



# Rockcliffe First School

## Progression Plan for Art by Year Group

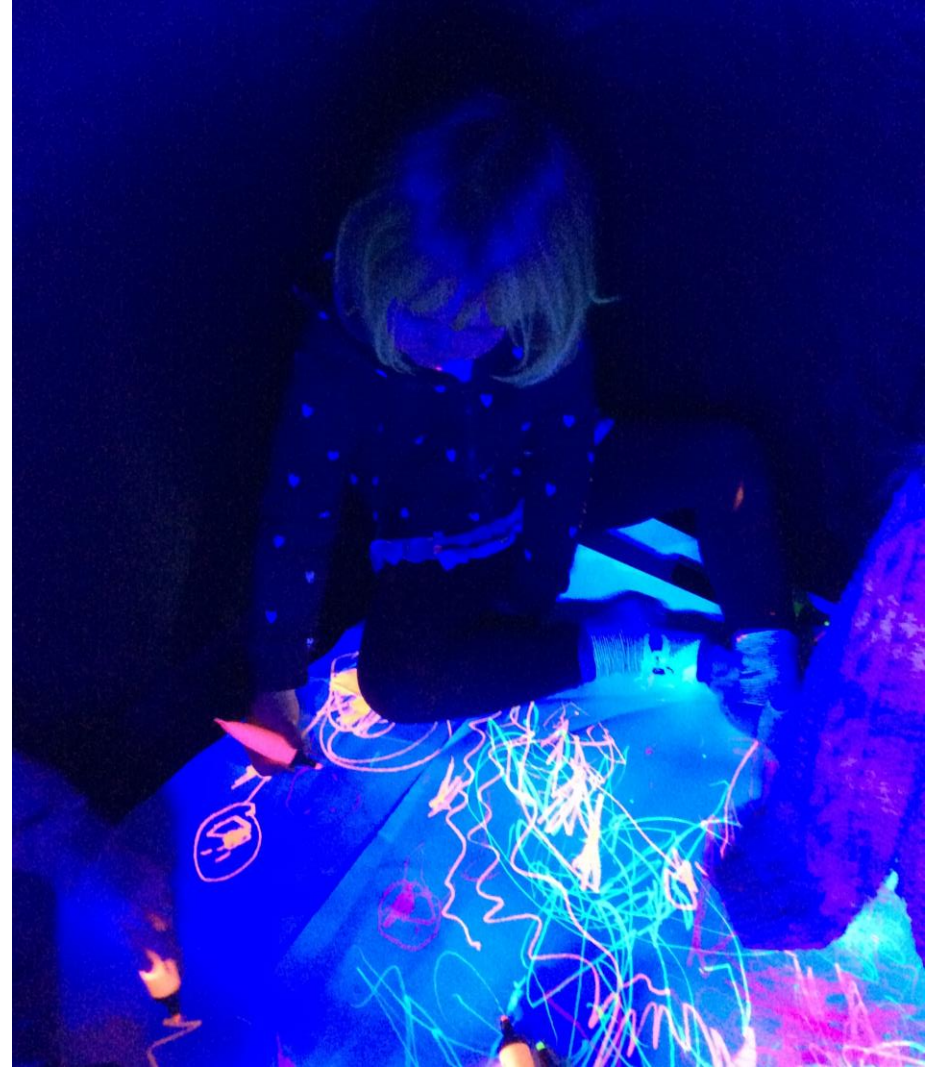


Covering:

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



**Nursery**





## Nursery – Expressive art and design

**By the end of Nursery  
Children should be able  
to...**

### Generating Ideas

#### Teachers should:

Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.

### Creating With Materials

Make marks with a wide range of tools and grips.  
Draw a self portrait each term, with increasing detail.  
Freely explores a variety of construction equipment.  
Join materials for a purpose using glue and tape.  
Use mark making tools to make a range of enclosed shapes.  
Join materials in a range of ways to make things for a purpose.  
Use mark making tools with control to add detail to shapes.  
Enclose a space with construction equipment.  
Builds purposefully and can explain the parts of their model.  
Use non traditional items to paint and create – socks, buckets, natural materials, paint bombs  
Use mark making tools to make very simple representational drawings.  
Build purposefully and use a variety of levels in their construction.

### Being Imaginative and Expressive

Use props, similar to those they represent, appropriately during role play with simple dialogue.  
Use small world props in simple stories with some narration.  
Copies simple movements in a dance.  
Generate simple stories inspired by props.  
Create original stories with small world figures, including dialogue  
Accurately match instrumental sounds to familiar percussion instruments.  
Know by heart most of the words of simple repetitive songs and melodic nursery rhymes.  
Perform dance moves to represent feelings or actions.  
Use a wider range of objects as props in spontaneous story telling.  
Dances freely to music.  
Speak in role in simple story telling.  
Accurately match environmental sounds to pictures.  
Perform dance moves to represent feelings or actions.  
Play instruments along to a familiar story or song.  
Play an instrument loud or quietly.  
Use two colours to make a new colour.  
Use colour to express a feeling.

