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Welcome to the AccessArt Progression Plan for Primary Art 2020

Covering:

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

Find further information relating to the AccessArt Progression Plan for Primary Art here.

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.

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Important Information

We believe the curriculum we present via our **Exemplar Plans**, and our working methods shared via our **Progression Plan**, provide schools with a way to access a rich art education for pupils, of which schools can be proud.

The curriculum AccessArt shares is based upon our ethos which has developed over many years and which we believe has creative integrity. In the creation of the Progression Plan we have taken the opportunity to present schools with what we believe will be the best possible art education for their pupils, building and enhancing upon what already exists.

Schools should note that the majority of our resources are created by artist-educators. Some but by no means all were created in formal education settings. It is up to teachers to assess on an individual or school community basis if the resources are right for your school, and how they might best be adapted to suit your needs.

All resources cited in both the Exemplar Plans and the Progression Plan are examples only, and there are many more resources in the evolving AccessArt database which may suit your needs better.

AccessArt presents our work to schools in good faith, but we cannot guarantee and are not responsible for the way the approach is received.

Year 1

Year 1 – Generating Ideas

Generating Ideas	Through Sketchbooks	By Looking & Talking	By Playing	By the end of Year 1 Children should be able to…
Teachers should: Feel able to model sketchbook use *alongside* pupils (i.e. keep their own sketchbook) Let pupils *discover and share* for themselves	Introduce "sketchbook" as being a place to record individual response to the world. Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting). Develop a "sketchbook habit". Begin to feel a sense of ownership about the sketchbook.	Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire. Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing). Develop questions to ask when looking at artworks and /or stimulus: • 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 playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.	**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**

Year 1 - Making

By the end of Year 1 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

Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal. Please see curriculum planning art

Explore mark making to start to build mark-making vocabulary e.g. drawing soft toys and drawing feathers

Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt. Please see observational and experimental drawing and making magic spells and Woodland Exploration

Become familiar with 2 or more drawing exercises repeated over time to build skill. See Drawing Exercises at start here drawing

Painting & Collage

Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours. e.g. exploring colour

Benefit from experiences learnt through drawing (in column 1) (mark-making, observational drawing, experimental drawing) and apply these skills to painting and collage:
e.g. mark making with acrylic paint and painting a rainbow-forest

Enjoy discovering the interplay between materials for example wax and watercolour
wax resist autumn leaves

Printmaking

Explore simple printmaking.
For example using plasticine, found materials or quick print foam, plasticine printmaking or everyday printmaking

Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative. Use rollers or the backs of spoon to create pressure to make a print.

Explore pattern, line, shape and texture.

3D

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 with.
For example making birds

Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do. modroc plasterboard or making modroc sculpture

Use basic tools to help deconstruct (scissors) and then construct (glue sticks).

Try out a range of materials & processes and Recognise they have different qualities

Explore materials in a playful and open-ended manner

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

Year 1 - Evaluating

Evaluating	As a Class	In Small Groups	One to One	By the end of Year 1 Children should be able to…
Teachers should: Be aware of the importance of sensitively unearthing *intention*, 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.	**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**

Year 1 – Knowledge & Understanding

By the end of Year 1 Children should be able to…

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	Experiential
Each child should know: • How to recognise and describe some simple characteristics of different kinds of art, craft and design • The names of tools, techniques and formal elements (in pink above and below)	Each child should be given the opportunity to: • Discover that art is subjective (we all have our own legitimate understanding) • Begin to feel confident to express a preference in…. • 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

Year 1 – Vocab & Assessment Questions

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…

Generating Ideas

Teachers should:

Feel able to model sketchbook use *alongside* pupils (i.e. keep their own sketchbook)

Let pupils *discover and share* for themselves

Through Sketchbooks

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.

Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes…

By Looking & Talking

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, images in books and websites, art work in galleries and objects in museums.

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 what you can see.
- Describe what you like? Why?
- How does it make you feel?
- What would you like to ask the artist?

