

The AccessArt Progression Plan for Primary Art

- There are 5 pages for **each year group**, outlining progression in:
 - Generating Ideas
 - Making
 - Evaluation
 - Knowledge & Understanding
 - Vocab & Assessment Questions
- Find [further information relating to the AccessArt Progression Plan for Primary Art here.](#)
- The plan has been created by Paula Briggs and Sheila Ceccarelli of AccessArt. We gratefully acknowledge the expertise of Susan Coles, Paul Carney and Mandy Barret. We also acknowledge that we have taken and built upon some of the end of year descriptors from the NSEAD Curriculum document 2014.

Year 1 – Generating Ideas

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

Generating Ideas

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:

- **What can I see?**
- **What do I like?**
- **How does it make me feel?**
- **What do I think the artist enjoyed when he/she made the artwork?**

By Playing

Generate **ideas** through **playful, hands-on, exploration** of materials without being constricted towards a pre-defined outcome.

Teachers should:

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

Let pupils *discover and share* for themselves

Recognize that ideas can be generated through doing as well as thinking

Recognize that ideas can be expressed through art

Experiment with an open mind

Year 1 - Making

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

Making

Teachers should:

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

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

Drawing

Begin to explore a variety of drawing materials including **pencil, graphite, pen, chalk, soft pastel, wax** and **charcoal**.

Please see [curriculum planning art](#)

Explore **mark making** to start to build mark-making vocabulary e.g. [drawing soft toys](#) and [drawing feathers](#)

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

Become familiar with 2 **or more** drawing exercises repeated over time to build skill. See **Drawing Exercises** at [start here drawing](#)

Painting & Collage

Recognize **primary colours** and use an experiential approach to simple **colour mixing** to discover **secondary colours**. e.g. [exploring colour](#)

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

Enjoy discovering the interplay between **materials** for example **wax** and **watercolour** [wax resist autumn leaves](#)

Printmaking

Explore simple **printmaking**. For example using plasticine, found materials or **quick print foam**, [plasticine printmaking](#) or [everyday printmaking](#)

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

Explore **pattern, line, shape** and **texture**.

3D

Explore, discover and invent ways for **2d** to **transform** into **3d sculpture**. This might be through creating drawings or prints on paper which are then **folded**, through **collage** which becomes **relief**, through 2d **shapes** which are **cut** out and **constructed** with. For example [making birds](#)

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

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

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

Use materials purposefully to achieve particular characteristics or qualities

Be excited by the potential to create.

Understand that art is different to many subjects at school: through art, they can invent and discover

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
	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 .

Knowledge & Understanding

Teachers should:

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

Formal

Each child should know:

- How to recognise and describe some simple characteristics of different kinds of art, craft and design
- The names of tools, techniques and formal elements (in pink above and below)

Experiential

Each child should be given the opportunity to:

- Discover that art is subjective (we all have our own legitimate understanding)
- Begin to feel confident to express a preference in....
- 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

Vocab Summary - Words in Pink Above Plus Words below.

Note: The language we use with children is important because it helps shape the way we think about (and facilitate) creativity. For this reason the vocab list AccessArt provides includes “approaches” as well as more technical vocab. Over time these words help shape the way pupils think about what kinds of creative activity work best for them.

Activities & Techniques

Look, Explore, Play, Enjoy, Discover, Try, Share, Know, Draw, Sketch, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Fold, Cut, Tear, Stick, Collage

Materials:

Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Poster Paint, Watercolour, Card, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Quick Print Foam

Concepts:

Line, Shape, Dark & Light, Pattern, Texture, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative

Tools:

Scissors, Brushes, Palettes, Rollers, Hands

Approaches:

Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be)

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

Year 2 – Generating Ideas

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

Generating Ideas Teachers should: Feel able to model sketchbook use alongside pupils (i.e. keep their own sketchbook) Let pupils <i>discover and share</i> for themselves	Through Sketchbooks	By Looking & Talking	Through Making	Recognize that ideas can be generated through doing as well as thinking Recognize 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
	<p>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.</p> <p>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...</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.</p> <p>Look at a variety of types of source material and understand the differences: including images on whiteboard, images in books and websites, art work in galleries and objects in museums.</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"> • What can I see? • What do I like? • How does it make me feel? • What do I think the artist enjoyed when he/she made the artwork? 	<p>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.</p>	



