Willowpark

Primary Academy

Art & Design

Progression of Knowledge and Skills
2022-2023

Willowpark

Primary Academy

EYFS – Preschool

www.accessart.org.uk

Willowpark Primary Academy

EYFS Preschool– Generating Ideas

Generating Ideas	Through Sketchbooks	By Looking & Talking	By Playing	By the end of EYFS Children should be able to…
Teachers should: Feel able to model use *alongside* pupils Let pupils *discover and share* for themselves.	Introduce "sketchbook" as being a place to record individual response to the world. In early years we will celebrate children's individual creative responses drawing, cutting/sticking, collecting through one large sketchbook display. This will include creative home learning. Work will include photos of children to help develop a sense of ownership about the work.	Across the provision enjoy looking at artwork made by artists, craftspeople, architects and designers. 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: • Describe what you can see. • Where is? • Can you find? Notice patterns with strong contrasts and be attracted by patterns resembling the human face.	Ensure that the physical environment includes objects and materials with different patterns, colours, tones and textures for young children to explore. Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.	• **Explore creativity in a holistic way.** • **Value the journey over or alongside an outcome.** • **Work together as a team as well as work alone.** • **To demonstrate that every individual has the power to create and make, to manipulate and contribute to the world, for the enjoyment of their own self and for others.**

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EYFS Preschool – Making

Making **Teachers should:** Model techniques during continuous provision. Allow pupils to enjoy open-ended exploration. Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)	**Drawing**	**Painting & Collage**	**Printmaking**	**3D**	**By the end of EYFS Children should be able to…** **Explore a range of materials, ideas and techniques** **Demonstrate that drawing, mark-making, making etc. are physical as well as mental activities in which the mind and body are involved.** **Create collaboratively, sharing ideas, resources and skills** **Return to and build on their previous learning, refining ideas and developing their ability to represent them.** **Explore, use and refine a variety of artistic effects to express their ideas and feelings.**
	Enjoy drawing freely and begin to make marks intentionally. expressive mark making Experiment with a wide range of stimulating equipment to encourage mark-making in different ways e.g. large-scale sensory play with wet sand, corn flour, mud and tablets. Making marks with; sticks, leaves, large brushes (paint or water) hands/feet and dragging streamers through puddles. Once large-muscle co-ordination is developing well, children can develop small-muscle coordination. Playground chalk, smaller brushes, pencils and felt pens will support this. Draw a line using a pencil. handprint art	Introduce colour names. to colour Hold a paintbrush the correct way round. Develop manipulation and control. Explore different materials and tools like spoons, brushes and shells etc. Mark-making tools Provide different types of paper for children to tear and make marks on. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Explore printing with body parts such as hands and feet. Provide different types of paper for children to print on. To use stampers and sponges to create prints and make patterned pictures. ducklings	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials e.g. playdough and clay. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Stimulate young children's interest in modelling. Use junk materials, blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Provide appropriate tools and joining methods for the materials offered. Create models out of toys and objects around the room.	

Willowpark Primary Academy

EYFS - Preschool - Evaluating

By the end of Year EYFS Children should be able to…

Gain confidence to share their explorations and thoughts.

Evaluating

Teachers should:

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

As a Class

Enjoy sharing my artwork with others, talking about what I have created.

Listen to other peoples views about my artwork.

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

In Small Groups

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

One to One

Talk to a peer or teacher about the artwork made.

Talk about your favourite part.

EYFS - Preschool – 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 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”

Willowpark
Primary Academy

EYFS – Nursery

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EYFS Nursery– Generating Ideas

By the end of EYFS Children should be able to…

- **Explore creativity in a holistic way.**
- **Value the journey over or alongside an outcome.**
- **Work together as a team as well as work alone.**
- **To demonstrate that every individual has the power to create and make, to manipulate and contribute to the world, for the enjoyment of their own self and for others.**

Generating Ideas	**Journey to Sketchbooks**	**By Looking & Talking**	**By Playing**
Teachers should: Feel able to model use *alongside* pupils Let pupils *discover and share* for themselves.	Introduce "sketchbook" as being a place to record individual response to the world. In early years we will celebrate children's individual creative responses drawing, cutting/sticking, collecting through one large sketchbook display. This will include creative home learning. Work will include photos of children to help develop a sense of ownership about the work.	Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire. Invite artists, and craftspeople into the setting, to widen the range of ideas which children can draw on. 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: • Describe what you can see. • Describe what you like? Why? • How does it make you feel?	Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome. Ensure that the physical environment includes objects and materials with different patterns, colours, tones and textures for young children to explore.

