

This subject development plan has been taken from www.accessart.org.uk and adapted to suit our school setting and curriculum. For Reception expectations please see the EYFS documentation.



Year 1 – Generating Ideas				By the end of Year 1 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 Introduce “ sketchbook ” as being a place to record individual response to the world. Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting). Develop a “ sketchbook habit ”. Begin to feel a sense of ownership about the sketchbook.	By Looking & Talking Enjoy looking at artwork made by artists, craftspeople, architects and designers , and finding elements which inspire . Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing). Develop questions to ask when looking at artworks and /or stimulus: <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? 	By Playing Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.	Recognise that ideas can be generated through doing as well as thinking Recognise that ideas can be expressed through art Experiment with an open mind

Year 1 - Making

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

Making	Drawing	Painting & Collage	Printmaking	3D	
<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>Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel and charcoal.</p> <p>Explore mark making to start to build mark-making vocabulary e.g. drawing soft toys and drawing feathers</p> <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>Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours</p> <p>Benefit from experiences learnt through drawing (in column 1) (mark-making, observational drawing, experimental drawing) and apply these skills to painting and collage:</p> <p>Enjoy discovering the interplay between materials for example wax and watercolour</p>	<p>Explore simple printmaking. For example using plasticine, found materials or quick print foam.</p> <p>Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative. Use rollers or the backs of spoon to create pressure to make a print.</p> <p>Explore pattern, line, shape and texture.</p>	<p>Explore, discover and invent ways for 2d to transform into 3d sculpture. This might be through creating drawings or prints on paper which are then folded, through collage which becomes relief, through 2d shapes which are cut out and constructed with.</p> <p>Explore modelling materials such as clay and plasticine in an open-ended manner, to discover what they might do.</p> <p>Use basic tools to help deconstruct (scissors) and then construct (glue sticks).</p>	<p>Try out a range of materials & processes and Recognise they have different qualities</p> <p>Explore materials in a playful and open-ended manner</p> <p>Use materials purposefully to achieve particular characteristics or qualities</p> <p>Be excited by the potential to create.</p> <p>Understand that art is different to many subjects at school: through art, they can invent and discover</p>

Year 1 - Evaluating				By the end of Year 1 Children should be able to...
Evaluating 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	Show interest in and describe what they think about the work of others Take pleasure in the work they have created and see that it gives other people pleasure Begin to take photographs and use digital media
	Enjoy listening to other peoples views about artwork made by others . Feel able to express and share an opinion about the artwork.	Share work to others in small groups, and listen to what they think about what you have made .	Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process , and what you like about the end result .	

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

Year 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 .	

Year 2 Making						By the end of Year 2 Children should be able to...
Making	Sketchbooks	Drawing	Painting	Printmaking & Collage	3D, Architecture & Digital Media	<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>
<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>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.</p>	<p>Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal.</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>Continue to mix colours experientially (i.e. encourage pupils to “try and see”)</p> <p>Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project</p> <p>Explore painting on different surfaces, such as fabric</p> <p>Use new colour mixing knowledge and transfer it to other media, e.g. soft pastel or plasticine</p>	<p>Explore simple mono printing techniques using observational drawing skills and mark making skills explored through drawing (column 2), and colour mixing skills (column 3).</p>	<p>Explore how 2d can become 3d though “design through making”.</p> <p>Experiment with clay and the use of basic tools.</p> <p>Use digital media (film and still photos) to create records of models made.</p>	



Year 2 - Evaluating				By the end of Year 2 Children should be able to...
Evaluating	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>Understand how evaluating creative work <i>during</i> the process, as well as at the end, helps feed the process.</p> <p>When looking at creative work express clear preferences and give some reasons</p>
<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>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> <p>Begin to record ideas as appropriate using word banks and sentence prompts</p>	



Year 2 – Knowledge & Understanding			By the end of Year 2 Children should be able to...
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 how to recognise and describe some simple characteristics of different kinds of art, craft and designKnow 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 purposesBe able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary	<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)Begin to feel confident to express a preference in....Experience the connection between brain, hand and eyeUnderstand ideas can come through hands-on explorationBegin to build knowledge of what different materials and techniques can offer the creative individualWork at different scales, alone and in groups	

