

Welcome to the Progression Plan for Year 1 Primary Art 2020/21

Covering:

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

The plan has been created by Paula Briggs and Sheila Ceccarelli of AccessArt. We gratefully acknowledge the expertise of Susan Coles, Paul Carney and Mandy Barret. We also acknowledge that we have taken and built upon some of the end of year descriptors from the NSEAD Curriculum document 2014.

Year 1

Year 1 – Generating Ideas:

	Year 1 - Generating Ideas			At the end of year 1 children should be able to...
Generating Ideas	Through the Sketchbook	By Looking and Talking	By Playing	
<p>Teachers should:</p> <p>Feel able to model sketchbook use <i>alongside</i> pupils (i.e. keep their own sketchbook)</p> <p>Let pupils <i>discover and share</i> for themselves.</p>	<p>Introduce “sketchbook” as being a place to record individual responses 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.</p>	<p>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:</p> <ul style="list-style-type: none"> • Describe what you can see. • Describe what you like? Why? • How does it make you feel? • What would you like to ask the artist? 	<p>Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.</p>	<p>Recognise that ideas can be generated through doing as well as thinking Recognise that ideas can be expressed through art Experiment with an open mind</p>

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Year 1 – Making:

	Year 1 - Making				At the end of year 1 children should be able to...
Making	Drawing	Painting and 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</p>	<p>Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal. Please see curriculum planning art Explore mark making to start to build mark-making vocabulary e.g. drawing soft toys and drawing feathers Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt.</p>	<p>Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours. e.g. exploring colour Benefit from experiences learnt through drawing (in column 1) (mark-making, observational drawing, experimental drawing) and apply these skills to painting and collage: e.g. mark making with paint and painting a rainbow-forest Enjoy discovering the interplay between materials for example wax and</p>	<p>Explore simple printmaking. For example using plasticine, found materials or quick print foam, plasticine printmaking or everyday printmaking Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative. Use rollers or the backs of spoon to create pressure to make a print.</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. For example making birds Explore modelling materials such as Modroc, clay and plasticine in an</p>	<p>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</p>

diverge from the task (as being signs that they are owning their learning)		watercolour wax resist autumn leaves	Explore pattern, line, shape and texture.	open-ended manner, to discover what they might do. modroc plasterboard or making modroc sculpture Use basic tools to help deconstruct (scissors) and then construct (glue sticks)	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
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Year 1 – Evaluating:

	Year 1 - Evaluating			At the end of year 1 children should be able to...
Evaluating	As a Class	In small groups	One to one	
Teachers should: Be aware of the importance of sensitively unearthing intention, which	Enjoy listening to other people's views about artwork made by others. Feel able to express and share an opinion about the artwork.	Share work to others in small groups, and listen to what they think about what you have made.	Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.	Show interest in and describe what they think about the work of others Take pleasure in the work they have created and see that it

may not always be apparent in the end result.				gives other people pleasure Begin to take photographs and use digital media
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Year 1 – Knowledge and Understanding:

	Year 1 - Knowledge & Understanding		At the end of year 1 children should be able to...
Knowledge & Understanding	Formal	In small groups	
Teachers should: Recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and	Each child should know: • How to recognise and describe some simple characteristics of different kinds of art, craft and design • The names of tools, techniques and formal elements (in pink above and below)	Each child should be given the opportunity to: <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 	

formal knowledge
with an experiential
understanding
about what it is to
be a creative
human.

Year 1 – Vocabualaty & Assessment Questions

Assessment Questions

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

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

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

Key Vocabulary

Drawing	Line, thick, thin, wavy, straight, pencil Finger, stick, chalk, pastel, felt tip, soft, hard, portrait.
Painting	Mark making tools, sponges, different brushes, response, line, colour, texture, shape, 2D, observation, imagination, scale, size, fine motor skills, brush strokes.
Collage	Experiment, media, understand, glue, sticking, paper, fabric, natural materials, textural effects, observation, imagination
3D/Sculpture	Experiment, properties of clay, plasticine, dough, explore, mark making, textural effects, materials, model, observation, imagination, demonstrate, modelling tools, control, smooth
Printing	Experiment, printing, media, inks, roller, palette.
Textiles	Practise, threading skills, basic running stitches, understand, join, fabric, decorate

Year 1 - Statements.