EYFS Nursery - Making

Making	Drawing	Painting & Collage	Printmaking	3D	By the end of EYFS Children should be able to…
Teachers should: Model techniques during continuous provision. Allow pupils to enjoy open-ended exploration. Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Drawing spirals Use interesting objects, point out key features and draw with increasing complexity and detail. drawing spiral snails Use drawing to represent ideas like movement or loud noises. Produce patterns and textures when drawing. Mark making and music Show different emotions in drawings like happiness, sadness and fear etc. self portrait photography Encourage children to draw from their imagination and observation. Help children to develop their drawings. Spend sustained time alongside them. Show interest in the meanings children give to their drawings. Explore different surfaces to work on e.g paving, floor, tabletop or easel	Explore colour and colour mixing. Show different emotions in paintings. marbling Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?” Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line Nursery night time collage Explore different materials to develop ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. newspaper heads	Enjoy taking rubbings from objects e.g. leaf, bricks, shells, coins. Explore printing with carbon copy paper. mono printing with carbon copy paper	Make imaginative and complex ‘small worlds’ with blocks and loose parts, such as a city with different buildings and a park. Offer opportunities to explore scale. Suggestions: • long strips of wallpaper • child size boxes Help children to develop model making. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their models. Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.	**Explore a range of materials, ideas and techniques** **Demonstrate that drawing, mark-making, making etc. are physical as well as mental activities in which the mind and body are involved.** **Create collaboratively, sharing ideas, resources and skills** **Return to and build on their previous learning, refining ideas and developing their ability to represent them.** **Explore, use and refine a variety of artistic effects to express their ideas and feelings.**

Willowpark Primary Academy

EYFS - Nursery - Evaluating

By the end of Year EYFS Children should be able to…

Gain confidence to share their explorations and thoughts.

Evaluating

Teachers should:

As a Class	In Small Groups	One to One
Enjoy sharing my artwork with others, talking about what I have created. Listen to other peoples views about my artwork. 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. Talk about your favourite part.

EYFS - Nursery – 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 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”

Willowpark
Primary Academy

EYFS – Reception

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EYFS Reception– Generating Ideas

By the end of EYFS Children should be able to…

- **Explore creativity in a holistic way.**
- **Value the journey over or alongside an outcome.**
- **Work together as a team as well as work alone.**
- **To demonstrate that every individual has the power to create and make, to manipulate and contribute to the world, for the enjoyment of their own self and for others.**

Generating Ideas	**Through Sketchbooks**	**By Looking & Talking**	**By Playing**
Teachers should: Feel able to model use *alongside* pupils Let pupils *discover and share* for themselves.	Introduce "sketchbook" as being a place to record individual response to the world. In early years we will celebrate children's individual creative responses drawing, cutting/sticking, collecting through one large sketchbook display. This will include creative home learning. Work will include photos of children to help develop a sense of ownership about the work.	Across the provision enjoy looking at artwork made by artists, craftspeople, architects and designers. Visit galleries and museums to generate inspiration and conversation about art and artists. 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: • Describe what you can see. • Describe what you like? Why? • How does it make you feel?	Ensure that the physical environment includes objects and materials with different patterns, colours, tones and textures for young children to explore. Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.

Willowpark Primary Academy

EYFS Reception - Making

By the end of EYFS Children should be able to…

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Create collaboratively, sharing ideas, resources and skills.

Explore a range of materials, ideas and techniques

Demonstrate that drawing, mark-making, making etc. are physical as well as mental activities in which the mind and body are involved.

Making

Teachers should:

Model techniques during continuous provision. Allow pupils to enjoy open-ended exploration.

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

Drawing

Encourage children to notice features of objects in the natural world. Help them to define colours, shapes and texture in their own words.
feely drawings

After close observation, draw pictures of the natural world, including animals and plants.
Wax resist Autumn leaves

Develop their small motor skills to use a range of drawing tools competently, safely and confidently e.g. fingers, pencils, charcoal, coloured pencils, markers, crayons, chalk and pastels etc.

Draw on different surfaces and paper. Use a pencil to create different thickness and tones of lines (lighter and darker).
drawing by torchlight

Begin to show accuracy and care when drawing.

Painting & Collage

Experiment with and use primary colours.

Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent.

painting the savannah

Safely use and explore a variety of materials, tools, different size brushes and techniques, experimenting with colour, design, texture, form and function.
primal painting

Possible painting tools may include spray bottles,

mini beast project

Printmaking

Use a range of tools and objects for printing.
wildflower meadow

Develop simple patterns by using objects to print.

Explore simple mono printing by creating simple prints using plastacine.
plastacine print making

3D

Provide children with a range of materials to construct with. Encourage them to discuss what they want to make.

Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.
Making finger puppets

Provide a range of materials and tools and teach children to use them with care and precision (scissors). Promote independence, taking care not to introduce too many new things at once

Offer children activities for children to make models with junk materials, construction kits and malleable materials like clay.

dressing up as fossils

Willowpark Primary Academy

EYFS - Reception - Evaluating

By the end of Year EYFS Children should be able to…

Gain confidence to share their explorations and thoughts.

Evaluating

Teachers should:

As a Class	In Small Groups	One to One
Enjoy sharing my artwork with others, talking about what I have created. Listen to other peoples views about my artwork. Feel able to express and share an opinion about the artwork.	Share their creations, explaining the process they have used Share work to others in small groups, and listen to what they think about what you have made.	Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. Talk to a peer or teacher about the artwork made. Talk about your favourite part.

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

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Year 1

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Year 1 – Generating Ideas

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

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

Generating Ideas	Through Sketchbooks	By Looking & Talking	By Playing
Teachers should: Feel able to model sketchbook use *alongside* pupils (i.e. keep their own sketchbook) Let pupils *discover and share* for themselves	Introduce "sketchbook" as being a place to record individual response to the world. Record thoughts and ideas. 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.	Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire. Understand what tone is and how to apply this to their own work. 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: • Describe what you can see. • Describe what you like? Why? • How does it make you feel? • What would you like to ask the artist?	Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.

Willowpark Primary Academy

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 and use 2D shapes to draw ,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 and Woodland Exploration

Become familiar with 2 or more drawing exercises repeated over time to build skill. See Drawing Exercises at start here drawing

Painting & Collage

Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours. e.g. exploring colour

Create shades of a colour and justify colours for purpose

Develop skill and control/ paint with expression

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 Recognise they have different qualities

Explore materials in a playful and open-ended manner

Use materials purposefully to achieve particular characteristics or qualities

Be excited by the potential to create.

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

Willowpark Primary Academy

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 *intention*, 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.

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

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

Begin to take photographs and use digital media

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Year 1 – Knowledge & Understanding

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

Knowledge & Understanding

Teachers should:

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

Formal

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)
- Study the work of the following artists:
- Beatrice Milhazes (Abstract)
- Bridget Riley (Drawing)
- David Hockney and Vija Celmis (Drawing)
- Louis Wain (Movement)
- Kandinsky, Bernal , Bolotowsky (Shape and Colour)
- Vincent Van Gogh (Texture)
- Jasper Johna (Painintg)
- Renois, Sorollo, Kroyer (Landscape)
- Louise Bourgeois (Sculpture)

Experiential

Each child should be given the opportunity to:

- Discover that art is subjective (we all have our own legitimate understanding)
- Begin to feel confident to express a preference in….
- Understand ideas can come through hands-on exploration
- Begin to build knowledge of what different materials and techniques can offer the creative individual
- Work at different scales, alone and in groups

Year 1 – 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 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”

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Year 2

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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 *discover and share* for themselves

Through Sketchbooks

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.

Experiment with pencils to create tone. Use tone to create form when drawing.

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… experimenting with different materials.

By Looking & Talking

Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire. Gain inspiration for artwork from the natural world .

Look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, art work in galleries and objects in museums.

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

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

- Describe what you can see.
- Describe what you like? Why?
- How does it make you feel?
- What would you like to ask the artist?

Through Making

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 do next, letting practical experience feed ideas

Use drawing to record and discover ideas and experiences

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
Make simple sketchbooks as a way to create ownership from offset making elastic band sketchbooks 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 Draw lines with increased skill and confidence. Use line for expression when drawing portraits. Continue to familiarize with sketchbook / drawing exercises. Let children describe how	Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal. Guide to drawing materials Begin to apply tone to describe form , developing skills and control with a range of 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	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 painting on different surfaces, such as fabric and different scales dressing up as fossils 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	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 Learn a range of techniques to make repeating and non repeating patterns. Identify natural and man made pattern . Create patterns of their own. Compose geometric designs by adapting the work of other artists to suit their own ideas. Identify and	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 and printed elements as surface decoration for the architectural maquettes. be an architect Begin to understand how to represent form when drawing. Use digital media (film and still photos) to create records of models made, including walk-through videos of the inside of the

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

Use materials purposefully to achieve particular characteristics or qualities

Be excited by the potential to create.

