, and what you like about the <b>end result</b>. <b>Discuss problems</b> which came up and how they were <b>solved</b>. Think about what you might <b>try</b> next time.</p> <p>Share how other artists/artwork <b>inspired</b> you and how your work fits into larger <b>context</b>.</p>	

	Year 6 – Knowledge & Understanding		By the end of Year 6 Children should be able to...
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	<p>Each child should:</p> <ul style="list-style-type: none"><li>• Know the names of tools, techniques and formal elements (in pink above and below)</li><li>• Be happy to describe, interpret and explain the work, ideas and working practices of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</li><li>• Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes</li><li>• Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with</li></ul>	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"><li>• Discover that art is subjective (we all have our own legitimate understanding)</li><li>• Experience the connection between brain, hand and eye</li><li>• Understand ideas can come through hands-on exploration</li><li>• Develop their knowledge of what different materials and techniques can offer the creative individual</li><li>• Work at different scales, alone and in groups</li><li>• Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey</li><li>• Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others</li></ul>	



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