- A. I can recognise that ideas can be expressed in artwork.
- B. I can experiment with an open mind (*for instance, they enthusiastically try out and use all materials that are presented to them*)
- C. I can try out a range of materials and processes and recognise that they have different qualities
- D. I can use materials purposefully to achieve particular characteristics or qualities
- E. I can show interest in and describe what they think about the work of others
- F. I know how to recognise and describe some simple characteristics of different kinds of art, craft and design
- G. I know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.

Progression Plan for Year 2 Primary Art 2020/21

Covering:

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

The plan has been created by Paula Briggs and Sheila Ceccarelli of AccessArt. We gratefully acknowledge the expertise of Susan Coles, Paul Carney and Mandy Barret. We also acknowledge that we have taken and built upon some of the end of year descriptors from the NSEAD Curriculum document 2014.

Year 2

Year 2 – Generating Ideas:

	Year 2 - Generating Ideas			At the end of year 2 children should be able to...
Generating Ideas	Through the Sketchbook	By Looking and Talking	Through Making	
Teachers should: Feel able to model sketchbook use alongside pupils (i.e. keep their own sketchbook) Let pupils discover and share for themselves	Develop a “ sketchbook habit ”, using a sketchbook as a place to record individual responses 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, artwork 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	Generate ideas through exploration of materials , building an understanding of what each material can do, how it can be constructed, being open during the process to unexpected ideas.	Recognise that ideas can be generated through doing as well as thinking Recognise that ideas can be expressed through art Experiment with an open mind Enjoy trying out different activities and make both informed, and intuitive choices about what to

		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? 		do next, letting practical experience feed ideas Use drawing to record and discover ideas and experiences
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Year 2 – Making:

	Year 2 - Making					At the end of year 2 children should be able to...
Making	Sketchbook	Drawing	Painting and Collage	Printmaking	3D	
Teachers should: Balance time in which you sensitively model a technique, with plenty of time for pupils to enjoy open-ended	Make simple sketchbooks as a way to create ownership of development work. Explore how to create space and places within the sketchbook to help develop sketchbook approach to include collecting, making drawings on different	Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal . Guide to drawing materials Explore a variety of drawing starting points (stimuli), including close	Continue to mix colours experientially (i.e. encourage pupils to “try and see”) Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project e.g Inspired! and exploring colour and paint!	Explore simple mono printing techniques using carbon paper, using observational drawing skills and mark making skills explored through drawing, and colour mixing skills e.g. Monoprinting with	Explore how 2D can become 3D though “design through making” . Pls see design in the national curriculum. Cut simple shapes from card and use them to construct architectural forms. Use drawn, collaged	Try out a range of materials & processes and Recognise they have different qualities Use materials purposefully to

<p>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>surfaces, and on different shapes of paper. Taking ownership of sketchbooks.</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, drawing exercises</p>	<p>looking via observation from primary & secondary source material, drawing from memory and imagination. These might include figurative, still life and landscape subject matter for drawings Use drawings as basis for collage minibeast project</p>	<p>Explore painting on different surfaces, such as fabric and different scales. Use new colour mixing knowledge and transfer it to other media, e.g.soft pastel colour mixing in drawing projects.</p>	oil pastel	<p>and printed elements as surface decoration for the architectural maquettes. be an architect Use digital media (film and still photos) to create records of models made, including walkthrough videos of the inside of the architectural spaces</p>	<p>achieve particular characteristics or qualities 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</p>
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						purpose Develop and exercise some care and control over the range of materials they use
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Year 2 – Evaluating:

	Year 2 - Evaluating			At the end of year 2 children should be able to...
Evaluating	As a Class	In small groups	One to one	
Teachers should: Be aware of the importance of sensitively unearthing intention, which may not always be apparent in end	Enjoy listening to other people's views about artwork made by others. Feel able to express and share an opinion about the artwork.	Share work to others in small groups, and listen to what they think about what you have made. Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about	Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.	Show interest in and describe what they think about the work of others Take pleasure in the work they have created and see that it gives other people pleasure Understand how evaluating creative work during

result		how to present work, and a chance for pupils to use digital media.		the process, as well as at the end, helps feed the process. Begin to take photographs and use digital media as a way to resee work When looking at creative work express clear preferences and give some reasons
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Year 2 – Knowledge and Understanding:

	Year 2 - Knowledge & Understanding		At the end of year 2 children should be able to...
Knowledge & Understanding	Formal	In small groups	
Teachers should: Recognise that in art, a more valuable and relevant learning experience comes from underpinning	<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 design • Know the names of tools, techniques and formal elements (in pink above and below) • Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes 	<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 eye • Understand ideas can come through hands-on exploration • Begin to build knowledge of what different materials and techniques can offer the creative individual • Work at different scales, alone and in groups 	

<p>technical and formal knowledge with an experiential understanding about what it is to be a creative human.</p>	<ul style="list-style-type: none"> • Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary 	
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Year 2 – Vocab & Assessment Questions

Assessment Questions

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

- Tell me about 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”

Key Vocabulary

Drawing	Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker, Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright.
Painting	Brush, size and types, scale, Colour; mixing, primary colours, primary shades, tones, techniques, layering, mixing media.
Collage	Create, variety, images, media, materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, textures, fold, crumple, tear, overlap edges.
3D/Sculpture	Materials, products, manipulate, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, properties, paint, create, textural effects Form: experiment, constructing,

	joining, natural, manmade materials Texture: surface, malleable material, build textured tile.
Printing	Print materials, hard and soft, pen barrels, sponge. Simple marks, rollers, printing pallets. Simple prints, mono printing. Printing ink, creating patterns e.g. plastic mesh, stencils. Repeating patterns, recognise patterns in the environment. Create simple printing blocks with press print. Design more repetitive patterns. Colour Experiment with over printing motifs and colour. Texture rubbings to collect textures and patterns.
Textiles	Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc Create cords and plats for decoration. Colour Apply colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee. Texture. Create fabrics by weaving materials i.e. grass through twigs.
Artist/Designers/Architects	Similarity, foreground, background, materials, mood. Period of time. Express. Complement, contrast, similarity foreground background

Year 2 - Statements.

- A. I can try out different activities and make sensible choices about what to do next
- B. I can use drawing to record ideas and experiences
- C. I can deliberately choose to use particular techniques for a given purpose
- D. I can develop and exercise some care and control over the range of materials they use.
- E. I can express clear preferences to artistic work and give some reasons for these
- F. I know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.
- G. I can talk about the materials, techniques and processes I have used, using appropriate vocabulary.

Progression Plan for Year 3 Primary Art 2020/21

Covering:

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

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Year 3

Year 3 – Generating Ideas:

	Year 3 - Generating Ideas				At the end of year 3 children should be able to...
Generating Ideas	Through the Sketchbook	By Looking and Talking	Through Making	Digital Media	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
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	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,	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, artwork in galleries and objects in museums . Be given time and space to engage with the physical world to stimulate a creative	Use growing knowledge of how materials and medium act, to help develop ideas . Continue to generate ideas through space for playful making. Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).	Use digital media to identify and research artists, craftspeople, architects and designers.	

confidence in their own ideas	exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around...	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? <ul style="list-style-type: none"> • How does it make you feel? • What would you like to ask the artist? 			and shaping ideas informed, and intuitive choices about what to do next, letting practical experience feed ideas Use drawing to record and discover ideas and experiences
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Year 3 – Making:

	Year 3 - Making					At the end of year 3 children should be able to...
Making	Drawing/Sketchbook	Drawing, Painting & Collage	3D	Printmaking	Digital & Animation	Develop
Teachers should: Balance time in which you sensitively	Make simple sketchbooks as a way to create ownership of development work.	Develop mark-making skills through experimentation with various drawing media:	Make an armature from paper and tape and use as the basis to explore modelling with Modroc	Explore simple mono printing techniques using using observational	Building on mark-making and observational skills, make drawings of	practical skills by experimenting

