

**EYFS (Development Matters and Early Learning Goals)
Generating Ideas**

**Making
Expressive Arts and Design ELG**

Evaluating

Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used.

Teachers should:

Model activities but celebrate times when the children explore for themselves.

Let pupils discover and share for themselves

Children should:

Generate ideas through playful, hands-on, exploration of materials.

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

- Describe what you can see.
- Describe what you like.
- Describe what you do not like.

Drawing

I can explore, use and refine a variety of artistic effects to express my ideas and feelings.

I can return to and build on my previous learning, refining ideas and developing my ability to represent them.

Digital art

I can use simple drawing tools to draw a picture using an Ipad.

Painting, printing and collage

I can explore with colour mixing.

I can develop my colour mixing techniques to match the colours see with step by step guidance when appropriate (Skin tones – Term 1)

I can define colours, shapes and texture in my own words.

I can explore and select my own materials for a collage.

I can create paintings and collages on different scales.

I can print with a range of materials.

3D

I can construct using a range of materials.

I can think of ways to solve problems as they arise.

I can use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.

I can construct with care and precision.

As a class:
Enjoy listening to other peoples views about artwork made by others.

Share their creations, explaining the process they have used.

Visit galleries and museums to generate inspiration and conversation about art and artists.

Reflect on how the children have achieved their aims.

In small groups: Share their creations, talking about how they created them.

To create collaboratively, sharing ideas, resources and skills.

One to one:

To discuss children’s responses to what they see.

To think about and discuss what I want to make.

Year 1 Generating Ideas	Making				Evaluating
<p>Teachers should:</p> <p>Model work using the Working Book.</p> <p>Let pupils discover and share for themselves</p> <p>Children should:</p> <p>Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> • Describe what you can see. • Describe what you like? Why? • How does it make you feel? • What would you like to ask the artist? 	<p>Drawing & Mark making</p> <p>I can experiment with a wide range of tools including: pencil, pen, chalk, soft pastel, wax and charcoal (Term 2 Weather/Seasons)</p> <p>I can explore mark making to start to build mark-making vocabulary such as looking at different textures (Term 5 – animals)</p> <p>I can sketch objects in both the natural and manmade world through observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt.</p>	<p>Painting & Collage</p> <p>I recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours (Term 5 Animals).</p> <p>I enjoy discovering the interplay between materials for example wax and watercolour (Term 1 – Superheroes)</p> <p>I can begin to take photographs and use digital media</p>	<p>Printmaking</p> <p>I can explore simple printmaking. For example using plasticine or found materials. (Term 1 – Superheroes printing with lego)</p> <p>I can search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative. I can use rollers or the backs of spoon to create pressure to make a print (Term 4 – Green Man)</p> <p>I can explore pattern, line, shape and texture (Term 6 – Animals)</p>	<p>3D</p> <p>I can 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 (Term 3 –Titanic but in 3D this time)</p> <p>I can explore modelling materials such as clay and plasticine in an open-ended manner, to discover what they might do (Term 4 – Green Man)</p> <p>I can use basic tools to help deconstruct (scissors) and then construct (glue sticks).(Term 3 – Titanic)</p> <p>I can develop clay (and drawing) skills by creating pinch pots based upon still life observation, e.g. Fruit pinch pots</p>	<p>As a class: 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>In small groups: Share work to others in small groups, and listen to what they think about what you have made.</p> <p>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.</p>