Through Making

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

Year 2 Making

Making	Sketchbooks	Drawing	Painting	Printmaking & Collage	3D, Architecture & Digital Media	By the end of Year 2 Children should be able to…
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)	Make simple sketchbooks as a way to create ownership from offset making elastic band sketchbooks 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. drawing exercises	Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal. Guide to drawing materials 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 subject matter for drawings Use drawings as basis for collage minibeast project	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 Inspired! and exploring colour and paint! Explore painting on different surfaces, such as fabric and different scales dressing up as fossils Use new colour mixing knowledge and transfer it to other media, e.g.soft pastel colour mixing in drawing project or plasticine painting with plasticine	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) e.g. Monoprinting with oil pastel	Explore how 2d can become 3d though "design through making". Pls see design in the national curriculum Cut simple shapes from card and use them to construct architectural forms. Use drawn, collaged and printed elements as surface decoration for the architectural maquettes. be an architect Use digital media (film and still photos) to create records of models made, including walk-through videos of the inside of the architectural spaces	**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**

Year 2 - Evaluating

Evaluating	As a Class	In Small Groups	One to One	By the end of Year 2 Children should be able to…
Teachers should: Be aware of the importance of sensitively unearthing *intention*, 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. 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.	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.	**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** **Understand how evaluating creative work *during* the process, as well as at the end, helps feed the process.** **Begin to take photographs and use digital media as a way to re-see work** **When looking at creative work express clear preferences and give some reasons**

Year 2 – Knowledge & Understanding

By the end of Year 2 Children should be able to…

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	Experiential
Each child should: • 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: • 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

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

Generating Ideas	Through Sketchbooks	By Looking & Talking	Through Making	Digital Media	By the end of Year 3 Children should be able to…
Teachers should: Feel able to model sketchbook use *alongside* pupils (i.e. keep their own sketchbook) Let pupils *discover and share* for themselves Enable pupils to build confidence in their own ideas	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 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…	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 what you see • What do you like/dislike? Why • What is the artist saying to us in this artwork? • How does it make you feel? • How might it inspire you in making your own art?	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).	Use digital media to identify and research artists, craftspeople, architects and designers.	**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**

Year 3 - Making

By the end of Year 3 Children should be able to…

Develop practical skills by experimenting with and testing the qualities of a range of materials and techniques

Select and use appropriately a variety of materials and techniques in order to create their own work.

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

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

Practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching, e.g. Using gesture in drawing

Using observational drawing as a starting point, fed by imagination, design typography, e.g. Typography for children

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. Drawing exercises

Drawing, Painting & Collage

Make larger scale drawing from observation and imagination, e.g. Cheerful-orchestra drawing project
Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome, e.g. Stencils composition and mark making and Exploring colour

Explore painting on new surfaces using colour as decoration e.g.
Paint clay tiles

3D

Make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture, e.g. Roald Dahl and Quentin Blake sculpture resource

Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills, e.g. Clay fruit tiles

Explore how combinations of materials such as wire, 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). Drawing and making flowers

Digital & Animation

Building on mark-making and observational skills, make drawings of animals, people and vehicles Use scissors to dissect the and reconstruct them into drawings that move, e.g. Making moving drawings

Use digital media to make animations from the drawings that move
Animating articulated beasts

Year 3 - Evaluating

By the end of Year 3 Children should be able to…

Evaluating

Teachers should:

Be aware of the importance of sensitively unearthing *intention*, 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
Enjoy listening to other peoples views about artwork made by others. Feel able to express and share an opinion about the artwork. Think about why the work was made, as well as how.	Share work to others in small groups, and listen to what they think about what you have made. Make suggestions about other people's work, using things you have seen or experienced yourself. 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.	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. Discuss problems which came up and how they were solved. Think about what you might try next time.

Take pleasure in the work they have created and see that it gives other people pleasure

Take the time to reflect upon what they like and dislike about their work in order to improve it

Understand how evaluating creative work *during* the process, as well as at the end, helps feed the process.