### Creating with Materials:

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.

### Being Imaginative & Expressive:

- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

**Reception**





## Reception – Expressive art and design

**Early Learning Goal**  
By the end of Reception  
Children should be able to...

### Teachers should:

Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.

### Creating With Materials

Use recycled materials to build and create with purpose  
Use natural materials to create a picture – transient art on variety of surfaces including the lightbox.  
Draw a self portrait each term, with increasing detail  
Create new colours by mixing autumn colours, predicting and narrating effects – using hands and brushes to mix colours  
Notice patterns in the environment and talk about them  
Create different colours by layering & overlapping translucent materials in make and create area.  
Twist, wrap and weave narrating choices about colour and texture  
Begin to draw familiar landmarks from memory – thinking about walk to school or beach & features of local environment  
Make considered choices to create mixed media collage or model – to planned effect – talk through work  
Draw single or sequence of images from imagination to illustrate a story – linked to talk for writing stories.  
Make observational drawings and paintings of natural / living objects indoors and outside – flowers in the school garden .  
Know how to use range of adhesives, glue, tape, staples, safely/ accurately and choose appropriately.  
Create, describe, explain transient 2D & 3D designs/sculpture on beach  
Shape & mould wet sand & clay with hand tools, to create particular effect – in class, outside and on the beach  
Look at artists Queenie Mackenzie, Alma Woodsey Thomas, Nina Brooke and local artist Laura Lawson – talk about their work and take inspiration

### Being Imaginative and Expressive

Enact domestic routines & brief family narratives using props in the Role Play area  
Clap and stamp in time to music  
Dance to a range of music  
Engage in small world play and act out stories with simple oral & enacted narratives with role play props or small world  
Copy, memorise and perform songs including action songs and local, traditional songs. Participate in call and response songs.  
Perform for classmates  
Dance with ribbons / fabric  
Speak and act out in role  
Make up short dances to well known music, begin to work in pairs.  
Move rhythmically on the spot and travelling use hands/feet to mark beat  
Mark the beat and imitate rhythms with tapping and striking movements  
Echo short rhythmic phrases clapping and with untuned percussion / Discuss pitch contrasts in tuned percussion.  
Make up short choreographed dances  
Use dance/movement to tell a story  
Use drawing to plan a model  
Imitate more complex rhythms with body percussion and use body percussion and instruments as sound effects for story

### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### Being Imaginative & Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

**Year 1**





| Year 1 – Generating Ideas                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                               | By the end of Year 1<br>Children should be able to...                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Generating Ideas</b><br><br><b>Teachers should:</b><br><br>Feel able to model sketchbook use <i>alongside</i> pupils (i.e. keep their own sketchbook)<br><br>Let pupils <i>discover and share</i> for themselves | Through Sketchbooks                                                                                                                                                                                                                                                                                                                                                                                                                    | By Looking & Talking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | By Playing                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Recognise that ideas can be generated through doing as well as thinking</b><br><br><b>Recognise that ideas can be expressed through art</b><br><br><b>Experiment with an open mind</b> |
|                                                                                                                                                                                                                     | <p>Discuss a “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>Children answer questions in their sketchbooks and express an opinion on the work giving reasons.</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>Children draw designs using artists images and viewfinders. They use a series of lines with a range of thickness. They collect visual information and use it to design own pattern. They use coloured pencils to colour their designs and add tones using a layering technique.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>• Describe what you can see.</li> <li>• Describe what you like? Why?</li> <li>• How does it make you feel?</li> <li>• What would you like to ask the artist?</li> </ul> | <p>Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.</p> <p>Polystyrene block relief printing. Children research the block printing technique and create their own block prints by drawing their WM patterns onto polystyrene using pencil and black ballpoint pens. They experiment with different techniques (pen and paint..</p> |                                                                                                                                                                                           |
|                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                           |



## 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.

Explore mark making to start to build mark-making vocabulary – What about Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt. Use a series of lines with a range of thickness. Collect visual information and use it to design their own work. Use coloured pencils to colour designs and add tones using a layering technique.

#### **Painting & Collage**

Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours. Benefit from experiences learnt through drawing (in column 1) (mark-making, observational drawing, experimental drawing) and apply these skills to painting and collage: Draw upon previous learning to mix colours (watercolours). Add white to create tints and black to create shades. Experiment with different sized brushes to create lines and add colour to their designs.