Year 2 Making

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

Making

Teachers should:

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

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

Sketchbooks	Drawing	Painting	Printmaking & Collage	3D, Architecture & Digital Media
<p>Make simple sketchbooks as a way to create ownership from offset making elastic band sketchbooks</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. 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>Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal. Guide to drawing materials</p> <p>Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination. These might include figurative, still life and landscape subject matter for drawings</p> <p>Use drawings as basis for collage minibeast project</p>	<p>Continue to mix colours experientially (i.e. encourage pupils to “try and see”)</p> <p>Revisit colour mixing through colour wheel and understand relationships of primary and secondary colours colour wheel Apply colour mixing skills to a project e.g. exploring colour and paint</p> <p>Explore painting on different surfaces, such as fabric and different scales dressing up as fossils</p> <p>Use new colour mixing knowledge and transfer it to other media, e.g. soft pastel colour mixing in drawing project or plasticine painting with plasticine</p>	<p>Explore simple mono printing techniques using carbon paper, using observational drawing skills and mark making skills explored through drawing (column 2), and colour mixing skills (column 3) e.g. Monoprinting with oil pastel</p>	<p>Explore how 2d can become 3d though “design through making”. Pls see design in the national curriculum</p> <p>Cut simple shapes from card and use them to construct architectural forms. Use drawn, collaged and printed elements as surface decoration for the architectural maquettes. be an architect</p> <p>Use digital media (film and still photos) to create records of models made, including walk-through videos of the inside of the architectural spaces</p>

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

Use materials purposefully to achieve particular characteristics or qualities

Be excited by the potential to create.

Understand that art is different to many subjects at school: through art, they can invent and discover

Deliberately choose to use particular techniques for a given purpose

Develop and exercise some care and control over the range of materials they use

Evaluating

Teachers should:

Be aware of the importance of sensitively unearthing *intention*, which may not always be apparent in end result

As a Class	In Small Groups	One to One
<p>Enjoy listening to other peoples views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p>	<p>Share work to others in small groups, and listen to what they think about what you have made.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.</p>	<p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p>

Show interest in and describe what they think about the work of others

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

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

Begin to take photographs and use digital media as a way to re-see work

When looking at creative work express clear preferences and give some reasons



Year 2 – Knowledge & Understanding

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

Knowledge & Understanding	Formal	Experiential
<p>Teachers should:</p> <p>Recognize 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 recognize and describe some simple characteristics of different kinds of art, craft and design• Know the names of tools, techniques and formal elements (in pink above and below)• Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes• Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary	<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

Vocab Summary - Words in Pink Above Plus Words below.

Note: The language we use with children is important because it helps shape the way we think about (and facilitate) creativity. For this reason the vocab list AccessArt provides includes “approaches” as well as more technical vocab. Over time these words help shape the way pupils think about what kinds of creative activity work best for them.

Activities & Techniques

Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Quick Print Foam

Materials:

Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine

Concepts:

Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Maquette, Model, Space,

Tools:

Scissors, Brushes, Palettes, Rollers, Hands

Approaches:

Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be)

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?

Year 3- Generating Ideas

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

Generating Ideas

Teachers should:

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

Let pupils *discover and share* for themselves

Enable pupils to build confidence in their own ideas

Through Sketchbooks

Continue to develop a “**sketchbook habit**”, using a sketchbook as a place to record individual response to the world.

Begin to feel a **sense of ownership** about the sketchbook, which means allowing every child to work at **own pace**, **following own exploration**

Practice and develop sketchbook use, incorporating the following activities: **drawing to discover**, **drawing to show you have seen**, **drawing to experiment**, **exploring colour**, **exploring paint**, **testing ideas**, **collecting**, **sticking**, **writing notes**, **looking back**, **thinking forwards and around...**

By Looking & Talking

Enjoy looking at **artwork** made **by artists**, **craftspeople**, **architects** and **designers**.

Discuss **artist’s intention** and **reflect upon your response**.

Look at **artforms** beyond the visual arts: **literature**, **drama**, **music**, **film** etc and **explore how they relate to your visual art form**.

