



ST MARY'S CATHOLIC PRIMARY SCHOOL

Art – Progression of Skills

EYFS

Generating exploring and developing ideas				
Teachers should	Through Sketchbooks	By looking and talking	Through playing	By the end of EYFS:
Pose questions: What has a happened? What if you? How did you do this? Set up opportunities to explore and colour mix	Begin to mark make – and use their sketchbook for some experiments To show progress from start to end of year (1 or 2 planned examples)	Talk about what happens when they mix different colours Talk about what different textures feel like	Explore what happens when they mix colours Experiments to create and feel different textures Look at and explore what happens when they mix different media together Manipulates materials to get a planned effect e.g. Playdoh Use simple tools competently and appropriately e.g. Brushes, scissors Selects resources	Children should be able to work purposefully responding to colour, shape, and material. Be able to create simple representations of people and other things. Work spontaneously and enjoy the act of creating. Sustain concentrating when using different tools to explore. Talk about features of their work and others. Know that art is made by artists and that it is valued for its qualities. Explain what they are doing in their work.

Playing and making						By the end of EYFS:
Teachers should	Drawing	Painting	Printmaking	Textiles / collage	3D	
Provide children with a range of resources to develop skills Model how to use the resources Explore alongside the children Talk to the children about what they think and feel about their work and the work of other artists	Children should have experience of using a range of different mark making tools to draw with Pencil Pen Chalk Charcoal Mud Sticks etc.	Explore what happens when they mix colours Choose colours for a purpose Name the colours they are using Give meanings to marks as they paint	Use simple tools and techniques Use objects to make prints in paint on to paper / fabric Use textures from around the room / outside and explore what happens when they are pushed into	Make prints / paint on to fabric Do some simple sewing / stitches to do some pinch sewing Weaving using natural materials Or weaving with paper / wool	Use clay or other malleable material to make / explore Use and create models from junk Manipulate materials to create a planned effect- use tools and techniques appropriately to	Children should be able to work purposefully responding to colour, shape, and material. ENJOY making and being CREATIVE Be able to create simple representations of people and other things

	<p>Work on using anticlockwise movements and retrace vertical lines</p> <p>Use a pencil and hold it effectively</p> <p>Look at the work of artists who have drawn in different ways</p> <p>Have opportunities to draw from first-hand experience and to observe in detail.</p>	<p>Talk about what they are painting and what they have painted Be able to talk about what they like and why.</p> <p>Look at paintings by other artists.</p>	<p>playdough or clay to create a print.</p>	<p>Use paper and other materials to create a picture /collage</p>	<p>shape, assemble and join.</p>	<p>Work spontaneously and enjoy the act of creating. Sustain concentrating when using different tools to explore. Talk about features of their work and others Know that art is made by artists and that it is valued for its qualities. Enjoy looking at artwork and talking about how it makes them feel and what they think of when they look at it. Explain what they are doing in their work.</p>
--	--	--	---	---	----------------------------------	--

YEAR 1

Generating, exploring, and developing ideas				
Teachers should	Through sketchbooks	By looking and talking	By playing and investigating	By the end of Year 1 children should:
<p>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</p>	<p>Introduce “sketchbook” as being a place to record individual response to the world. Record and explore ideas from first hand observation, experience, and imagination.</p> <p>Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting).</p> <p>Develop a “sketchbook habit”.</p> <p>Begin to feel a sense of ownership about the sketchbook.</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects, and designers, and finding elements which inspire. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing).</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> • Describe what you can see. • Describe what you like? Why? • How does it make you feel? 	<p>Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome</p>	<p>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</p>

		<p>What would you like to ask the artist?</p> <p>Ask and answer questions about the starting points for their work and develop their ideas.</p>		
--	--	---	--	--