Enjoy discovering the interplay between materials for example wax and watercolour

#### **Printmaking**

Explore simple printmaking. For example using plasticine, found materials or quick print foam. 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. Polystyrene block relief printing. Children research the block printing technique and create their own block prints by drawing their WM patterns onto polystyrene using pencil and black ballpoint pens. They experiment with different techniques (pen and paint.. 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.

Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do 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                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                             |                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | By the end of Year 1<br>Children should be able to...                                                                                                                                                                                             |
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| <b>Evaluating</b><br><b>Teachers should:</b><br>Be aware of importance of sensitively unearthing <i>intention</i> , which may not always be apparent in end result                                                                                                            | As a Class                                                                                                                                                                                                                                  | In Small Groups                                                                               | One to One                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Show interest in and describe what they think about the work of others</b><br><br><b>Take pleasure in the work they have created and see that it gives other people pleasure</b><br><br><b>Begin to take photographs and use digital media</b> |
|                                                                                                                                                                                                                                                                               | Enjoy listening to other peoples views about artwork made by others.<br><br>Feel able to express and share an opinion about the artwork.                                                                                                    | Share work to others in small groups, and listen to what they think about what you have made. | Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                   |
| Year 1 – Knowledge & Understanding                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                             |                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                   |
| <b>Knowledge &amp; Understanding</b><br><b>Teachers should:</b><br>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: <ul style="list-style-type: none"> <li>How to recognise and describe some simple characteristics of different kinds of art, craft and design</li> <li>The names of tools, techniques and formal elements</li> </ul> |                                                                                               | Each child should be given the opportunity to: <ul style="list-style-type: none"> <li>Discover that art is subjective (we all have our own legitimate understanding)</li> <li>Begin to feel confident to express a preference in....</li> <li>Understand ideas can come through hands-on exploration</li> <li>Begin to build knowledge of what different materials and techniques can offer the creative individual</li> <li>Work at different scales, alone and in groups</li> </ul> |                                                                                                                                                                                                                                                   |

### 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<br>Children should be able to...                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Generating Ideas</b><br><br><b>Teachers should:</b><br><br>Feel able to model sketchbook use <i>alongside</i> pupils (i.e. keep their own sketchbook)<br><br>Let pupils <i>discover and share</i> for themselves | Through Sketchbooks                                                                                                                                                                                                                                                                                                                                                          | By Looking & Talking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Through Making                                                                                                                                                                         | <b>Recognise that ideas can be generated through doing as well as thinking</b><br><br><b>Recognise that ideas can be expressed through art</b><br><br><b>Experiment with an open mind</b><br><br><b>Enjoy trying out different activities and make both informed, and intuitive choices about what to do next, letting practical experience feed ideas</b><br><br><b>Use drawing to record and discover ideas and experiences</b> |
|                                                                                                                                                                                                                     | Develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.<br><br>Begin to feel a sense of ownership about the sketchbook.<br><br>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing note... | Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.<br><br>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.<br><br>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.<br><br>Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> <li>• Describe what you can see.</li> <li>• Describe what you like? Why?</li> <li>• How does it make you feel?</li> <li>• What would you like to ask the artist?</li> </ul> | 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. |                                                                                                                                                                                                                                                                                                                                                                                                                                   |



## Year 2 Making

By the end of Year 2  
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)

#### Sketchbooks

Make simple sketchbooks as a way to create ownership from offset  
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.  
Children answer questions in their sketchbooks and express an opinion on the work giving reasons.  
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

Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal.  
Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination. These might include figurative, still life and landscape  
Use drawings as basis for collage

#### Painting

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  
Explore painting on different surfaces, such as fabric and different scales  
Use new colour mixing knowledge and transfer it to other media,

#### Printmaking & Collage

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. Explore modelling materials such as clay and plasticine in an open-ended manner, to discover what they might do  
Use basic tools to help deconstruct (scissors) and then construct (glue sticks).

#### 3D, Architecture & Digital Media

Explore how 2d can become 3d though “design through making”.  
Cut simple shapes from card and use them to construct architectural forms.  
Use drawn, collaged and printed elements as surface decoration  
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

