



ART Curriculum Progression

Implementation

At Cockwood School we use the pathways suggested by AccessArt as a way to ensure pupils experience a range of artforms and a progression of skills during their journey through the school. Art is taught weekly and, where possible, links with the overarching class topic. Children have a 'sketchbook' they carry with them to each class so they can draw on previous ideas and build on techniques. Pupils get opportunities to make their own sketchbooks and use them for their own exploration in school and at home.

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

We are constantly looking for ways to give pupils the opportunity to showcase their Art to a range of audiences, such as: Trust wide events, creating a flag for The Queen's Platinum Jubilee Pageant, taking part in local, village art trails and open afternoons to showcase work to parents, carers and governors. As part of our commitment to delivering an inspiring Art curriculum we are currently on the Artsmark journey to upskill both our staff and pupils. Working with cultural organisations, such as Access Art and Artsmark, we aim to build a creative climate in which pupils can aspire to meet their own creative potential and support staff to deliver high-quality, well resourced lessons.

EYFS

We use the AccessArt resources to support our teaching and learning of the Art curriculum in EYFS, they are grouped into 7 areas of exploration:

- What can we see?
- How can we explore colour?
- How can we build worlds?
- How can we explore materials and marks?
- How can we explore 3D materials?
- How can we use our bodies to make art?
- How can we use our imaginations?

Within each area we have provided activities which enable an open-ended, playful exploration of materials, processes and ideas, which in turn nurture dexterity skills, promote an early understanding of visual literacy skills, and begin to build the child's confidence in their ability to make a personal, creative response to a stimuli. Together these opportunities provide a foundation for pupils to develop skills further through the AccessArt Primary Curriculum as they move into Year 1. (Skills document separate attachment)



Our progression documents have been adapted from AccessArt and, although the progression in skills is year group specific, we use the suggested pathways for mixed-age classes which carefully match and adapt skills appropriately.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas						
<ul style="list-style-type: none"> Through Sketchbooks 	<p>Introduce “sketchbook” as being a place to record individual responses to the world.</p> <p>Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting).</p> <p>Develop a “sketchbook habit”. Begin to feel a sense of ownership about the sketchbook.</p>	<p>Develop a “sketchbook habit”, using a sketchbook as a place to record individual responses to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook.</p> <p>Practise and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show what you have seen, drawing to experiment, collecting, sticking, writing notes...</p>	<p>Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration</p> <p>Practise 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 the subject.</p>	<p>Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual responses to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration</p> <p>Practise and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links</p>	<p>Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual responses to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at their own pace, following their own exploration.</p> <p>Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring</p>	<p>Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual responses to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at their own pace, following their 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.</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring</p>

					experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links.	colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links
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● **By Looking and Talking**

Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.

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

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

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

Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire.

Look at a variety of types of source material and understand the differences: including images on whiteboard, 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:

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

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

Discuss artist's intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. Look at a variety of types of source material and understand the differences.

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

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

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

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.

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- How does it make me feel?

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

Discuss the artist's intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.

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

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Discuss the artist's intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. Look at a variety of types of source material and understand the differences.

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- What do I see?
- What do I like/dislike?
- What do I think the artist's intention was?
- Why did they do it like that?