Making						
Teachers should:	Drawing	Painting	Printmaking	Textiles / Collage	3D	By the end of Year 1 children should be able to:
<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>Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk, and other dry media.</p> <p>Explore mark making to start to build mark-making vocabulary</p> <p>Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and experimental drawing, to share what is felt</p> <ul style="list-style-type: none"> Use a sketchbook to gather and collect artwork. <p>Become familiar with 2 or more drawing exercises repeated over time to build skill.</p> <p>Begin to explore the use of line, shape, and colour</p>	<p>Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours. Mix secondary colours and shades</p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects</p> <p>Benefit from experiences learnt through drawing (mark-making, observational drawing, experimental drawing) and apply these skills to painting and collage:</p> <p>Enjoy discovering the interplay between materials for example wax and watercolour using different types of paint.</p> <p>Create different textures e.g. use of sawdust</p>	<p>Explore simple printmaking.</p> <p>For example, using plasticine, found materials</p> <p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative.</p> <p>Use rollers or the backs of spoon to create pressure to make a print.</p> <p>Carry out different printing techniques e.g. monoprint, block, relief, and resist printing.</p> <p>Explore pattern, line, shape, and texture</p> <ul style="list-style-type: none"> Make rubbings. <p>Build a repeating pattern and recognise pattern in the environment.</p>	<p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <p>How to thread a needle, cut, glue and trim material.</p> <p>Create images from imagination, experience, or observation.</p> <p>Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>Explore, discover, and invent ways for 2d to transform into 3d sculpture. This might be through creating drawings or prints on paper which are then folded, through collage which becomes relief, through 2d shapes which are cut out and constructed</p> <p>Experiment with, construct and join recycled, natural, and man-made materials.</p> <p>Explore shape and form</p> <p>Explore modelling materials such as Modroc, clay, and plasticine in an open-ended manner, to discover what they might do</p> <p>Manipulate clay in a variety of ways, e.g. rolling, kneading, n6hand shaping.</p> <p>Explore sculpture with a range of</p>	<p>Try out a range of materials & 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 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>

					malleable media, especially clay Use basic tools to help deconstruct (scissors) and then construct	
--	--	--	--	--	---	--

Evaluating				
Teachers should	As a class	In small groups	One to one	By the end of Year 1 children should:
Talk to the children about what they are doing / have done and why they have made the choices they have. Try to sensitively unearth their intention which may not be apparent in the result. Talk about the process that has taken place.	Enjoy listening to other people's opinions about artwork made by other children and by well-known artists. Feel able to express and share an opinion about the work.	Share work in a small group Listen to what they like about what you have made.	Talk to a peer or a teacher / adult about the artwork made and share what you enjoyed and what you like about the end results .	Show an interest in and describe what they like about the work of others. Take pleasure in the work they have created and see that it gives others pleasure. Begin to take photos using digital media. Look back on their starting point and begin to recognise that they have developed an idea.

Knowledge and understanding		By the end of the year children should be able to:
Teachers should	Formal – each child should know	Experiential
Recognise that a more valuable learning experience in art comes from children being taught a mixture of technical, formal knowledge as well as being given the opportunity to experiment with these processes for themselves . The children will then begin to understand about what it is to be creative.	How to recognise and describe some simple characteristics of different kinds of art , craft, and design. The names of tools and techniques and formal elements	Each child should have to opportunity to discover. That art is subjective and that we all have our own understanding. Begin to feel confident at expressing their preferences but recognise that it may not be the same as their friend. Understand that they can get ideas by exploring first hand. Begin to build a knowledge of what different materials behave like and start to recognise what you can use them for. Work on different scales, alone and in groups.

Vocabulary and assessment questions

Teachers should consider assessment as a holistic process; it should take place in every art lesson via 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

Generating ideas				
Teachers should	Through sketchbooks	Through looking and talking	Through making	By the end of Year 2 children should be able to:
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	Develop a 'sketchbook habit' using a sketchbook as a place to record and respond to the world. Begin to feel a sense of ownership about the sketchbook. Practice and develop sketchbook use incorporating the following; Drawing to discover Drawing to show what you have seen. Drawing to experiment collecting sticking, writing notes...	Enjoy looking at artwork made by artists, craftspeople, architects, and designers and finding elements which inspire. Look at a variety of types of source material and understand the differences including images on screen and in books and websites, galleries, and objects in museums. Be given time and space to engage with the physical world to stimulate a creative response. Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> • Describe what you can see. • Describe what you like? Why? • How does it make you feel? • What would you like to ask the artist? 	Generate ideas through exploration of materials, building an understanding of what each material can do, how it can be constructed, being open during the process to unexpected ideas.	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 Enjoy trying out different activities and make both informed, and intuitive choices about what to do next, letting practical experience feed ideas. Use drawing to record and discover ideas and experiences.