<p>model a technique, with plenty of time for pupils to enjoy opened 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)Teachers should: Balance time in which you sensitively model a technique, with plenty of time for</p>	<p>Explore how to create space and places within the sketchbook to help develop a sketchbook approach to include collecting, making drawings on different surfaces, and on different shapes of paper. Taking ownership of sketchbooks. Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, drawing exercises</p>	<p>pencil, graphite, chalk, soft pastel, wax and charcoal. Guide to drawing materials Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination. These might include figurative, still life and landscape subject matter for drawings Use drawings as basis for collage minibeast project</p>	<p>to make sculpture, e.g. Roald Dahl and Quentin Blake sculpture resource Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills, e.g. Clay fruit tiles Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick). Drawing and making flowers</p>	<p>drawing skills and mark making skills explored through drawing, and colour mixing skills e.g. Monoprinting with 2 colours.</p>	<p>animals, people and vehicles Use scissors to dissect the and reconstruct them into drawings that move, e.g. Making moving drawings Use digital media to make animations from the drawings that move eg. Animating articulated animals, people, beasts.</p>	<p>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.</p>
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pupils to
enjoy open
ended
exploration,
and project
based
learning
Have the
confidence
to celebrate
places
where pupils
diverge from
the task (as
being signs
that they are
owning their
learning)

Year 3 – Evaluating:

	Year 3 - Evaluating			At the end of year 3 children should be able to...
Evaluating	As a Class	In small groups	One to one	
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	Enjoy listening to other peoples views about artwork made by others. Feel able to express and share an opinion about the artwork. Think about why the work was made, as well as how	Share work to others in small groups, and listen to what they think about what you have made. Make suggestions about other people's work, using things you have seen or experienced yourself. Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.	Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.	Take pleasure in the work they have created and see that it gives other people pleasure Take the time to reflect upon what they like and dislike about their work in order to improve it Understand how evaluating creative work during the process, as well as at the end, helps feed the process. Take photographs and videos and use digital media as a way to re-see work

Year 3 – Knowledge and Understanding:

	Year 3 - Knowledge & Understanding		At the end of year 3 children should be able to...
Knowledge & Understanding	Formal	In small groups	
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.	<p>Each child should:</p> <ul style="list-style-type: none"> • Know the names of tools, techniques and formal elements (in pink above and below) • 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 	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> • Discover that art is subjective (we all have our own legitimate understanding) • Experience the connection between brain, hand and eye • Understand ideas can come through hands-on exploration • Develop their knowledge of what different materials and techniques can offer the creative individual • Work at different scales, alone and in groups • Feel safe 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 3 – Vocab & Assessment Questions

Assessment Questions

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

Tell me about 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”

Key Vocabulary

Drawing	<p>Line: charcoal, pencil, crayon, chalk, pastels, pens.</p> <p>Form and shape: grades, forms, shapes, third dimension</p> <p>Tone: variations, tone</p> <p>Texture: pattern texture, proportion, emotion, expression</p>
Painting	<p>Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, sand, plaster</p>
Collage	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>
3D/Sculpture	<p>Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils, slips</p>
Printing	<p>Create printing blocks using an impressed or relief method. Create repeating patterns. Print with two colour overlays.</p>

Textiles	Use a variety of techniques eg printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Experiment with paste resistance.
Artist/Designers/Architects	Similarity, comparison, foreground, background, materials, mood atmosphere.. Period of time. Express. Complement, contrast, art movement. Target audience.

Year 3 - Statements.

- A. I can gather and review information, references and resources related to my ideas and intentions.
- B. I can use a sketchbook for different purposes, including recording observations, planning and shaping ideas.
- C. I can develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.
- D. I can select, and use appropriately, a variety of materials and techniques in order to create my own work.
- E. I can take the time to reflect upon what I like and dislike about my work in order to improve it
- F. I know about and can describe the work of some artists, craftspeople, architects and designers
- G. I am able to explain how to use some of the tools and techniques I have chosen to work with.

