



Newick School Art and Design Progression Map 2021-2022



At Newick School we use Access Art to ensure progression across the school, and sequences of learning that include these key areas:

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



Early Years

Children will use and refine a variety of artistic effects to express their ideas and feelings. They will return to and build on their previous learning, refining ideas and developing their ability to represent them. They will also create collaboratively, sharing ideas, resources and skills.

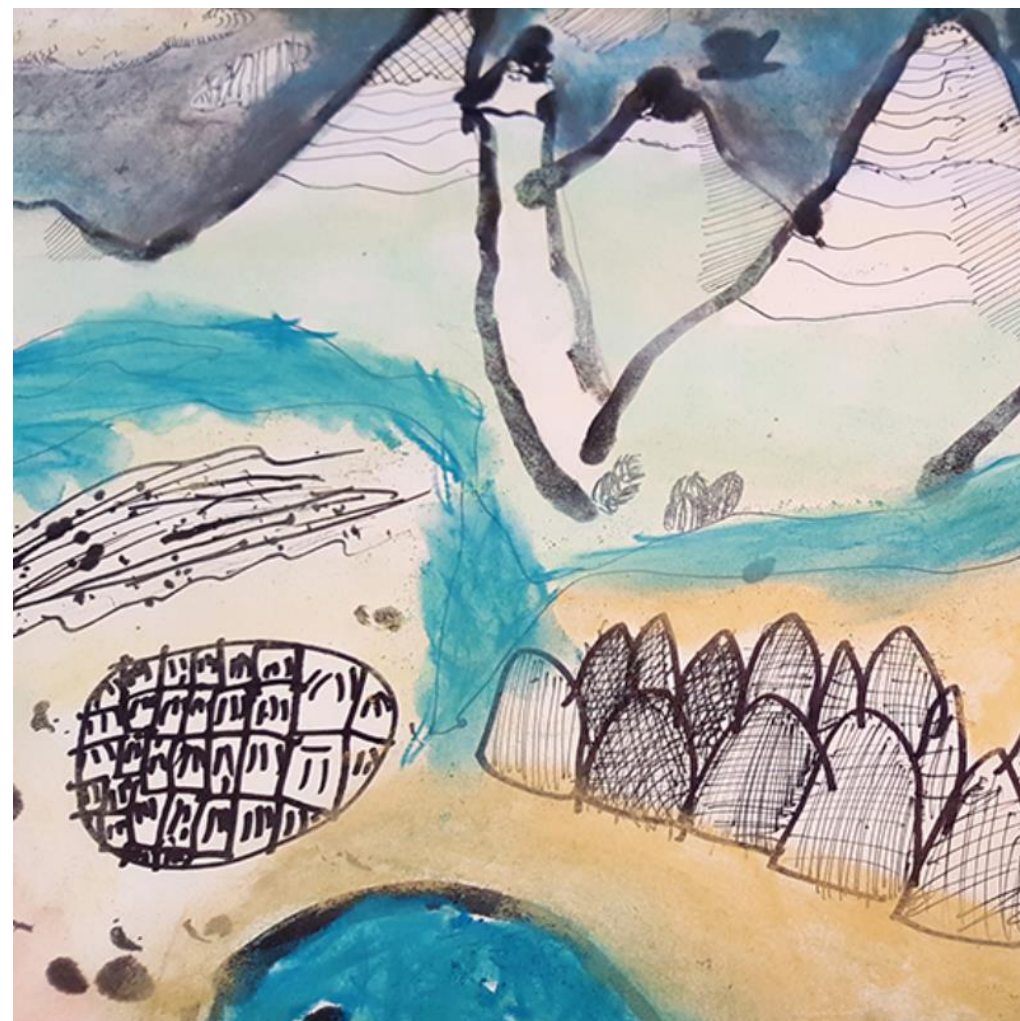
During the Early Years Foundation Stage children will learn to:

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.