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

Deliberately choose to use particular techniques for a given purpose

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

Year 2 - Evaluating

Evaluating	As a Class	In Small Groups	One to One	By the end of Year 2 Children should be able to…
Teachers should: Be aware of the importance of sensitively unearthing *intention*, which may not always be apparent in end result	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. 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.	**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**

Willowpark Primary Academy

Year 2 – Knowledge & Understanding

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

Knowledge & Understanding

Teachers should:

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

Formal

Each child should:

- Know how to Recognise and describe some simple characteristics of different kinds of art, craft and design
- Know the names of tools, techniques and formal elements (in pink above and below)
- Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes
- Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary
- Study the work of the artists:-
- Max Ernst (Frottage)
- Ed Ruscha(Shading, tone)
- Clarice Cliff (design)
- Nancy McCrosky (Mural)
- Julian Opie (portraits)
- Edwina Bridgeman (Human form)

Experiential

Each child should be given the opportunity to:

- Discover that art is subjective (we all have our own legitimate understanding)
- Begin to feel confident to express a preference in….
- Experience the connection between brain, hand and eye
- Understand ideas can come through hands-on exploration
- Begin to build knowledge of what different materials and techniques can offer the creative individual
- Work at different scales, alone and in groups

Assessment Questions

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

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

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

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Year 3

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Year 3- Generating Ideas

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

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

Generating Ideas	Through Sketchbooks	By Looking & Talking	Through Making	Digital Media
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	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… Develop skill and control when using tone. Learn and use simple shading rules.	Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. Look at a variety of types of source material and understand the differences. Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects. Develop questions to ask when looking at artworks and /or stimulus: • Describe what you see • What do you like/dislike? Why • What is the artist saying to us in this artwork? • How does it make you feel? • How might it inspire you in making your own art?	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). Create personal artwork using the artwork of others to stimulate them.	Use digital media to identify and research artists, craftspeople, architects and designers.

Willowpark Primary Academy

Year 3 - Making

Making

Teachers should:

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

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

Drawing

Practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching, e.g. Using gesture in drawing

Using observational drawing as a starting point, fed by imagination, design typography, e.g. Typography for children

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

Drawing, Painting & Collage

Make larger scale drawing from 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

Increasing awareness of mixing and using colour including natural pigments. Use aspects of colour such as tints and shades, for different purposes.

Explore painting on new surfaces using colour as decoration e.g.
Paint clay tiles Increase skills and control.

Express and describe organic and geometric form through different types of line.

Use materials such as paper

3D

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

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

Analyse and describe texture within artists work.

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

Identify, draw and label

Digital & Animation

Building on mark-making and observational skills, make drawings of animals, people and vehicles Use scissors to dissect the and reconstruct them into drawings that move, e.g. Making moving drawings

Use digital media to make animations from the drawings that move
Animating articulated beasts

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

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

Willowpark Primary Academy

Year 3 - Evaluating

Evaluating

Teachers should:

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

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

As a Class	In Small Groups	One to One
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.

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

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

Willowpark Primary Academy

Year 3 – Knowledge & Understanding

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

Knowledge & Understanding

Teachers should:

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

Formal

Each child should:

- Know the names of tools, techniques and formal elements (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

Study the work of the following artists:

- Carl Giles(Drawing)
- Diego Velazquez (Tone)
- Puppets
- Prehistoric Artists

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

Willowpark Primary Academy

Year 3 – Vocab & Assessment Questions

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

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”

Willowpark
Primary Academy

Year 4

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Year 4 – Generating Ideas

Generating Ideas	Through Sketchbooks	By Looking & Talking	Through Making	Digital Media	By the end of Year 4 Children should be able to…
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	Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links… Present ideas through multiple perspectives.	Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. Look at a variety of types of source material and understand the differences. Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects. Develop questions to ask when looking at artworks and /or stimulus: • Describe the artwork. • What do you like/dislike? Why? • Which other senses can you bring to this artwork? • What is the artist saying to us in this artwork? • How might it inspire you to make your own artwork? • If you could take this art work home, where would you put it and why? Take part in small scale crits throughout so that brainstorming becomes part of the creative process. Use Literary sources to inspire art.	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.	**Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential** **Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration** **Use sketchbooks, together with other resources, to understand how inspiration can come from many rich and personal sources to feed into creative projects**

Willowpark Primary Academy

Year 4 - Making

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

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

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	Painting/Collage/Sketchbooks	Sculpture	Design
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 Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. Create original designs for patterns using geometric repeating shapes.	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 Develop skills and control when painting . Paint with expression and analyse paintings by artists. Manipulate colour for print.	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 Make art from recycled materials creating sculptures. 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	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 Analyse and describe how other artists use pattern.