Progression Plan for Year 4 Primary Art 2020/21

Covering:

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

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Year 4

Year 4 – Generating Ideas:

	Year 4 - Generating Ideas				At the end of year 4 children should be able to...
Generating Ideas	Through the Sketchbook	By Looking and Talking	Through Making	Digital Media	
<p>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</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 Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss the 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. 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</p>	<p>Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making. Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>	<p>Use digital media to identify and research artists, craftspeople, architects and designers.</p>	<p>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</p>

confidence in their own ideas	seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around...	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 see • What do you like/dislike? Why <ul style="list-style-type: none"> • 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? 			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
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Year 4 – Making:

	Year 4 - Making				At the end of year 4 children should be able to...
Making	Drawing/Printing	Painting & Collage, Sketchbook	Sculpture	Design	Develop practical skills
Teachers should: Balance time	Continue to familiarize with sketchbook /	Make larger scale drawing from	Work with a modelling material (clay or	Develop design through making	

<p>in which you sensitively model a technique, with plenty of time for pupils to enjoy opened 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) Teachers should: Balance time in which you sensitively model a technique,</p>	<p>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.</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>Layering of media, mixing of drawing media, e.g. Wax resist with</p>	<p>observation and imagination, e.g. Cheerful orchestra drawing project Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome, e.g. Stencils composition and mark making and Exploring colour Explore painting on new surfaces using colour as decoration e.g. Paint clay tiles</p>	<p>plasticine) to create quick 3D figurative sketches from life or imagination. Combine with developing visual literacy skills so that the 3D sketches explore how we read and communicate emotion and idea, e.g. Quick clay figurative sketches Develop visual literacy skills and discover how context and intention can change the meaning of objects, e.g. Making a pocket gallery Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually, e.g. Building_nests</p>	<p>skills and collaborative working skills through fashion design. Explore paper and card manipulation skills to build 3D forms. Transformation/ and Paperback figures Extend into an exploration of fabric, deconstructing old clothes and reconstructing elements into new items. e.g. Psyches inspired dress</p>	<p>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</p>
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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)

coloured inks

own exploration.

Year 4 – Evaluating:

	Year 4 - Evaluating			At the end of year 4 children should be able to...
Evaluating	As a Class	In small groups	One to one	
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	Enjoy listening to other people's 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. Make suggestions about other people's work, using things you have seen or experienced yourself. Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.	Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.	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 and Understanding:

	Year 4 - Knowledge & Understanding		At the end of year 4 children should be able to...
Knowledge & Understanding	Formal	In small groups	
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.	<p>Each child should:</p> <ul style="list-style-type: none"> • Know the names of tools, techniques and formal elements (in pink above and below) • 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 	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> • Discover that art is subjective (we all have our own legitimate understanding) • Experience the connection between brain, hand and eye • Understand ideas can come through hands-on exploration • Develop their knowledge of what different materials and techniques can offer the creative individual • Work at different scales, alone and in groups • Feel safe 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 – Vocab & Assessment Questions

Assessment Questions

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

- Tell me about 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”

Key Vocabulary

Drawing	<p>observation, photographs, visual images</p> <p>Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending,</p> <p>Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background</p>
Painting	<p>Sketchbooks, record, observation, review, revisit, improve, design techniques, materials</p> <p>Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination</p>
Collage	<p>Add collage to a painted, printed or drawn background.</p> <p>Use a range of media to create collages.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas.</p>
3D/Sculpture	<p>Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, slabs, coils, slips, materials, sculptures</p>

Printing	Create printing blocks by simplifying an initial journal idea. Use relief or impressed methods. Create prints with three overlays. Work into prints with a range of media eg pens, coloured pens and paints.
Textiles	<p>Use fabrics to create 3D structures.</p> <p>Use different grades of threads and needles.</p> <p>Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p>
Artist/Designers/Architects	Similarity, comparison, foreground, background, materials, mood atmosphere.. Period of time. Express. Complement, contrast, art movement. Target audience.

Year 4 - Statements.

- A. I can select and use relevant resources and references to develop my ideas.
- B. I can use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome.
- C. I can investigate the nature and qualities of different materials and processes systematically.
- D. I can apply the technical skills I am learning to improve the quality of my work.
- E. I can regularly reflect upon my own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
- F. I know about and can describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that I have studied.
- G. I know about, and am able to demonstrate, how tools I have chosen to work with should be used effectively and with safety

Progression Plan for Year 5 Primary Art 2020/21

Covering:

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

The plan has been created by Paula Briggs and Sheila Ceccarelli of AccessArt. We gratefully acknowledge the expertise of Susan Coles, Paul Carney and Mandy Barret. We also acknowledge that we have taken and built upon some of the end of year descriptors from the NSEAD Curriculum document 2014.