Making							
Teachers should	Through Sketchbooks	Through drawing	Painting	Printmaking	Textiles and collage	3D (inc. architecture and digital media)	By the end of Year 2 children should be able to:
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)	Use their sketchbooks to explore, investigate and comment Explore how to create space and places within the sketchbook to help develop sketchbook approach to include collecting, making drawings on different surfaces, and on different shapes of paper. taking ownership of sketchbooks 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.	Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax, and charcoal. Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination. These might include figurative, still life and landscape Use drawings as basis for developing work in other media.	Continue to mix colours experientially (i.e. encourage pupils to “try and see”) Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project e.g. autumn leaves / mixing warm and cold colours Explore painting on different surfaces, such as crumpled tissue paper and different scales Use new colour mixing knowledge and transfer it to other media,	Explore simple mono printing techniques using carbon paper, using observational drawing skills and mark making skills explored through drawing (column 2), and colour mixing skills (column 3)	Use a variety of techniques, including weaving, fabric crayons and wax or oil resist. Create textured collages from a variety of media. Stitch, knot and use other manipulative skills.	Explore how 2d can become 3d through “design through making Use digital media (film and still photos) to create records of things made. Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural, and man-made materials more confidently	Try out a range of materials and processes. Recognise they have different qualities. Use materials purposefully to achieve 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 techniques for a given purpose. Develop and exercise some care and control over the range of materials they use.

Evaluating				
Teachers should	As a class	In small groups	One to one	
Talk to the children about what they are doing / have done and why they have made the choices they have. Try to sensitively unearth their intention which may not be apparent in the result.	Enjoy listening to other people’s opinions about artwork made by other children and by well-known artists. Feel able to express and share an opinion about the work.	Share work in a small group Listen to what they like about what you have made. Take photos and keep as a digital record	Talk to a peer or a teacher / adult about the artwork made and share what you enjoyed and what you like about the end results .	By the end of the year children should be able to: Show interest in and describe what they think about the work of others.

Talk about the process that has taken place.		Begin to contribute to presentations that show progression of skills. Children to record their responses in sketchbooks.		Take pleasure in the work they have created and see that it gives other people pleasure. Understand how evaluating creative work <i>during</i> the process, as well as at the end, helps feed the process. Begin to take photographs and use digital media to review work. When looking at creative work express clear preferences and give some reasons.
--	--	--	--	---

Knowledge and understanding		By the end of Year 2 children should be able to:
	Formal	Experiential
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.	Each child should: <ul style="list-style-type: none"> • Know how to recognise and describe some simple characteristics of different kinds of art, craft, and design • 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 talk about the materials, techniques and processes they have used, using an appropriate vocabulary 	Each child should be given the opportunity to: <ul style="list-style-type: none"> • Discover that art is subjective (we all have our own legitimate understanding). • Begin to feel confident to express a preference in. • Experience the connection between brain, hand, and eye. • Understand ideas can come through hands-on exploration. • Begin to build knowledge of what different materials and techniques can offer the creative individual. • Work at different scales, alone and in groups.

Vocabulary and assessment questions	By the end of year 2 children should be able to:
Assessment Questions Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils: <ul style="list-style-type: none"> • 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

Generating, exploring, and developing ideas					
Teachers should	Through sketchbooks	Looking and talking	Through making	Digital Media	By the end of Year 3 children should be able to:
<p>Teachers should:</p> <p>Feel able to model sketchbook use <i>alongside</i> pupils (i.e. keep their own sketchbook)</p> <p>Let pupils <i>discover and share</i> for themselves</p> <p>Enable pupils to build confidence in their own ideas</p>	<p>Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration</p> <p>Practice and develop sketchbook use, incorporating the following activities: 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...</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects, and designers.</p> <p>Discuss artist's intention and reflect upon your response.</p> <p>Look at artforms beyond the visual arts: literature, drama, music, film etc. and explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and understand the differences.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <p>Describe what you see</p>	<p>Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making.</p> <p>Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>	<p>Use digital media to identify and research artists, craftspeople, architects, and designers.</p>	<p>Gather and review information from different sources (primary and secondary), references and resources related to their ideas and intentions.</p> <p>Use a sketchbook for different purposes, including recording observations, planning, and shaping ideas.</p>

		<p>What do you like/dislike? Why</p> <p>What is the artist saying to us in this artwork?</p> <p>How does it make you feel?</p> <p>How might it inspire you in making your own art?</p>			
--	--	--	--	--	--