Year 4 – Evaluating

Evaluating

Teachers should:

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

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

As a Class	In Small Groups	One to One
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.

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

Reflect regularly upon their work, throughout the creative process

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

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

Year 4 – Knowledge & Understanding

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

Knowledge & Understanding **Teachers should:** Recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experiential understanding about what it is to be a creative human.	Formal	Experiential
	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 Study the work of the following artists: • Luz Parex Ojada • Paul Cezanne • Giorgio Merandi • David Hockney • Paula Rego • Edward Hopper • Pieter Brughel • Fiona Rae • Guiseppe Archimboldo (sculpture) • Sokari Douglas Camp • El Anatsul (Sculpture) • Barbara Henworth	Each child should be given the opportunity to: • Discover that art is subjective (we all have our own legitimate understanding) • Experience the connection between brain, hand and eye • Understand ideas can come through hands-on exploration • Develop their knowledge of what different materials and techniques can offer the creative individual • Work at different scales, alone and in groups • Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge) • Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others

Assessment Questions

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

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

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

Willowpark
Primary Academy

Year 5

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Year 5 – Generating Ideas

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

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

Generating Ideas	Through Sketchbooks	By Looking & Talking	Through Making	Digital Media
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	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…	Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. Look at a variety of types of source material and understand the differences. Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects. Develop questions to ask when looking at artworks and /or stimulus: • Describe the artwork. • What do you like/dislike? Why? • Which other senses 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? Take part in small scale crits throughout so that brainstorming becomes part of the creative process.	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). Design new architectural forms , design and invent new products, link artwork to literary resources	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) . Create mixed media art usinf found and reclaimed materials . Select materials for a purpose.

Year 5 - Making

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. E.g. Architecture and mark making

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 and Building a communal drawing

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

Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.

Extend and develop a greater understanding of applying expression when using line.

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 and Fabulous-fish

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 orTreasured fossils

Composing original designs by adapting and synthesizing the work of others. Analyse and evaluate artists use of shape.

Develop understanding of texture through practical making activities.

Construct patterns through various methods to develop understanding.

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

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

Willowpark Primary Academy

Year 5 - Evaluating

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

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

Evaluating

Teachers should:

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

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

As a Class	In Small Groups	One to One
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 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.	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.

Willowpark Primary Academy

Year 5 – Knowledge & Understanding

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

Knowledge & Understanding

Teachers should:

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

Formal

Each child should:

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

Study the work of artists:

- Hundertwasser
- Banksy
- Andy Warhol
- John Singer Sargent
- Magdelane Odundo

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

Willowpark Primary Academy

Year 5 – Vocab & Assessment Questions

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

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”

Willowpark
Primary Academy

Year 6

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Year 6 – Generating Ideas

Generating Ideas	Through Sketchbooks	By Looking & Talking	Through Making	Digital Media	By the end of Year 6 Children should be able to…
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	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. Increse awareness of tone, . Manipulate for halo and chiaroscuro technique. 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,	Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. Look at a variety of types of source material and understand the differences. Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects. Develop questions to ask when looking at artworks and /or stimulus: • Describe the artwork. • What do you like/dislike? Why? • Which other senses 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? Take part in small scale crits throughout so that brainstorming becomes part of the creative process.	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. Use camera phones (still and video) to help "see" and "collect" (digital sketchbook). Make personal investigations and record observations . Record experiments with media.	**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…

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

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
Continue with the key drawing exercises Drawing exercises Revisit still life. Develop drawing skills using observational drawing e.g. Graphic inky still life or Still life in cubist style Explore drawing and mark making on new surfaces, e.g. clay, linking to genres such as portraiture or landscape, e.g. Exploring portraits Develop clay (and drawing) skills by creating pinch pots based upon still life observation, e.g. Fruit pinch pots Explore geometric design/pattern / structure, e.g. Wave bowls Understand how artists manipulate materials to create texture.	Explore sequential drawing and narrative e.g. manga and graphic novels, possibly linking into develop into set design (see Design & Making), e.g. Manga Learn and apply new drawing skills sucj as negative drawing, chiaroscuro expression, sketching and still life. Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists work.	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	Explore set design using mixed media and linking literature, drama, music and design, e.g. Set design with primary children Explore transformation of materials following own journey to produce an object which conveys personality of maker/designer, e.g. Making Seats Represent feelings and emotions through pattern. Create sophisticated artwork using their knowledge of pattern. Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. Express and articulate a personal message