Year 3- Generating Ideas

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

Generating Ideas	Through Sketchbooks	By Looking & Talking	Through Making	Digital Media	Gather and review information from different sources (primary and secondary), references and resources related to their ideas and intentions
<p>Teachers should:</p> <p>Feel able to model sketchbook use alongside pupils (i.e. keep their own sketchbook)</p> <p>Let pupils discover and share 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</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>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas</p>

Year 3 - Making

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

Making	Year 3 - Making				By the end of Year 3 Children should be able to...
	Drawing	Drawing, Painting & Collage	3D	Digital & Animation	
<p>Teachers should:</p> <p>Balance time in which you sensitively model a technique, with plenty of time for pupils to enjoy open-ended exploration, and project-based learning</p> <p>Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)</p>	<p>Practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching,</p> <p>Using observational drawing as a starting point, fed by imagination, design typography.</p> <p>Familiarize with sketchbook / drawing exercises.</p>	<p>Make larger scale drawing from observation and imagination</p> <p>Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome.</p> <p>Explore painting on new surfaces such as clay using colour as decoration.</p>	<p>Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills.</p> <p>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).</p>	<p>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.</p> <p>Use digital media to make animations from the drawings that move.</p>	<p>Develop practical skills by experimenting with and testing the qualities of a range of materials and techniques</p> <p>Select and use appropriately a variety of materials and techniques in order to create their own work.</p> <p>Be excited by the potential to create and feel empowered to begin to undertake their own exploration</p>

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.
	Enjoy listening to other peoples views about artwork made by others. Feel able to express and share an opinion about the artwork. Think about <i>why the work was made</i> , as well as <i>how</i> .	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 <i>seen or experienced</i> yourself.	Talk to a peer or teacher about the artwork made and <i>share</i> what you have <i>enjoyed</i> during the <i>process</i> , and what you like about the <i>end result</i> . Discuss <i>problems</i> which came up and how they were <i>solved</i> . Think about what you might <i>try</i> next time. Record ideas as able.	

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	Experiential	
	Each child should: <ul style="list-style-type: none"> Know the names of tools, techniques and formal elements (<i>in pink above and below</i>) 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 	Each child should be given the opportunity to: <ul style="list-style-type: none"> Discover that art is subjective (we all have our own legitimate understanding) Experience the connection between brain, hand and eye Understand ideas can come through hands-on exploration Develop their knowledge of what different materials and techniques can offer the creative individual Work at different scales, alone and in groups Feel safe 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 	

Year 4 – Generating Ideas					By the end of Year 4 Children should be able to...
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>

Year 4 - Making

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

Making	Year 4 - Making				By the end of Year 4 Children should be able to...
	Drawing	Painting & Collage	Sculpture	Printmaking	
<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>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.</p> <p>Apply these skills to a variety of media, exploring outcomes in an open-ended manner throughout the other projects described here.</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.</p>	<p>Combine artforms such as collage, painting and printmaking in mixed media projects</p>	<p>Work with a modelling material (clay or plasticine) to create functional form using two/three building techniques and some surface decoration.</p> <p>Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually.</p>	<p>Exploring colour mixing through printing, using two coloured inks, a roller and stencil or press print</p> <p>Design a more complex pattern made up from two or more motifs.</p>	<p>Investigate the nature and qualities of different materials and processes</p> <p>Apply technical skills to improve quality of work, combined with beginning to listen and trust "instinct" to help make choices</p> <p>Be excited by the potential to create and feel empowered to undertake their own exploration</p>

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. 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.

Record responses as appropriate.

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

Year 5 – Generating Ideas					By the end of Year 5 Children should be able to...
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 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>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.</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. 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 cameras 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...