Year 2 Generating Ideas	Making				Evaluating
<p>Teachers should:</p> <p>Balance time in which you sensitively model a technique, with plenty of time for pupils to enjoy open-ended exploration, and project-based learning</p> <p>Have the confidence to celebrate places where pupils diverge from the task</p> <p>Children should:</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>Answer questions about artwork:</p> <ul style="list-style-type: none"> • Describe what you can see. • Describe what you like? Why? • How does it make you feel? • What would you like to ask the artist? 	Drawing	Painting	Printmaking & Collage	3D, Architecture & Digital Media	<p>As a class:</p> <p>Enjoy listening to other peoples views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p> <p>As a group:</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>One to one:</p> <p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.</p> <p>Pupils should understand how evaluating creative work during the process, as well as at the end, helps feed the process.</p>
	<p>I can develop mark-making skills through experimentation with various drawing media: pencil, chalk, soft pastel, wax and charcoal.</p>	<p>I can continue to mix colours experientially.</p>	<p>I can explore simple mono printing techniques using carbon paper, using observational drawing skills and mark making</p>	<p>I can explore how 2d can become 3d through “design through making” (Term 1-Amazing Architecture)</p>	
	<p>I can 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</p>	<p>I can revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project</p>	<p>skills explored through drawing and colour mixing skills (SEE MONOPRINTING WITH OIL PASTELS) (Term 4 Great Fire of London)</p>	<p>I can cut simple shapes from card and use them to construct architectural forms (Term 1 - Amazing Architecture)</p>	
	<p>I can use drawings as basis for collage (term 4 Great Fire of London)</p>	<p>I can explore painting on different surfaces, such as fabric and different scales</p>	<p>I can use new colour mixing knowledge and transfer it to other media, e.g. Soft pastel</p>	<p>I can use drawn, collaged and printed elements as surface decoration for the architectural models (Term 1-Amazing Architecture)</p>	
		<p>(Term 6 – Van Gogh Sunflowers)</p>	<p>I can arrange and rearrange materials to create the effect I’m looking for.</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>	

Year 3: Generating Ideas	Making				Evaluating
<p>Making</p> <p>Teachers should:</p> <p>Model how to use a sketchbook to practice processes and inform final work.</p> <p>Continue to let pupils discover and share for themselves</p> <p>Enable pupils to build confidence in their own ideas</p> <p>Children should:</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...</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> • Describe what you see • What do you like/dislike? Why • What is the artist saying to us in this artwork? • How does it make you feel? • How might it inspire you in making your own art? <p>Use digital media to identify and research artists, craftspeople, architects and designers.</p>	<p>Drawing</p>	<p>Drawing, Painting & Collage</p>	<p>3D & Architecture</p>	<p>Digital & Animation</p>	<p>Understand how evaluating creative work during the process, as well as at the end, helps feed the process.</p> <p>As a class:</p> <p>Enjoy listening to other peoples views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p> <p>Think about why the work was made, as well as how.</p> <p>In small groups:</p> <p>Make suggestions about other people’s work, using things you have seen or experienced yourself.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.</p> <p>One to one:</p> <p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.</p>
	<p>I can practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching I can use observational drawing as a starting point, fed by imagination, design typography</p>	<p>I can make larger scale drawing from observation and imagination (Term 4) I can apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome (Term 3) I can explore painting on new surfaces using colour as decoration. (Term 3) I know what materials would have been used to make clothing in the past and why.</p>	<p>I can make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture (Term 6 – Gaudi) I can explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills (Term 6 – Gaudi) I can 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). (Term 6 – Gaudi) I can 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. (Term 6 – Romans)</p>	<p>I can build 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 (Term 5) Use digital media to make animations from the drawings that move Animating articulated beasts (Term 5)</p>	
	<p>I can continue to familiarise myself with drawing exercises. (Term 1 Stone Age) I can add detail and shadows to my drawings.</p>				

Year 4 Generating Ideas	Making			Evaluating	
<p>Teachers should:</p> <p>Model techniques but also allow the pupils to choose their own materials and enjoy open ended exploration.</p> <p>Have the confidence to celebrate places where pupils diverge from the task</p> <p>Children should:</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>Use digital media to identify and research artists, craftspeople, architects and designers.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> • Describe the artwork. • What do you like/dislike? Why? • Which other senses can you bring to this artwork? • What is the artist saying to us in this artwork? • How might it inspire you to make your own artwork? • If you could take this art work home, where would you put it and why? 	<p>Drawing & Digital Art</p> <p>I can continue to familiarize myself with sketchbook / drawing exercises.</p> <p>I can apply these skills to a variety of media, exploring outcomes in an open-ended manner throughout the other projects described here.</p> <p>I use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following child's own interests/affinities.</p> <p>I can layer media, and use a mixture of drawing media, e.g. Wax resist with coloured inks (Term 2)</p> <p>I can create my own digital art using Procreate (or similar) on an iPad (Term 5 – Human Skulls)</p> <p>I can experiment and control various pencils to show tone.</p>	<p>Painting/Collage/Sketchbooks</p> <p>I can create spaces and places in my sketchbook to help creative thinking, exploring and revealing own creative journey from a shared starting point). (Term 1 – Vikings. See Access Art, Making your sketchbook your own for lesson 1)</p> <p>I can combine artforms such as collage, painting and printmaking in mixed media projects (Term 1 – Vikings)</p>	<p>Sculpture</p> <p>I can 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 (Term 6 TBC)</p> <p>Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually, e.g. Building nests (Term 3)</p>	<p>Design and Making</p> <p>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 (Term 6 TBC)</p>	<p>As a class:</p> <p>Enjoy listening to other peoples views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p> <p>Think about why the work was made, as well as how.</p> <p>In small groups:</p> <p>Share work to others in small groups, and listen to what they think about what you have made.</p> <p>Make suggestions about other people's work, using things you have seen or experienced yourself.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.</p> <p>One to one:</p> <p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.</p>