Making						
Teachers should	Drawing	Painting	Printmaking	Textiles and collage	3D, Architecture & Digital Media	By the end of Year 3 children should be able to:
<p>Teachers should:</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>Practice observational drawing from the figure,</p> <p>Using observational drawing as a starting point, Make larger scale drawing from observation and imagination</p> <p>Continue to familiarize with sketchbook / drawing exercises.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings, as necessary.</p>	<p>Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome, Mix a variety of colours, and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Explore painting on new surfaces using colour as decoration Experiment with different effects and textures including blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g.</p>	<p>Develop Prints using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>to explore pattern and shape, creating designs for printing</p>	<p>Use a variety of techniques, such as printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching. Cutting and joining.</p> <p>Experiment with a range of media e.g. overlapping, layering etc.</p>	<p>Make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture,</p> <p>Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills,</p> <p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Explore how combinations of materials such as wire,</p>	<p>Develop practical skills by experimenting with and testing the qualities of a range of materials and techniques</p> <p>Select and use appropriately a variety of materials and techniques to create their own work.</p> <p>Be excited by the potential to create and feel empowered to begin to undertake their own exploration</p>

	<p>Draw for a sustained period at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape, and pattern.</p>	thin brush on small picture etc.			<p>paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick).</p> <p>Cut and join wood safely and effectively.</p> <p>Make a simple papier mache object.</p> <p>Plan, design and make models.</p> <p>Use digital media to make animations</p>	
--	---	----------------------------------	--	--	--	--

Knowledge and Understanding		
Teachers should	Formal	Experiential
<p>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.</p>	<p>Each child should:</p> <ul style="list-style-type: none"> • Know the names of tools, techniques, and formal elements • 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. 	<p>By the end of Year 3 each child should be given the opportunity to:</p> <ul style="list-style-type: none"> • Discover that art is subjective. • 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.

	<ul style="list-style-type: none"> Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with. 	<ul style="list-style-type: none"> Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others' work.
--	--	--

Vocabulary and assessment questions

Assessment Questions Year 3

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 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

Generating ideas					
Teachers should	Through sketchbooks	By looking and talking	Through making	Digital Media	By the end of Year 4 children should be able to:
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	Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the	Enjoy looking at artwork made by artists, craftspeople, architects, and designers. Discuss artist's intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama,	Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making. Explore how ideas translate and develop	Use digital media to identify and research artists, craftspeople, architects, and designers	Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential Understand sketchbooks are places to explore personal

<p>Enable pupils to build confidence in their own ideas</p>	<p>sketchbook, which means allowing every child to work at own pace, following own exploration</p> <p>Practice and develop sketchbook use, incorporating the following activities: 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...</p>	<p>music, film etc. and explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and understand the differences.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> • Describe the artwork. • What do you like/dislike? Why? • Which other senses can you bring to this artwork? • What is the artist saying to us in this artwork? • How might it inspire you to make your own artwork? • If you could take this artwork home, where would you put it and why? 	<p>through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>		<p>creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration.</p> <p>Use sketchbooks, together with other resources, to understand how inspiration can come from many rich and personal sources to feed into creative projects</p>
---	--	--	--	--	---

Making						
Teachers should:	Drawing	Painting	Print making	Textiles and collage	3D (Architecture & Digital Media)	By the end of Year 4 children should be able to:
<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 signs that they are 'owning' their learning).</p>	<p>Continue to familiarize with sketchbook / drawing exercises Collect images and information independently in a sketchbook.</p> <p>Make informed choices in drawing including paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line, and texture.</p> <p>Use growing technical skill and knowledge of different drawing materials</p> <p>Layering of media, mixing of drawing media.</p>	<p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p>	<p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with to get the effect they want.</p> <p>Resist printing including marbling, silkscreen and coldwater paste.</p> <p>Combine artforms such as collage, painting, and printmaking in mixed media projects.</p>	<p>Match the tool to the material.</p> <p>Combine skills more readily.</p> <p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>Experiments with paste resist.</p> <p>Develop design through making skills and collaborative working skills through fashion design. Explore paper and card manipulation skills to build 3D forms.</p>	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space, and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled, or constructed.</p> <p>Use a variety of materials</p> <p>Work with a modelling material (clay or plasticine)</p> <p>Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually</p>	<p>Investigate the nature and qualities of different materials and processes.</p> <p>Apply technical skills to improve quality of work, combined with beginning to listen and trust "instinct" to help make choices.</p> <p>Be excited by the potential to create and feel empowered to undertake their own exploration.</p>