Year 5

Year 5 – Generating Ideas:

	Year 5 - Generating Ideas				At the end of year 5 children should be able to...
Generating Ideas	Through the Sketchbook	By Looking and Talking	Through Making	Digital Media	Engage in open-ended research and exploration to initiate and develop personal ideas Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording
<p>Teachers should:</p> <p>Feel able to model sketchbook use alongside pupils (i.e. keep their own sketchbook) Let pupils discover and share for themselves</p> <p>Enable pupils to</p>	<p>Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration. Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss the 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</p>	<p>Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making. Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>	<p>Use digital media to identify and research artists, craftspeople, architects and designers. Use camera phones (still and video) to help “see” and “collect” (digital sketchbook)</p>	

<p>build confidence in their own ideas</p>	<p>sketchbook and journey and outcome becomes understood. Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...</p>	<p>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>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>
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Year 5 – Making:

	Year 5 - Making			At the end of year 5 children should be able to...
Making	Drawing/Printing	Drawing, Making, Colour	Design & Making	
<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 Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)</p>	<p>Explore architecture of another time and / or culture, and make individual work in response to what is seen. Enable evolution of ideas through a combination of design through making and drawn inspiration. E.g. Architecture and mark making</p> <p>Develop visual literacy skills: explore how we look at and respond to things people have made, and then include this awareness when making sculpture e.g. Inspired by anglo saxon houses</p>	<p>Continue with the key drawing exercises Drawing exercises</p> <p>Explore the relationship of line, form and colour. Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response. Explore sculptural ideas of balance (physical and aesthetic) and creative risk taking and play, e.g. Making sculpture and drawing</p>	<p>Explore relationship between sculpture and design through a sketchbook project which takes film/literature/drama as its starting point and facilitates an open-ended sculptural exploration, with children working at their own pace and following their own journey e.g. Developing sketchbook work. Enable sketchbook work above to evolve and inform into a sculpture project.</p> <p>Combine and construct with a variety of materials, including modelling and paint. Explore scaling up drawings, bringing in all mark-making skills previously learnt, and using technique to provide opportunity to transform original, e.g. Flat yet sculptural drawing Paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts.</p>	<p>Confidently investigate and explore new materials, beginning to lead their own search for new experiences</p> <p>Use acquired technical expertise, combined with beginning to listen and trust “instinct” to help make choices, to make work which effectively reflects ideas and intentions Feel safe enough to take creative risks</p>

Year 5 – Evaluating:

	Year 5 - Evaluating			At the end of year 5 children should be able to...
Evaluating	As a Class	In small groups	One to one	
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	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 .	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 (Seesaw) made so that a record can be kept, to be added to a digital folder/presentation to capture progression . Use documenting the artwork as an opportunity for discussion about how to present work , and a chance for pupils to use digital media Present work in retrospect, i.e. to class, assembly or parents . Exhibition.	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.	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 and Understanding:

	Year 5 - Knowledge & Understanding		At the end of year 5 children should be able to...
Knowledge & Understanding	Formal	Experiential	
Teachers should: Recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experiential understanding about what it is to be a creative human.	<p>Each child should:</p> <ul style="list-style-type: none"> • Know the names of tools, techniques and formal elements • Research and discuss ideas and approaches of a 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 	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> • Discover that art is subjective (we all have our own legitimate understanding) • Experience the connection between brain, hand and eye • Understand ideas can come through hands-on exploration • Develop their knowledge of what different materials and techniques can offer the creative individual • Work at different scales, alone and in groups • Feel safe 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 – Vocab & Assessment Questions

Assessment Questions

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

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

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

Key Vocabulary

Drawing

observation, photographs, visual images

Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending,

Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background

Paper types.

Painting

Sketchbooks, record, observation, review, revisit, improve, design techniques, materials

Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination

Collage

Add collage to a painted, printed or drawn background.

Use a range of media to create collages.

Use different techniques, colours and textures etc when designing and making pieces of work.

Use collage as a means of extending work from initial ideas.