Take photographs and videos and use digital media as a way to re-see work

Year 3 – Knowledge & Understanding

By the end of Year 3 Children should be able to…

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

Access Art

Year 3 – Vocab & Assessment Questions

By the end of Year 3 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:

- 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

Generating Ideas	Through Sketchbooks	By Looking & Talking	Through Making	Digital Media	By the end of Year 4 Children should be able to…
Teachers should: Feel able to model sketchbook use *alongside* pupils (i.e. keep their own sketchbook) Let pupils *discover and share* for themselves Enable pupils to build confidence in their own ideas	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 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…	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 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 art work home, where would you put it and why? Take part in small scale crits throughout so that brainstorming becomes part of the creative process.	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).	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 creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration** **Use sketchbooks, together with other resources, to understand how inspiration can come from many rich and personal sources to feed into creative projects**

Year 4 - Making

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	Painting/Collage/Sketchbooks	Sculpture	Design
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. Start here drawing 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. Please see Teaching for the journey Layering of media, mixing of drawing media, e.g. Wax resist with coloured inks	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). Taking ownership of your sketchbook Combine artforms such as collage, painting and printmaking in mixed media projects e.g. Screenprinting inspired by matisse	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, e.g. Quick clay figurative sketches Develop visual literacy skills and discover how context and intention can change the meaning of objects, e.g. Making a pocket-gallery Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually, e.g. Building_nests	Develop design through making skills and collaborative working skills through fashion design. Explore paper and card manipulation skills to build 3d forms. Manipulating paper and Pin and paper fashion and Barbie and Ken transformation/ and Paperback figures Extend into an exploration of fabric, deconstructing old clothes and reconstructing elements into new items. e.g. Psyches inspired dress

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

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…

Reflect regularly upon their work, throughout the creative process

Look to the work of others (pupils and artists) to identify how to feed their own work

Take photographs and videos and use digital media as a way to re-see work

Evaluating

Teachers should:

Be aware of the importance of sensitively unearthing *intention*, 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
Enjoy listening to other peoples views about artwork made by others. Feel able to express and share an opinion about the artwork. Think about why the work was made, as well as how.	Share work to others in small groups, and listen to what they think about what you have made. Make suggestions about other people's work, using things you have seen or experienced yourself. 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.	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. Discuss problems which came up and how they were solved. Think about what you might try next time.

Year 4 – Knowledge & Understanding

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

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 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 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 5

Year 5 – Generating Ideas

Generating Ideas	Through Sketchbooks	By Looking & Talking	Through Making	Digital Media	By the end of Year 5 Children should be able to…
Teachers should: Feel able to model sketchbook use *alongside* pupils (i.e. keep their own sketchbook) Let pupils *discover and share* for themselves Enable pupils to build confidence in their own ideas	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…	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? Take part in small scale crits throughout so that brainstorming becomes part of the creative process.	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).	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) .	**Engage in open-ended research and exploration to initiate and develop personal ideas** **Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information** **Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration**

Year 5 - Making

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)

Architecture & Making

Explore architecture of another time and / or culture, and make individual work in response to what is seen. Enable evolution of ideas through a combination of design through making and drawn inspiration. E.g. Architecture and mark making

Develop visual literacy skills: explore how we *look at* and *respond to* things people have made, and then include this awareness when making sculpture e.g. Inspired by anglo saxon houses

Drawing, Making, Colour

Continue with the key drawing exercises Drawing exercises

Explore the relationship of line, form and colour.

Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response. e.g. Inspired by Miro and Building a communal drawing

Explore sculptural ideas of balance (physical and aesthetic) and creative risk taking and play, e.g. Making sculpture and drawing

Design & Making

Explore relationship between sculpture and design through a sketchbook project which takes film/literature/drama as its starting point and facilitates an open-ended sculptural exploration, with children working at their own pace and following their own journey e.g. Developing sketchbook work

Enable sketchbook work above to evolve and inform into a sculpture project. Combine and construct with a variety of materials, including modelling and paint, e.g. Supersized jewellery and Fabulous-fish

Explore scaling up drawings, bringing in all mark-making skills previously learnt, and using technique to provide opportunity to transform original, e.g. Flat yet sculptural drawing

Paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts, e.g Communal summer picnic drawing orTreasured fossils

By the end of Year 5 Children should be able to…

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

Year 5 - Evaluating

Evaluating

Teachers should:

Be aware of the importance of sensitively unearthing *intention*, 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

Feel able to express and share an opinion about the artwork.