|                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                                                                                                                                                                                        | Year 2 - Evaluating                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | By the end of Year 2<br>Children should be able to...                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Evaluating</b><br><br><b>Teachers should:</b><br>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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Show interest in and describe what they think about the work of others<br>Take pleasure in the work they have created and see that it gives other people pleasure<br>Understand how evaluating creative work <i>during</i> the process, as well as at the end, helps feed the process.<br>Begin to take photographs and use digital media as a way to re-see work<br>When looking at creative work express clear preferences and give some reasons |
|                                                                                                                                                                                                                                                                       | Enjoy listening to other peoples views about artwork made by others.<br><br>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.<br>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.                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                       | Year 2 – Knowledge & Understanding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Knowledge &amp; Understanding</b><br><b>Teachers should:</b><br>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 creative. | Formal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                    | Experiential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                       | Each child should: <ul style="list-style-type: none"><li>Know how to Recognise and describe some simple characteristics of different kinds of art, craft and design</li><li>Know the names of tools, techniques and formal elements</li><li>Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes</li><li>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</li></ul> |                                                                                                                                                                                                                                                                                                                                                                    | Each child should be given the opportunity to: <ul style="list-style-type: none"><li>Discover that art is subjective (we all have our own legitimate understanding)</li><li>Begin to feel confident to express a preference in....</li><li>Experience the connection between brain, hand and eye</li><li>Understand ideas can come through hands-on exploration</li><li>Begin to build knowledge of what different materials and techniques can offer the creative individual</li><li>Work at different scales, alone and in groups</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## Assessment Questions

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

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

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

**Year 3**





## Year 3- Generating Ideas

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

### Generating Ideas

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

### Through Sketchbooks

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...

### By Looking & Talking

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?

### Through Making

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).

### Digital Media

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...

### 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, Using observational drawing as a starting point, fed by imagination, design typography, 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, Painting & Collage

Make larger scale drawing from observation and imagination, 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

#### 3D

Make an armature from paper and tape and use as the basis to explore modelling to make sculpture, Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills 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).

#### 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

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



| Evaluating                                                                                                                                    | As a Class                                                           | In Small Groups                                                                                                                                                                                                                                                   | One to One                                                                                                                                                                                                                                      |                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Teachers should:                                                                                                                              | Enjoy listening to other peoples views about artwork made by others. | 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. 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                           |
|                                                                                                                                               | Feel able to express and share an opinion about the artwork.         | Make suggestions about other people’s work, using things you have seen or experienced yourself.                                                                                                                                                                   |                                                                                                                                                                                                                                                 | Take the time to reflect upon what they like and dislike about their work in order to improve it                  |
|                                                                                                                                               | Think about why the work was made, as well as how.                   | 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. |                                                                                                                                                                                                                                                 | 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                                         |
| 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 |                                                                      |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                 |                                                                                                                   |



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

#### Experiential

Each child should be given the opportunity to:

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

## Assessment Questions

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

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

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

**Year 4**





## Year 4 – Generating Ideas

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

### 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

Enable pupils to build confidence in their own ideas

#### Through Sketchbooks

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...

#### By Looking & Talking

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.

#### Through Making

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).

#### Digital Media

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

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

### **Making**

#### **Teachers should:**

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

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

#### Drawing & Printmaking

Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly. Apply these skills to a variety of media, exploring outcomes in an open-ended manner throughout the other projects described here.

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

Layering of media, mixing of drawing media,

#### Painting/Collage/Sketchbooks

Create a one-off project sketchbook which can inform future sketchbook practice, consolidating old skills and introducing new skills (including: creating spaces and places in sketchbook to help creative thinking, exploring and revealing own creative journey from a shared starting point). Combine artforms such as collage, painting and printmaking in mixed media projects

#### Sculpture

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

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

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

#### Design

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

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

**Investigate the nature and qualities of different materials and processes**

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

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



## Year 4 – Evaluating

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

### 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

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.

#### 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.

#### 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.

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



## 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”**



## Nursery to Year 4 – Artists to be covered as part of two year rolling programme

| Nursery                                                      | Reception                                                                                                                                                                                      | Year 1 & 2                                                                                                                                                                                                                                                                       | Year 3 & 4                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Yayoi Kusama</li></ul> | <ul style="list-style-type: none"><li>Queenie Mackenzie</li><li>Van Gogh - Sunflowers</li><li>Alma Woodsey Thomas</li><li>Wassily Kandinsky</li><li>Laura Lawson</li><li>Nina Brooke</li></ul> | <ul style="list-style-type: none"><li>David Hockney</li><li>Georgia O'Keefe</li><li>David Best</li><li>William Morris</li><li>The Boyle Family</li><br/><li>Keith Haring</li><li>Van Gogh – Starry Night</li><li>Picasso</li><li>Roy Lichtenstein</li><li>Laura Lawson</li></ul> | <ul style="list-style-type: none"><li>Frida Kahlo</li><li>Anselm Kiefer</li><li>Salvador Dali</li><li>Rembrandt</li><li>Coco Chanel</li><li>Andy Goldsworthy</li><li>Bob &amp; Roberta Smith</li><li>Dale Chihuly</li><li>Margaret Godfrey</li><li>Ted Harrison</li><li>Winslow Homer</li><li>Shelley Schenker</li><li>Stella McCartney</li><li>Vivienne Westwood</li><li>Sandra Sandor</li></ul> |

These are planned artists however staff have the right to change at any point during the two year cycle, in consultation with colleagues, according to special events or children's interests.