Look at a variety of types of **source material** and understand the differences.

Be given **time and space** to engage with the **physical world** to stimulate a **creative response** (visiting, seeing, holding, hearing), **including found** and **manmade objects**.

Develop questions to ask when looking at artworks and /or stimulus:

- **What do I see?**
- **What do I like/dislike?**
- **What do I think the artist’s intention was?**
- **Why did they do it like that?**
- **How does it make me feel?**
- **How might it inspire me?**

Through Making

Use growing knowledge of how **materials and medium act**, to help **develop ideas**. Continue to **generate ideas through space for playful making**.

Explore how **ideas translate and develop through different medium** (i.e. a drawing in pencil or a drawing in charcoal).

Digital Media

Use **digital media to identify and research artists, craftspeople, architects and designers**.

Gather and review information from different sources (primary and secondary), references and resources related to their ideas and intentions

Use a sketchbook for different purposes, including recording observations, planning and shaping ideas

Year 3 - Making

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

Making

Teachers should:

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

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

Drawing	Drawing, Painting & Collage	3D	Digital & Animation
<p>Practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching, e.g. Using gesture in drawing</p> <p>Using observational drawing as a starting point, fed by imagination, design typography, e.g. Typography for children</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. Drawing exercises</p>	<p>Make larger scale drawing from observation and imagination, e.g. Cheerful-orchestra drawing project</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 using colour as decoration e.g. Paint clay tiles</p>	<p>Make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture, e.g. Roald Dahl and Quentin Blake sculpture resource</p> <p>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</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). Drawing and making flowers</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, e.g. Making moving drawings</p> <p>Use digital media to make animations from the drawings that move Animating articulated beasts</p>

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

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

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

Year 3 - Evaluating

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

Evaluating

Teachers should:

Be aware of the importance of sensitively unearthing *intention*, which may not always be apparent in end result

Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process

As a Class

Enjoy listening to other peoples views about artwork made by others.

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

Think about why the work was made, as well as how.

In Small Groups

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

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

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

One to One

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

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

Knowledge & Understanding

Teachers should:

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

Formal

Each child should:

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

Experiential

Each child should be given the opportunity to:

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

Vocab Summary - Words in Pink Above Plus Words below.

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Activities & Techniques

Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate

Materials:

Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Quick Print Foam

Concepts:

Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography,

Tools:

Scissors, Pliers, Brushes, Palettes, Rollers, Hands

Approaches:

Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be), Revist (Revist previous experiences in new contexts), Purpose (What is it for? E.g. personal wellbeing, social benefit, community cohesion, design),

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?

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 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, 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"> • What do I see? • What do I like/dislike? • What do I think the artist’s intention was? • Why did they do it like that? • How does it make me feel? • How might it inspire me? <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

Teachers should:

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

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

Drawing & Printmaking

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

Use growing **technical skill and knowledge of different drawing materials**, combined with increasing **confidence** in making a **creative response** to a wide range of **stimuli**, to explore more **experimental drawing**, following child's own **interests/affinities**. Please see [Teaching for the journey](#)

Layering of media, mixing of drawing media, e.g. [Wax resist with coloured inks](#)

Painting/Collage/Sketchbooks

Create a one-off **project sketchbook** which can inform future sketchbook practice, consolidating old skills and introducing new skills (including: **creating spaces and places in sketchbook to help creative thinking, exploring and revealing own creative journey from a shared starting point**). [Taking ownership of your sketchbook](#)

Combine artforms such as **collage, painting and printmaking in mixed media projects** e.g. [Screenprinting inspired by matisse](#)

Sculpture

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

Design

Develop **design through making** skills and **collaborative** working skills through **fashion design**. Explore **paper and card manipulation** skills to build **3d forms**. [Manipulating paper](#) and [Pin and paper fashion](#) and [Barbie and Ken transformation/](#) and [Paperback figures](#)

Extend into an exploration of **fabric, deconstructing** old clothes and **reconstructing elements** into new items. e.g. [Psyches inspired dress](#)

Investigate the nature and qualities of different materials and processes

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

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

Year 4 – Evaluating

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

Evaluating

Teachers should:

Be aware of the importance of sensitively unearthing *intention*, which may not always be apparent in end result

Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process

As a Class

Enjoy listening to other peoples **views** about artwork made by others.