Discuss why the work was made, as well as how.

Share your response to the artwork.

Ask questions about process, technique, idea or outcome.

In Small Groups

Share work to others in small groups, and listen to what they think about what you have made.

Make suggestions about other people's work, using things you have seen or experienced yourself.

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

Present work in retrospect, i.e. to class, assembly or parents.

One to One

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. Discuss problems which came up and how they were solved. Think about what you might try next time.

Share how other artists/artwork inspired you and how your work fits into larger context.

By the end of Year 5 Children should be able to…

Regularly analyze and reflect upon progress taking into account of intention

Look to the work of others (pupils and artists) to identify how to feed their own work

Take photographs and videos and use digital media as a way to re-see work

Year 5 – Knowledge & Understanding

By the end of Year 5 Children should be able to…

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)
- 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 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 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

Year 5 – Vocab & 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:

- 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?
- 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

Year 6 – Generating Ideas

By the end of Year 6 Children should be able to…

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

Generating Ideas	Through Sketchbooks	By Looking & Talking	Through Making	Digital Media
Teachers should: Feel able to model sketchbook use *alongside* pupils (i.e. keep their own sketchbook) Let pupils *discover and share* for themselves Enable pupils to build confidence in their own ideas	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…	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? Take part in small scale crits throughout so that brainstorming becomes part of the creative process.	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).	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).

Year 6 - Making

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, Making	Drawing & Narrative	Puppetry	Design & Making	**By the end of Year 6 Children should be able to…**
	Continue with the key drawing exercises Drawing exercises Revisit still life. Develop drawing skills using observational drawing e.g. Graphic inky still life or Still life in cubist style Explore drawing and mark making on new surfaces, e.g. clay, linking to genres such as portraiture or landscape, e.g. Exploring portraits Develop clay (and drawing) skills by creating pinch pots based upon still life observation, e.g. Fruit pinch pots Explore geometric design/pattern / structure, e.g. Wave bowls	Explore sequential drawing and narrative e.g. manga and graphic novels, possibly linking into develop into set design (see Design & Making), e.g. Manga	Develop drawing and making skills and combine with narrative/character development and make puppets. Using tools to cut intricate shapes and use fastenings to create moving parts. Work collaboratively to perform, and use digital media to record e.g. Shadow puppets and whiteboards and Shadow puppet play	Explore set design using mixed media and linking literature, drama, music and design, e.g. Set design with primary children Explore transformation of materials following own journey to produce an object which conveys personality of maker/designer, e.g. Making Seats	**Independently take action to refine technical and craft skills to improve mastery of materials and techniques** **Confidently follow intuition and instinct during the making process, making intelligent and confident creative choices** **Independently select and effectively use relevant processes in order to create successful and finished work** **Feel safe enough to take creative risks, enjoying the journey**

Year 6 - Evaluating

By the end of Year 6 Children should be able to…

Provide a reasoned evaluation of both their own work ad professionals work which take into account starting points, intentions and contexts

Regularly analyze and reflect upon progress taking into account of intention

Take photographs and videos and use digital media as a way to re-see work

Evaluating

Teachers should:

Be aware of the importance of sensitively unearthing *intention*, 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

Feel able to express and share an opinion about the artwork.

Discuss why the work was made, as well as how.

Share your response to the artwork.

Ask questions about process, technique, idea or outcome.

In Small Groups

Share work to others in small groups, and listen to what they think about what you have made.

Make suggestions about other people's work, using things you have seen or experienced yourself.

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 would to a client, and a chance for pupils to use digital media

Present work in retrospect, i.e. to class, assembly or parents.

One to One

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. Discuss problems which came up and how they were solved. Think about what you might try next time.

Share how other artists/artwork inspired you and how your work fits into larger context.

Year 6 – Knowledge & Understanding

By the end of Year 6 Children should be able to…

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)
- 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 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 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

Access Art

Year 6 – Vocab & Assessment Questions	By the end of Year 6 Children should be able to…

Assessment Questions

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- 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?
- 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”