			<ul style="list-style-type: none"> • How might it inspire me? 	<ul style="list-style-type: none"> • How might it inspire me? <p>Take part in small scale critiques throughout so that brainstorming becomes part of the creative process.</p>	<ul style="list-style-type: none"> • How does it make me feel? • How might it inspire me? • Who or what else might I look at to help feed my creativity? <p>Take part in small scale critiques throughout so that brainstorming becomes part of the creative process.</p>	<ul style="list-style-type: none"> • How does it make me feel? • How might it inspire me? • Who or what else might I look at to help feed my creativity? <p>Take part in small scale critique throughout so that brainstorming becomes part of the creative process.</p>
<ul style="list-style-type: none"> • By Playing Yr1 • Through Making Yr 2-6 	<p>Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.</p>	<p>Generate ideas through exploration of materials, building an understanding of what each material can do, how it can be constructed, being open during the process to unexpected ideas.</p>	<p>Use growing knowledge of how materials and medium act, to help develop ideas.</p> <p>Continue to generate ideas through space for playful making. Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>	<p>Use growing knowledge of how materials and medium act, to help develop ideas.</p> <p>Continue to generate ideas through space for playful making. Explore how ideas translate and develop through different mediums (i.e. a drawing in pencil or a drawing in charcoal).</p>	<p>Use growing knowledge of how materials and medium act, to help develop ideas.</p> <p>Continue to generate ideas through space for playful making. Explore how ideas translate and develop through different mediums (i.e. a drawing in pencil or a drawing in charcoal).</p>	<p>Use growing knowledge of how materials and medium act, to help develop ideas.</p> <p>Continue to generate ideas through space for playful making. Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal)</p>
<ul style="list-style-type: none"> • Digital Media 			<p>Use digital media to identify and research artists, craftspeople, architects and designers.</p>	<p>Use digital media to identify and research artists, craftspeople, architects and designers.</p>	<p>Use digital media to identify and research artists, craftspeople, architects and designers.</p> <p>Use camera phones (still and video) to help "see" and "collect" (digital sketchbook).</p>	<p>Use digital media to identify and research artists, craftspeople, architects and designers.</p> <p>Use camera phones (still and video) to help "see" and "collect" (digital sketchbook).</p>

Making

• Sketchbooks

Make simple sketchbooks as a way to create ownership from offset

Explore how to create space and places within the sketchbook to help develop a sketchbook approach to include collecting, making drawings on different surfaces, and on different shapes of paper.

Continue to familiarise pupils with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones.

Practise observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching.

Using observational drawing as a starting point, fed by the imagination, design typography.

Continue to familiarise 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 practised regularly

Continue to familiarise pupils with sketchbooks.

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

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.

<p>● Drawing</p>	<p>Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal.</p> <p>Explore mark making to start to build mark-making vocabulary e.g. drawing soft toys and drawing feathers.</p> <p>Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt.</p> <p>Become familiar with 2 or more drawing exercises repeated over time to build skill.</p>	<p>Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal.</p> <p>Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination. These might include figurative, still life and landscape.</p> <p>Use drawings as the basis for collage.</p>	<p>Make larger scale drawings from observation and imagination.</p>	<p>Recap and revisit drawing skills and begin to introduce new ones.</p> <p>Apply these skills to a variety of media, exploring outcomes in an open-ended manner throughout the art other projects.</p> <p>Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following child's own interests/affinities</p>	<p>Explore scaling up drawings, bringing in all mark-making skills previously learnt, and using technique to provide opportunity to transform originals.</p> <p>Continue with the key drawing exercises.</p> <p>Explore the relationship of line, form and colour.</p> <p>Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response.</p>	<p>Continue with the key drawing exercises</p> <p>Revisit still life. Develop drawing skills using observational drawing.</p> <p>Explore drawing and mark making on new surfaces, e.g. clay, linking to genres such as portraiture or landscape.</p> <p>Explore sequential drawing and narrative e.g. manga and graphic novels, possibly linking into develop into set design.</p>
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<ul style="list-style-type: none"> ● Painting and Collage Yr 1 ● Painting Yr 2-6 	<p>Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours.</p> <p>Benefit from experiences learnt through drawing and apply these skills to painting and collage.</p> <p>Enjoy discovering the interplay between materials for example wax and watercolour.</p>	<p>Continue to mix colours experientially (i.e. encourage pupils to “try and see”).</p> <p>Revisit colour mixing through colour wheel and understand relationships of primary and secondary colours.</p> <p>Apply colour mixing skills to a project.</p> <p>Explore painting on different surfaces, such as fabric and different scales.</p> <p>Use new colour mixing knowledge and transfer it to other media.</p>	<p>Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome.</p>	<p>Layering of media, mixing of drawing media.</p> <p>Combine art forms such as collage and painting in mixed media projects</p>	<p>Paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts.</p>	
<ul style="list-style-type: none"> ● Printmaking Yr 1 ● Printmaking and Collage Yr 2-4 ● Puppetry Yr 6 	<p>Explore simple printmaking.</p> <p>Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative.</p> <p>Use rollers or the backs of spoons to create</p>	<p>Explore simple mono printing techniques using carbon paper, using observational drawing skills and mark making skills explored through drawing, and colour mixing skills.</p>	<p>Explore painting on new surfaces using colour as decoration.</p>	<p>Combine art forms such as printmaking in mixed media projects.</p>		<p>Develop drawing and making skills and combine with narrative/character development and make puppets. Using tools to cut intricate shapes and use fastenings to create moving parts. Work collaboratively to perform, and use digital media to record.</p>