Willowpark Primary Academy

Year 6 - Evaluating

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

Provide a reasoned evaluation of both their own work ad 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

Evaluating

Teachers should:

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

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

As a Class	In Small Groups	One to One
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 made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work as an artist/maker/designer would to a client, and a chance for pupils to use digital media Present work in retrospect, i.e. to class, assembly or parents.	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.

Year 6 – Knowledge & Understanding

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

Knowledge & Understanding

Teachers should:

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

Formal

Each child should:

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

Study the work of the artists:

- Claude Monet
- William Morris
- Edward Hopper
- Kathe Kollwitz
- Pablo Picasso
- Mark Wallinger
- Hannah Hoch, Peter Kennard, Jerry Uelsmann
- Edward Munch
- Paul Cezanne, Jaromir Funke, Ben Nicholson

Experiential

Each child should be given the opportunity to:

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

Assessment Questions

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

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

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

Year 6 – Vocab & Assessment Questions

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

Vocabulary Progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
By the end of year 1 pupils will have had the opportunity to:	By the end of year 2 pupils will have had the opportunity to:	By the end of year 3 pupils will have had the opportunity to:	By the end of year 4 pupils will have had the opportunity to:	By the end of year 5 pupils will have had the opportunity to:	By the end of year 6 pupils will have had the opportunity to:
Many of the artist's names will be very challenging for pupils to read at this age. • Formal Elements Lessons: **Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours.** • Sculpture & Collage Lessons: **Shells (exoskeletons) salt dough, plasticine, 3 dimensional, sculpture, natural materials carnivore, herbivore, omnivore, junk, creature.** • Landscapes Lessons: **Shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape.** • Art & Design Skills Lessons: **Geometry, Tudor, Great Fire of London, printmaking.**	Many of the artist's names will be very challenging for pupils to read at this age. • Formal Elements Lessons: **Colour, line, pattern, tone, shape, form, tone, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern.** • Art & Design Skills Lessons: **Rollercoaster, free-flowing, precise, straight, curved, edge, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, vessel, slip, clay.** • Human Form Lessons: **Detail, modelling, facial features, outline, contours, collage, beauty, skull, decorate, proportion, pose, collaborate.** • Sculpture & Mixed Media Lessons: **Pastel, blend, shadow, paint wash, background, scale, explosion, action words, expression, mannequin.**	Some of the artist's names may be challenging for pupils to read at this age. • Formal Elements Lessons: **Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch.** • Art & Design Skills: **Puppet, shadow-puppet, decorate, detail, observation, tint, shade, light and dark.** • Prehistoric Art: **Negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative.** • Craft: **Running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dying, wax resist, mood board.**	Many of the artist's names may be challenging for pupils to read at this age. • Formal Elements Lessons: **Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making.** • Sculpture Lessons: **Stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial.** • Art and Design Skills Lessons: **Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiseries, op-art.**	Some of the artist's names may be challenging for some of the children to read. • Formal Elements Lessons: Pupils should make appropriate use of these words when discussing works of art: **colour, line, tone, form, shape, pattern, texture, observation, monument, legacy.** • Every Picture Tells a Story Lessons: **Democracy, law, rule, liberty, respect, tolerance, belief, emoji, symmetry, ceramics, ceramicist.** • Design For A Purpose Lessons: **Visual language, communication, design, design brief, collaborate, advertising, Unique Selling Point, packaging, product, media, purpose, criteria.** • Art & Design Skills Lessons: **Annotate, visualise, scale, collage.**	Some of the artist's names may be challenging for some of the children to read. • Still Life Lessons: Pupils should make appropriate use of these words when discussing works of art: **Colour, line, tone, form, shape, pattern, texture.** • Make My Voice Heard Lessons: **Graffiti, contrasting, commissioned, Guernica, sculpture.** • Photography Lessons: **Desaturate, truism, photomontage, abstract, self-expression, crop, contrast.** • Art & Design Skills Lessons: **Impressionism, zentangle, prototype, appreciation.**