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

Think about **why the work was made**, as well as **how**.

In Small Groups

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

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

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

One to One

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

Reflect regularly upon their work, throughout the creative process

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

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

Knowledge & Understanding

Teachers should:

Recognize 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

Vocab

Note: The language we use with children is important because it helps shape the way we think about (and facilitate) creativity. For this reason the vocab list AccessArt provides includes “approaches” as well as more technical vocab. Over time these words help shape the way pupils think about what kinds of creative activity work best for them.

Activities & Techniques

Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media,

Materials:

Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Found Objects, Quick Print Foam

Concepts:

Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Stimuli, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography, Open-ended, Creative Response, Visual Literacy, Design through Making, Fashion,

Tools:

Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands

Approaches:

Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be), Revist (Revist previous experiences in new contexts), Purpose (What is it for? E.g. personal wellbeing, social benefit, community cohesion, design),

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?

Year 5 – Generating Ideas

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

Generating Ideas

Teachers should:

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

Let pupils discover and share for themselves

Enable pupils to build confidence in their own ideas

Through Sketchbooks

Continue to develop a “**sketchbook habit**”, using a sketchbook as a place to record individual response to the world.

Begin to feel a **sense of ownership** about the sketchbook, which means allowing every child to work at **own pace, following own exploration**.

Increasingly see the sketchbook as a **place which raises questions which can be explored/answered outside the sketchbook**, so that the **link between sketchbook and journey and outcome becomes understood**.

Practice and develop sketchbook use, incorporating the following activities: **drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...**

By Looking & Talking

Enjoy looking at **artwork** made by **artists, craftspeople, architects and designers**. Discuss **artist’s intention** and **reflect upon your response**.

Look at **artforms** beyond the visual arts: **literature, drama, music, film** etc and **explore** how they **relate** to your **visual art form**.

Look at a variety of types of **source material** and understand the differences.

Be given **time and space** to engage with the **physical world** to stimulate a **creative response** (visiting, seeing, holding, hearing), including **found and manmade objects**.

Develop questions to ask when looking at artworks and /or stimulus:

- What do I see?
- What do I like/dislike?
- What do I think the artist’s intention was?
- Why did they do it like that?
- How does it make me feel?
- How might it inspire me?
- Who or what else might I look at to help feed my creativity?

Take part in small scale **crits** throughout so that **brainstorming** becomes part of the **creative process**.

Through Making

Use growing knowledge of how **materials and medium act**, to help **develop ideas**. Continue to **generate ideas through space for playful making**.

Explore how **ideas translate and develop through different medium** (i.e. a drawing in pencil or a drawing in charcoal).

Digital Media

Use **digital media** to **identify and research artists, craftspeople, architects and designers**. Use **camera phones (still and video)** to help “**see**” and “**collect**” (digital sketchbook).

Engage in open-ended research and exploration to initiate and develop personal ideas

Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information

Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration

Making

Teachers should:

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

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

Architecture & Making

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

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

Drawing, Making, Colour

Continue with the **key drawing exercises** [Drawing exercises](#)

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

Follow a series of **guided activities** which each offer pupils an opportunity to make their own **individual creative response**. e.g. [Inspired by Miro](#)

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

Design & Making

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

Enable sketchbook work above to **evolve and inform** into a **sculpture project**. **Combine and construct** with a **variety of materials, including modelling and paint**, e.g. [Supersized jewellery](#)

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

Paint on new surfaces (e.g. **stone, fabric, walls, floors** and work **collaboratively** to produce images in **new contexts**, e.g. [Communal summer picnic drawing](#) or [Treasured fossils](#)

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, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media

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

One to One

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

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

Regularly analyze and reflect upon progress taking into account of intention

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

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

Knowledge & Understanding

Teachers should:

Recognize 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

Vocab

Note: The language we use with children is important because it helps shape the way we think about (and facilitate) creativity. For this reason the vocab list AccessArt provides includes “approaches” as well as more technical vocab. Over time these words help shape the way pupils think about what kinds of creative activity work best for them.