	<p>pressure to make a print.</p> <p>Explore pattern, line, shape and texture.</p>					
<ul style="list-style-type: none"> ● 3D Yr 1, Yr3 ● 3D, Architecture and Digital Media Yr 2 ● Sculpture Yr 4 ● Sculpture/ Architecture Yr 5 	<p>Explore, discover and invent ways for 2d to transform into 3d sculpture. This might be through creating drawings or prints on paper which are then folded, through collage which becomes relief, through 2d shapes which are cut out and constructed with.</p> <p>Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do.</p> <p>Use basic tools to help deconstruct (scissors) and then construct (glue sticks).</p>	<p>Explore how 2d can become 3d through “design through making”.</p> <p>Cut simple shapes from card and use them to construct architectural forms. Use drawn, collaged and printed elements as surface decoration for the architectural maquettes.</p> <p>Use digital media (film and still photos) to create records of models made, including walkthrough videos of the inside of the architectural spaces.</p>	<p>Make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture.</p> <p>Explore a simple clay technique such as making slab pieces, and decorate them with relief patterns based upon observational drawing skills.</p> <p>Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick)</p>	<p>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 ideas.</p> <p>Develop visual literacy skills and discover how context and intention can change the meaning of objects.</p> <p>Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually.</p>	<p>Enable sketchbook to evolve and inform into a sculpture project. Combine and construct with a variety of materials, including modelling and paint</p> <p>Explore architecture of another time and / or culture, and make individual work in response to what is seen. Enable evolution of ideas through a combination of design through making and drawing inspiration.</p> <p>Develop visual literacy skills: explore how we look at and respond to things people have made, and then include this awareness when making sculpture.</p>	<p>Develop clay (and drawing) skills by creating pinch pots based upon still life observation.</p> <p>Explore geometric design/pattern / structure.</p> <p>Explore transformation of materials following their own journey to produce an object which conveys the personality of the maker/designer.</p>

					Explore sculptural ideas of balance (physical and aesthetic) and creative risk taking and play.	
<ul style="list-style-type: none"> • Digital and Animation Yr 2-3 • Design Yr 4 			<p>Building on mark-making and observational skills, make drawings of animals, people and vehicles Use scissors to dissect the and reconstruct them into drawings that move,</p> <p>Use digital media to make animations from the drawings that move.</p>	<p>Develop design through making skills and collaborative working skills through fashion design. Explore paper and card manipulation skills to build 3d forms</p> <p>Extend into an exploration of fabric, deconstructing old clothes and reconstructing elements into new items.</p>		Explore set design using mixed media and linking literature, drama, music and design.
Evaluating						
<ul style="list-style-type: none"> • As a class 	<p>Enjoy listening to other people's views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p>	<p>Enjoy listening to other people's views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</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. Think about why the work was made, as well as how</p>	<p>Enjoy listening to other people's views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork. Think about why the work was made, as well as how.</p>	<p>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.</p>	<p>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.</p>
<ul style="list-style-type: none"> • In small groups 	<p>Share work to others in small groups, and listen to what they think about what you have made.</p>	<p>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,</p>	<p>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</p>	<p>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</p>	<p>Share work to others in small groups, and listen to what they think about what you have made.</p>	<p>Share work to others in small groups, and listen to what they think about what you have made.</p>

		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.	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.	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.	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.	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
<ul style="list-style-type: none"> ● 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.	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.	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.	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.	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 a larger context.	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 a larger context.

Knowledge and Understanding

• 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

Each child should:

- Know how to recognize and describe some simple characteristics of different kinds of art, craft and design
- Know the names of tools, techniques and formal elements (in pink above and below)
- Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes
- Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary

Each child should:

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

Each child should:

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

Each child should:

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

Each child should:

- Know the names of tools, techniques and formal elements
 - 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 chosen to work with.