Year 5 Generating Ideas	Making			Evaluating
<p>Teachers should:</p> <p>Enable the children to think of their own ways of recording their ideas, thoughts and feelings.</p> <p>Children should increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</p> <p>Use Ipads (still and video) to help "see" and "collect" (digital sketchbook).</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> • Describe the artwork. • What do you like/dislike? Why? • Which other senses might you bring to this artwork? How does it make you feel? • What is the artist saying to us in this artwork? • How might it inspire you to make your own artwork? • Who or what else might you look at to help feed your creativity? 	<p>Painting and Printmaking</p> <p>I can consider the composition in my paintings including knowing the rule of thirds (Term 1)</p> <p>I can explore the painting techniques used by various artists (Term 1)</p> <p>I can consider artists' use of colour and application of it. (Term 1)</p> <p>I can make a collagraph and consider how to design my own wallpaper (Term 2 – William Morris. Access Art Making Collagraphs)</p> <p>I can experiment with and control tones, shades and hues.</p>	<p>Drawing, Making, Colour</p> <p>I can explore the relationship of line, form and colour (Term 3 –space)</p> <p>I can use one point perspective in my work (Term 3 –Space)</p> <p>I can 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 (Term 5/6 TBC)</p> <p>I can explore sculptural ideas of balance (physical and aesthetic) and creative risk taking and play, e.g. Making sculpture and drawing (Term 5 dogs)</p>	<p>Design & Making</p> <p>I can 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 (Term ? -Ancient Greeks)</p> <p>To paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively.</p> <p>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 (Term 5)</p>	<p>As a class:</p> <p>Discuss why the work was made, as well as how.</p> <p>Share your response to the artwork and give reasons for your thinking.</p> <p>Ask questions about process, technique, idea or outcome.</p> <p>In small groups:</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.</p> <p>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>Present work in retrospect, i.e. to class, assembly or parents.</p> <p>One to one: Share how other artists/artwork inspired you and how your work fits into larger context.</p>

Year 6
Generating ideas

Making

Evaluating

Children should: 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...

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

- 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?
- What inspired your work?
- What would you like to explore more of?
- What could you do next?

Drawing, Making

To revisit still life. Develop drawing skills using observational drawing e.g. [Graphic inky still life](#) or [Still life in cubist style](#)

I can explore drawing and mark making on new surfaces, e.g. clay, linking to genres such as portraiture or landscape, e.g. [Exploring portraits](#) (Term 5)

I can explore geometric design/pattern / structure, e.g. [Wave bowls](#) –can be linked to any topic! (Term 3)

I can select materials and techniques to create a specific outcome (composition, framing, looking into a space etc)

Drawing & Narrative

I can explore sequential drawing and narrative e.g. manga and graphic novels, possibly linking into develop into set design (see Design & Making), e.g. [Manga](#) (Term 2)

Digital Art

I know some ways in which digital art can be created. (Term 1)

I can explore using layers in the Sketchbook app to create art which can be manipulated and changed without changing the whole outcome. (T1)

Design & Making

Explore fashion design using mixed media and linking literature, drama, music and design (Term 5)

I can explore relationship between clothing and design through a sketchbook project which takes film as its starting point and facilitates an open-ended exploration, with children working at their own pace and following their own journey (Term 5 – fashion design)

As a class:

Feel able to disagree without being disagreeable about the artwork.

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

Share your emotional response to the artwork.

Ask questions about process, technique, idea or outcome.

In small groups:

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.

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