Evaluating				
Teachers should	As a class	In small groups	One to one	By the end of Year 4 children should be able to:
<p>Be aware of the importance of sensitively unearthing <i>intention</i>, which may not always be apparent in result</p> <p>Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process</p>	<p>Enjoy listening to other people's views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p> <p>Think about why the work was made, as well as how.</p>	<p>Share work to others in small groups and listen to what they think about what you have made.</p> <p>Make suggestions about other people's work, using things you have seen or experienced yourself.</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 result. Discuss problems which came up and how they were solved. Think about what you might try next time.</p>	<p>Reflect regularly upon their work, throughout the creative process.</p> <p>Look to the work of others (pupils and artists) to identify how to feed their own work.</p> <p>Take photographs and videos and use digital media to review work.</p>

Knowledge & Understanding		
Teachers should	Formal	Experiential
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.	<p>Each child should:</p> <ul style="list-style-type: none"> • Know the names of tools, techniques, and formal elements. • 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. • 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 chosen to work with. 	<p>By the end of Year 4 children should be able to:</p> <ul style="list-style-type: none"> • 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' work.
Vocabulary and assessment		
<p>Assessment Questions</p> <p>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> • 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 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? <p>Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"</p>		

YEAR 5

Generating ideas					
Teachers should	Through sketchbooks	By looking and talking	Through making	Digital media	By the end of Year 5 children should be able to:
<p>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>	<p>Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration. Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood. Practice and develop sketchbook use, incorporating the following activities: 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...</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects, and designers. Discuss artist’s intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama, music, film etc. and explore how they relate to your visual art form. Look at a variety of types of source material and understand the differences. Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects. Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> • Describe the artwork. • What do you like/dislike? Why? • Which other senses might you bring to this artwork? How does it make you feel? • What is the artist saying to us in this artwork? • How might it inspire you to 	<p>Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making. Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>	<p>Use digital media to identify and research artists, craftspeople, architects, and designers. Use camera phones (still and video) to help “see” and “collect” (digital sketchbook).</p>	<p>Engage in open-ended research and exploration to initiate and develop personal ideas.</p> <p>Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning, and recording information.</p> <p>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration.</p>

		<p>make your own artwork?</p> <ul style="list-style-type: none"> Who or what else might you look at to help feed your creativity? 			
--	--	--	--	--	--

MAKING						
Teachers should	Drawing / sketchbook	Painting	Printmaking	Textiles / collage	3D / architecture Digital media	By the end of Year 5 children should be able to:
<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 Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)</p>	<p>Continue to undertake drawing exercises focus on the properties of the visual elements, line, tone, pattern, texture , shape , colour. – Experiment- Look at how other artists have used these things in their work. Use a variety of source work , Observation, experience, and imagination for starting points. Work for a sustained period. Use their sketchbook to develop their ideas .</p>	<p>Explore the relationship of line, form and colour. Demonstrate a secure knowledge about primary and secondary colours , know about warm, cold, complementary, and contrasting colours, Work on preliminary studies to test media and materials (use sketchbooks to develop ideas) Create imaginative work using a variety of starting points. Paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts</p>	<p>Know about a range of different techniques to make prints . Learn how to use flexi print , relief, mono, and resist printing (batik or flour and water paste) Be able to select an appropriate printing method to suit task Build up layers of colour / texture THINK about how to organise their print in terms of pattern , repetition , symmetry , rotation, reflection</p>	<p>Be able to join fabrics in different ways including stitching. Use threads and stitching to embellish work in other medias as well. Use a range of media to create a collage Experiment with batik techniques.</p>	<p>Describe the different qualities involved in modelling , sculpture, and construction. Use recycle and manmade materials to create sculpture and form. Plan a sculpture through drawing and other preparatory work and – use a sketchbook to show the process , annotate with ideas to show the process and thinking at different stages. Explore relationship between sculpture and design through a sketchbook project</p>	<p>Confidently investigate and explore new materials, beginning to lead their own search for new experiences. 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 Feel safe enough to take creative risks.</p>

Knowledge and understanding		By the end of Year 5 children should be able to:
Teachers should	Formal	Experiential
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.	Know the names of tools, techniques, and formal elements <ul style="list-style-type: none"> • 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 • 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 • Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with 	Each child should be given the opportunity to: <ul style="list-style-type: none"> • 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 to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey. • Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others.