Year 1



Generating Ideas	Through Sketchbooks	By Looking & Talking	By Playing	
<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>Introduce “sketchbook” as being a place to record individual response to the world.</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.</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? • What would you like to ask the artist? 	<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</p> <p>Recognise that ideas can be expressed through art</p> <p>Experiment with an open mind</p>

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)

Year 1 - Making		
Drawing	Painting & Collage	Printmaking
<p>Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt.</p> <p>Woodland Exploration</p>	<p>Enjoy discovering the interplay between materials wax and watercolour.</p> <p>Andy Goldsworthy inspired Wax Resist Autumn Leaves.</p>	<p>Explore simple printmaking, pattern, line, shape and texture.</p> <p>Andy Warhol inspired Fruit and vegetable Pop Art prints.</p>

By the end of Year 1 Children should be able to...
<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 particular characteristics or qualities</p> <p>Be excited by the potential to create.</p> <p>Understand that art is different to many subjects at school: through art, they can invent and discover</p>

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

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:

- 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)

Experiential

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



Assessment Questions

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

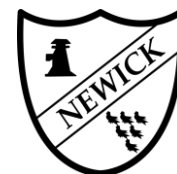
- Tell me about what you are making
- What might you do next?
- Tell me about what you have made


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 <i>alongside</i> pupils (i.e. keep their own sketchbook) Let pupils <i>discover and share</i> for themselves	Through Sketchbooks	By Looking & Talking	Through Making	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
	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...	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: <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 .	

Making	Drawing	Painting	Printmaking & Collage	
<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>Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal. Guide to drawing materials</p> <p>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</p> <p>Use drawings as basis for collage.</p> <p>Mini-beast Drawing Project</p>	<p>Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project.</p> <p>Use new colour mixing knowledge and transfer it to other media (plasticine).</p> <p>Ocean Scene Painting with Plasticine</p>	<p>Explore simple mono printing techniques using carbon paper, using observational drawing skills and mark making skills explored through drawing and colour mixing skills.</p> <p>JMW Turner inspired Monoprinting</p>	<p>Try out a range of materials & processes and Recognise they have different qualities</p> <p>Use materials purposefully to achieve particular characteristics or qualities</p> <p>Be excited by the potential to create.</p> <p>Understand that art is different to many subjects at school: through art, they can invent and discover</p> <p>Deliberately choose to use particular techniques for a given purpose</p> <p>Develop and exercise some care and control over the range of materials they use</p> 

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

Knowledge & Understanding

Teachers should:

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

Formal

Each child should:

- Know 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

Experiential

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:

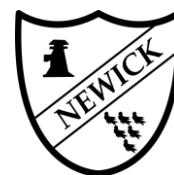
- Tell me about that you are making
- What might you do next?
- Which materials might you use?
- What have you discovered?
- Tell me about what you have made
- What would you like to explore more of?


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





Year 3



Generating Ideas	Through Sketchbooks	By Looking & Talking	Through Making	Digital Media	
<p>Teachers should:</p> <p>Feel able to model sketchbook use alongside 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> <ul style="list-style-type: none"> • 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? 	<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> 

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**.

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.

Cave Drawings

Drawing, Painting & Collage

Apply and build upon **colour mixing and mark-making** skills previously learnt, thinking about how certain **colour ranges/combinations** affect the **outcome**.

Explore painting on **new surfaces** using colour as decoration.

Gaudi inspired tile project (mosaics)

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**.

Use **digital media** to make **animations** from the drawings that move.

Animating Animals Stop Motion project

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

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 <i>intention</i> , which may not always be apparent in end result Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process	As a Class	In Small Groups	One to One	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 <i>during</i> 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
	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.	

Knowledge & Understanding

Teachers should:

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

Formal

Each child should:

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

Experiential

Each child should be given the opportunity to:

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

Assessment Questions

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

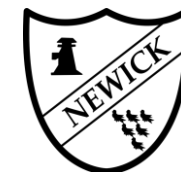
- Tell me about that you are making and what inspired you
- What might you do next?
- Tell me about the materials and techniques you are using
- What have you discovered?
- How do you feel about the end result?
- What kinds of problems did you encounter and how did you get round them?
- Tell me about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

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





Year 4



Generating Ideas	Through Sketchbooks	By Looking & Talking	Through Making	Digital Media	
<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, reflecting, making links...</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> <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 art work home, where would you put it and why? <p>Take part in small scale crits throughout so that brainstorming becomes part of the creative process.</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>Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential</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>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:

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)