3D/Sculpture

Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, slabs, coils, slips, materials, sculptures

Printing	Create printing blocks by simplifying an initial journal idea. Use relief or impressed methods. Create prints with three overlays. Work into prints with a range of media eg pens, coloured pens and paints.
Textiles	<p>Use fabrics to create 3D structures.</p> <p>Use different grades of threads and needles. Running stitch, back stitch, box stitch.</p> <p>Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p>
Artist/Designers/Architects	Similarity, comparison, foreground, background, materials, mood atmosphere.. Period of time. Express. Complement, contrast, art movement. Target audience.

Year 5 - Statements.

- A. I can engage in open ended research and exploration in the process of initiating and developing their own personal ideas
- B. I can confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.
- C. I can confidently investigate and exploit the potential of new and unfamiliar materials
- D. I can use my acquired technical expertise to make work which effectively reflects my ideas and intentions.
- E. I regularly analyse and reflect on my progress taking account of what I hoped to achieve.
- F. I can research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.
- G. I can describe the processes I am using and how I hope to achieve high quality outcomes.



Progression Plan for Year 5 Primary Art 2020/21

Covering:

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

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Year 5

Year 5 – Generating Ideas:

	Year 5 - Generating Ideas				At the end of year 5 children should be able to...
Generating Ideas	Through the Sketchbook	By Looking and Talking	Through Making	Digital Media	Engage in open-ended
<p>Teachers should:</p> <p>Feel able to model sketchbook use alongside pupils (i.e. keep their own sketchbook) Let pupils discover and share for themselves</p> <p>Enable pupils to build</p>	<p>Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration. Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss the 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</p>	<p>Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making. Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>	<p>Use digital media to identify and research artists, craftspeople, architects and designers. Use camera phones (still and video) to help “see” and “collect” (digital sketchbook)</p>	<p>research and exploration to initiate and develop personal ideas Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information</p>

confidence in their own ideas	<p>outcome becomes understood. Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...</p>	<p>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>Understand</p> <p>sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration</p>
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Year 5 – Making:

Year 5 - Making				At the end of year 5 children should be able to...
Making	Drawing/Printing	Drawing, Making, Colour	Design & Making	
<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 Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)</p>	<p>Explore architecture of another time and / or culture, and make individual work in response to what is seen. Enable evolution of ideas through a combination of design through making and drawn inspiration. E.g. Architecture and mark making</p> <p>Develop visual literacy skills: explore how we look at and respond to things people have made, and then include this awareness when making sculpture e.g. Inspired by anglo saxon houses</p>	<p>Continue with the key drawing exercises Drawing exercises</p> <p>Explore the relationship of line, form and colour. Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response. Explore sculptural ideas of balance (physical and aesthetic) and creative risk taking and play, e.g. Making sculpture and drawing</p>	<p>Explore relationship between sculpture and design through a sketchbook project which takes film/literature/drama as its starting point and facilitates an open-ended sculptural exploration, with children working at their own pace and following their own journey e.g. Developing sketchbook work. Enable sketchbook work above to evolve and inform into a sculpture project.</p> <p>Combine and construct with a variety of materials, including modelling and paint. Explore scaling up drawings, bringing in all mark-making skills previously learnt, and using technique to provide opportunity to transform original, e.g. Flat yet sculptural drawing Paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts.</p>	<p>Confidently investigate and explore new materials, beginning to lead their own search for new experiences</p> <p>Use acquired technical expertise, combined with beginning to listen and trust “instinct” to help make choices, to make work which effectively reflects ideas and intentions Feel safe enough to take creative risks</p>

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	Year 5 - Evaluating			At the end of year 5 children should be able to...
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Artist/Designers/Architects	Similarity, comparison, foreground, background, materials, mood atmosphere.. Period of time. Express. Complement, contrast, art movement. Target audience.

Year 5 - Statements.

- A. I can engage in open ended research and exploration in the process of initiating and developing their own personal ideas
- B. I can confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.
- C. I can confidently investigate and exploit the potential of new and unfamiliar materials
- D. I can use my acquired technical expertise to make work which effectively reflects my ideas and intentions.
- E. I regularly analyse and reflect on my progress taking account of what I hoped to achieve.
- F. I can research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.
- G. I can describe the processes I am using and how I hope to achieve high quality outcomes.