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)

Painting and printing

Can create **different effects** by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers

Can show the effect of **light and colour, texture and tone** on **natural and manmade** objects

Can **make connections** between own work and patterns in their local environment (e.g. curtains, wallpaper)

Can recreate images through **relief printing** using card and mark making tools to control, line, shape, texture and tone

Sculpture & 3D

Recreate **2D images in 3D**, looking at one area of experience, e.g. recreate a landscape or figure focusing on **form/surface**

Explore **sculptural ideas** of **balance** (**physical and aesthetic**) and **creative risk taking** and **play**

Explore **paper and card manipulation** skills to build **3d forms**. Designing and making a 3D form as a **maquette** for a larger imagined piece and consider **form / function**

Develop visual literacy skills: explore how we **look at** and **respond to** things **people have made**, and then include this awareness when making sculpture

Drawing, Colour & Sketchbooks

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

Explore **scaling up drawings**, bringing in all **mark-making skills** previously learnt, and using **technique** to provide **opportunity** to **transform original**

Explore the **relationship** of **line, form and colour**.

Convey **tonal** qualities well, showing good understanding of **light and dark** on form

Draw with different media **descriptively** and **expressively** to **represent ideas and objects** with increasing accuracy/fluency

Explore **composition** and **perspective**

Continue with the **key drawing exercises**

Confidently investigate and explore new materials, beginning to lead their own search for new experiences

Use acquired technical expertise, combined with beginning to listen and trust “instinct” to help make choices, to make work which effectively reflects ideas and intentions

Feel safe enough to take creative risks

Year 5 - Evaluating

By the end of Year 5
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

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

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

Share your response to the artwork.

Ask questions about *process, technique, idea or outcome*.

In Small Groups

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

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

Take photos of work made so that a record can be kept. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media

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

One to One

Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.

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

Record responses to inform future projects.

Regularly analyze and reflect upon progress taking into account of intention

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

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

Year 5 – Knowledge & Understanding

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

Knowledge & Understanding

Teachers should:

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

Formal

Each child should:

- Know the names of tools, techniques and formal elements (in pink above and below)
- Research and discuss ideas and approaches of range of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities
- Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes
- Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with

Experiential

Each child should be given the opportunity to:

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

Year 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	Independently develop a range of ideas which show curiosity, imagination and originality
<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. 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. 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>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>

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

Continue with the **key drawing exercises**.

Revisit **still life**. Develop drawing skills using **observational drawing**

Explore **drawing and mark making** on **new surfaces**, e.g. **clay**, linking to **genres**.

Build up drawings and images of whole or parts of items using various techniques, e.g. card, relief, found materials, torn and cut materials

Can **express their ideas and observations** responding to advice from others to rework and improve design ideas

Can convey **tonal qualities** well, showing good understanding of light and dark on form

Sculpture and 3D

Explore how a **stimuli** can be used as a starting point for **3D work** with a particular focus on **form, shape, pattern, texture, colour**

Use study of **3D work** from a **variety of genres and cultures** to develop their own response through **models, experimentation** and design stages

Can **embellish** a surface using a variety of techniques, including drawing, painting and printing

Painting

Select from different methods to **apply colour** using a **variety of tools and techniques** to express mood or emotion

Plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting

Can use studies gathered from observation to help plan and realise paintings, using **thumbnail studies and paint techniques** to represent action or interaction

Can show the **effect of light and colour, texture and tone** on **natural** and **manmade** objects

Independently take action to refine technical and craft skills to improve mastery of materials and techniques

Confidently follow intuition and instinct during the making process, making intelligent and confident creative choices

Independently select and effectively use relevant processes in order to create successful and finished work

Feel safe enough to take creative risks, enjoying the journey

Year 6 - Evaluating				By the end of Year 6 Children should be able to...
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> <p>Record ideas as appropriate</p>	

Year 6 – Knowledge & Understanding

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

Knowledge & Understanding

Teachers should:

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

Formal

Each child should:

- Know the names of tools, techniques and formal elements (in pink above and below)
- Be happy to describe, interpret and explain the work, ideas and working practices of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities
- Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes
- Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with

Experiential

Each child should be given the opportunity to:

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