Activities & Techniques

Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media,

Materials:

Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Found Objects, Quick Print Foam

Concepts:

Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Stimuli, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography, Open-ended, Creative Response, Visual Literacy, Design through Making, Fashion, Relationships to other Artforms, Aesthetic,

Tools:

Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands

Approaches:

Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be), Revisit (Revisit previous experiences in new contexts), Purpose (What is it for? E.g. personal wellbeing, social benefit, community cohesion, design), Creative Risk Taking v Playing Safe (Which feels right for me?),

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?

Year 6 – Generating Ideas

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

Generating Ideas

Teachers should:

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

Let pupils discover and share for themselves

Enable pupils to build confidence in their own ideas

Through Sketchbooks

Continue to develop a “**sketchbook habit**”, using a sketchbook as a place to record individual response to the world.

Begin to feel a **sense of ownership** about the sketchbook, which means allowing every child to work at **own pace, following own exploration**.

Increasingly see the sketchbook as a **place which raises questions which can be explored/answered outside the sketchbook**, so that the **link between sketchbook and journey and outcome becomes understood**.

Practice and develop sketchbook use, incorporating the following activities: **drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...**

By Looking & Talking

Enjoy looking at **artwork** made by **artists, craftspeople, architects** and **designers**. **Discuss artist’s intention** and **reflect upon your response**.

Look at **artforms** beyond the visual arts: **literature, drama, music, film** etc and **explore** how they **relate** to your **visual art form**.

Look at a variety of types of **source material** and understand the differences.

Be given **time and space** to engage with the **physical world** to stimulate a **creative response** (visiting, seeing, holding, hearing), **including found** and **manmade objects**.

Develop questions to ask when looking at artworks and /or stimulus:

- What do I see?
- What do I like/dislike?
- What do I think the artist’s intention was?
- Why did they do it like that?
- How does it make me feel?
- How might it inspire me?
- Who or what else might I look at to help feed my creativity?

Take part in small scale **crits** throughout so that **brainstorming** becomes part of the **creative process**.

Through Making

Use growing knowledge of how **materials and medium act**, to help **develop ideas**.

Continue to **generate ideas through space for playful making**.

Explore how **ideas translate and develop through different medium** (i.e. a drawing in pencil or a drawing in charcoal).

Digital Media

Use **digital media** to **identify and research artists, craftspeople, architects and designers**.

Use **camera phones (still and video)** to help “**see**” and “**collect**” (digital sketchbook).

Independently develop a range of ideas which show curiosity, imagination and originality

Investigate, research and test ideas and plans using sketchbooks and other approaches

Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration

Year 6 - Making

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

Making

Teachers should:

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

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

Drawing, Making	Drawing & Narrative	Puppetry	Design & Making
<p>Continue with the key drawing exercises Drawing exercises</p> <p>Revisit still life. Develop drawing skills using observational drawing e.g. Graphic inky still life or Still life in cubist style</p> <p>Explore drawing and mark making on new surfaces, e.g. clay, linking to genres such as portraiture or landscape, e.g. Exploring portraits</p> <p>Develop clay (and drawing) skills by creating pinch pots based upon still life observation, e.g. Fruit pinch pots</p> <p>Explore geometric design/pattern / structure, e.g. Wave bowls</p>	<p>Explore sequential drawing and narrative e.g. manga and graphic novels, possibly linking into develop into set design (see Design & Making), e.g. Manga</p>	<p>Develop drawing and making skills and combine with narrative/character development and make puppets. Using tools to cut intricate shapes and use fastenings to create moving parts. Work collaboratively to perform, and use digital media to record e.g. Shadow puppets and whiteboards and Shadow puppet play</p>	<p>Explore set design using mixed media and linking literature, drama, music and design, e.g. Set design with primary children</p> <p>Explore transformation of materials following own journey to produce an object which conveys personality of maker/designer, e.g. Making Seats</p>

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 *intention*, which may not always be apparent in end result

Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process

As a Class

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

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

Share your response to the artwork.

Ask questions about process, technique, idea or outcome.

In Small Groups

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

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

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

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

One to One

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

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

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

Knowledge & Understanding

Teachers should:

Recognize 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
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Vocab

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Tools:

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Approaches:

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- 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?