Year 4 - Making		
Drawing & Printmaking	Painting/Collage/Sketchbooks	Sculpture
<p>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</p> <p>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</p> <p>Layering of media, mixing of drawing media.</p> <p>Wax Resistant coloured inks using layering (Bayeux Tapestry)</p>	<p>Combine artforms such as collage, painting and printmaking in mixed media projects.</p> <p>Matisse inspired Screenprinting</p>	<p>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.</p> <p>Mayan Clay Figurines</p>

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



Year 4 – Evaluating				By the end of Year 4 Children should be able to...
Evaluating	As a Class	In Small Groups	One to One	Reflect regularly upon their work, throughout the creative process
<p>Teachers should:</p> <p>Be aware of the importance of sensitively unearthing <i>intention</i>, which may not always be apparent in end 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 peoples 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 end result. Discuss problems which came up and how they were solved. Think about what you might try next time.</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 as a way to re-see work</p>

Knowledge & Understanding

Teachers should:

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

Formal

Each child should:

- Know the names of tools, techniques and formal elements (in pink above and below)
- Know 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



Generating Ideas	Through Sketchbooks	By Looking & Talking	Through Making	Digital Media	Engage in open-ended research and exploration to initiate and develop personal ideas
<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>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.</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>Enjoy looking at artwork made by artists, craftspeople, architects and designers. 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. 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 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>Take part in small scale crits throughout so that brainstorming becomes part of the creative process.</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>Use camera phones (still and video) to help “see” and “collect” (digital sketchbook).</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>

	Year 5 - Making			By the end of Year 5 Children should be able to...
<p>Making</p> <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>	Architecture & Making	Drawing, Making, Colour	Design & Making	<p>Confidently investigate and explore new materials, beginning to lead their own search for new experiences</p> <p>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</p> <p>Feel safe enough to take creative risks</p> <div data-bbox="2313 1178 2491 1349">  </div>
	<p>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.</p> <p>Develop visual literacy skills: explore how we look at and respond to things people have made, and then include this awareness when making sculpture.</p> <p>Architecture through Mark Making Project</p>	<p>Explore the relationship of line, form and colour.</p> <p>Explore sculptural ideas of balance (physical and aesthetic) and creative risk taking and play.</p> <p>Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response.</p> <p>Inspired by Miro Paper Collage and Sculpture Project</p>	<p>Explore scaling up drawings, bringing in all mark-making skills previously learnt, and using technique to provide opportunity to transform original pieces.</p> <p>Paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts.</p> <p>Treasured Fossils Project</p>	

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
<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, and a chance for pupils to use digital media</p> <p>Present work in retrospect, i.e. to class, assembly or parents.</p>	<p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. 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>

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



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



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...
Generating Ideas	Through Sketchbooks	By Looking & Talking	Through Making	Digital Media	<p>Independently develop a range of ideas which show curiosity, imagination and originality</p> <p>Investigate, research and test ideas and plans using sketchbooks and other approaches</p> <p>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration</p> 	
Teachers should:						
<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. 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>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.</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>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.</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 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>Take part in small scale crits throughout so that brainstorming becomes part of the creative process.</p>	<p>Use growing knowledge of how materials and medium act, to help develop ideas.</p> <p>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>Use camera phones (still and video) to help “see” and “collect” (digital sketchbook).</p>		

Year 6 - Making				By the end of Year 6 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, Making	Drawing and Making	Digital Media	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
	Revisit still life . Develop drawing skills using observational drawing . Explore drawing and mark making on new surfaces , e.g. clay , linking to genres such as portraiture or landscape . Inspired by Rembrandt and Van Gogh Portraits Project	Explore geometric design/pattern / structure. Wave Bowl Project	Explore transformation of materials following own journey to produce an object which conveys personality of maker/designer . Develop drawing and making skills and combine with narrative/character development . Explore perspective and proportion . Animated Moving Figures Project	

Year 6 - Evaluating				By the end of Year 6 Children should be able to...
Evaluating Teachers should: Be aware of the importance of sensitively unearthing <i>intention</i> , which may not always be apparent in end result Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process	As a Class	In Small Groups	One to One	Provide a reasoned evaluation of both their own work and 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
	<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 would to a client, and a chance for pupils to use digital media</p> <p>Present work in retrospect, i.e. to class, assembly or parents.</p>	<p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. 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>	

Knowledge & Understanding	Formal	Experiential
<p>Teachers should:</p> <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 (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 	<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

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