Vocabulary and assessment questions	By the end of year 5 children should be able to:
Assessment Questions Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils: <ul style="list-style-type: none"> • 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 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? Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"	

YEAR 6

Generating ideas

Teachers should	Through sketchbooks	Looking and talking	Through making	Digital media	By the end of Year 6 children should be able to:
<p>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>	<p>Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration. Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood. Practice and develop sketchbook use, incorporating the following activities: 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...</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects, and designers. Discuss artist’s intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama, music, film etc. and explore how they relate to your visual art form. Look at a variety of types of source material and understand the differences. Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects. Develop questions to ask when looking at artworks and /or stimulus: Describe the artwork. What do you like/dislike? Why? Which other senses might you bring to this artwork? How does it make you feel? What is the artist saying to us in this artwork? How might it inspire you to make your own artwork? Who or what else might you look at to help feed your creativity?</p>	<p>Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making. Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>	<p>Use digital media to identify and research artists, craftspeople, architects, and designers. Use camera (still and video) to help “see” and “collect” (digital sketchbook).</p>	<p>Independently develop a range of ideas which show curiosity, imagination, and originality Investigate, research and test ideas and plans using sketchbooks and other approaches. Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration.</p>

Teachers should	Drawing / sketchbook	Painting	Printmaking	Textiles / collage	3D architecture and digital media	By the end of Year 6 children should be able to:
<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>Allow opportunities for drawing exercises</p> <p>Revisit still life and observational drawings e.g. Graphic inky still life or Still life in cubist style.</p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media</p> <p>Identify and link their work to artists that have worked in a similar way to them</p> <p>Develop ideas using mixed media, using a sketchbook to experiment and investigate</p> <p>Manipulate and experiment with the elements of art , line, tone , pattern, shape, space, form, and colour.</p>	<p>Create shades and tints using black and white</p> <p>Know what a shade / tint means</p> <p>Choose appropriate paint, paper, and tools to adapt and extend their work.</p> <p>Carry out preliminary studies and mix colours</p> <p>Work from a variety of sources including those researched and independently.</p> <p>Show and awareness of composition to create a balanced painting.</p>	<p>Describe varied techniques</p> <p>Be familiar with layering prints</p> <p>Be able to confidently print on to different surfaces.</p> <p>Alter , modify and embellish their work</p> <p>Work with increasing independence to achieve a desired outcome.</p>	<p>Be aware of the potential of the material</p> <p>Use different techniques, colours and textures when designing and making</p> <p>To be expressive and analytical to adapt and extend and justify their work.</p>	<p>Develop skills in using clay, slabs , coils, slips etc</p> <p>Create sculptures and constructions with increasing independence.</p>	<p>Independently take action to refine technical and craft skills to improve mastery of materials and techniques.</p> <p>Confidently follow intuition and instinct during the making process, making intelligent and confident creative choices.</p> <p>Independently select and effectively use relevant processes to create successful and finished work.</p> <p>Feel safe enough to take creative risks, enjoying the journey.</p>

Evaluating						
Teachers should	As a class	Small groups	One to one	By the end of Year 6 children should be able to:		
<p>Be aware of the importance of sensitively unearthing <i>intention</i>, which may not always be apparent in result</p> <p>Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process</p>	<p>Feel able to express and share an opinion about the artwork.</p> <p>Discuss why the work was made, as well as how.</p> <p>Share your response to the artwork.</p> <p>Ask questions about process, technique, idea, or outcome</p>	<p>Share work to others in small groups and listen to what they think about what you have made.</p> <p>Make suggestions about other people's work, using things you have seen or experienced yourself.</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 as an artist/maker/designer</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 result. Discuss problems which came up and how they were solved. Think about what you might try next time.</p> <p>Share how other artists/artwork inspired you and how your work fits into larger context.</p>	<p>Provide a reasoned evaluation of both their own work and professionals' work which consider starting points, intentions, and contexts.</p> <p>Regularly analyze and reflect upon progress considering of intention.</p> <p>Take photographs and videos and use digital media to review work.</p>		

		would to a client, and a chance for pupils to use digital media Present work in retrospect, i.e. to class, assembly, or parents		
--	--	--	--	--

Knowledge and understanding		By the end of Year 6 children should be able to:
Teachers should	Formal	Experiential
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	<p>Each child should:</p> <p>Know the names of tools, techniques, and formal elements</p> <ul style="list-style-type: none"> • 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 • 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 • Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with 	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> • 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 to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey • Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others

Vocabulary and assessment questions	By the end of Year 6 children should be able to:
<p>Assessment Questions</p> <p>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</p> <ul style="list-style-type: none"> • 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 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? <p>Remember! "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported"</p>	