<ul style="list-style-type: none"> Experiential 	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> Discover that art is subjective (we all have our own legitimate understanding) Begin to feel confident to express a preference in.... Experience the connection between brain, hand and eye Understand ideas can come through hands-on exploration Begin to build knowledge of what different materials and techniques can offer the creative individual Work at different scales, alone and in groups 	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> Discover that art is subjective (we all have our own legitimate understanding) Begin to feel confident to express a preference in.... Experience the connection between brain, hand and eye Understand ideas can come through hands-on exploration Begin to build knowledge of what different materials and techniques can offer the creative individual Work at different scales, alone and in groups 	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> Discover that art is subjective (we all have our own legitimate understanding) Experience the connection between brain, hand and eye Understand ideas can come through hands-on exploration Develop their knowledge of what different materials and techniques can offer the creative individual Work at different scales, alone and in groups Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge) Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others 	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> Discover that art is subjective (we all have our own legitimate understanding) Experience the connection between brain, hand and eye Understand ideas can come through hands-on exploration Develop their knowledge of what different materials and techniques can offer the creative individual Work at different scales, alone and in groups Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge) Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others. 	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> Discover that art is subjective (we all have our own legitimate understanding) Experience the connection between brain, hand and eye Understand ideas can come through hands-on exploration Develop their knowledge of what different materials and techniques can offer the creative individual Work at different scales, alone and in groups Feel safe 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. 	<p>Each child should be given the opportunity to:</p> <ul style="list-style-type: none"> Discover that art is subjective (we all have our own legitimate understanding) Experience the connection between brain, hand and eye Understand ideas can come through hands-on exploration Develop their knowledge of what different materials and techniques can offer the creative individual Work at different scales, alone and in groups Feel safe 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
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Vocabulary

<ul style="list-style-type: none"> Activities and Techniques 	<p>Look, Explore, Play, Enjoy, Discover, Try, Share, Know, Draw, Sketch, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing</p>	<p>Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark</p>	<p>Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing</p>	<p>Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing</p>	<p>Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing</p>	<p>Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing</p>
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	what you See, Draw, Make, Paint, Print, Fold, Cut, Tear, Stick, Collage	Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Quick Print Foam	Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate	Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media	Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media	Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media
● Materials	Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Poster Paint, Watercolour, Card, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Quick Print Foam	Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine	Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Quick Print Foam	Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Found Objects, Quick Print Foam	Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Found Objects, Quick Print Foam	Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Found Objects, Quick Print Foam
● Concepts	Line, Shape, Dark & Light, Pattern, Texture, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative	Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, Still	Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Primary Source, Secondary Source,	Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Stimuli, Primary Source, Secondary Source,	Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Stimuli, Primary Source, Secondary Source,	Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Stimuli, Primary Source, Secondary Source,

		life, Architecture, Sculpture, Maquette, Model, Space	Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography	Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography, Open-ended, Creative Response, Visual Literacy, Design through Making, Fashion	Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography, Open-ended, Creative Response, Visual Literacy, Design through Making, Fashion, Relationships to other Artforms, Aesthetic	Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography, Open-ended, Creative Response, Visual Literacy, Design through Making, Fashion, Relationships to other Artforms, Aesthetic, Set Design, Puppetry
<ul style="list-style-type: none"> • Tools 	Scissors, Brushes, Palettes, Rollers, Hands	Scissors, Brushes, Palettes, Rollers, Hands	Scissors, Pliers, Brushes, Palettes, Rollers, Hands	Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands	Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands	Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands
<ul style="list-style-type: none"> • Approaches 	Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practise skills), Explore (Try new things without knowing what the outcome might be)	Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practise skills), Explore (Try new things without knowing what the outcome might be)	Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practise skills), Explore (Try new things without knowing what the outcome might be), Revist (Revisit previous experiences in new contexts), Purpose (What is it for? E.g. personal wellbeing, social benefit, community cohesion, design).	Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practise skills), Explore (Try new things without knowing what the outcome might be), Revist (Revisit previous experiences in new contexts), Purpose (What is it for? E.g. personal wellbeing, social benefit, community cohesion, design)	Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practise skills), Explore (Try new things without knowing what the outcome might be), Revist (Revisit previous experiences in new contexts), Purpose (What is it for? E.g. personal wellbeing, social benefit, community cohesion, design), Creative Risk Taking v Playing Safe (Which feels right for me?)	Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practise skills), Explore (Try new things without knowing what the outcome might be), Revist (Revisit previous experiences in new contexts), Purpose (What is it for? E.g. personal wellbeing, social benefit, community cohesion, design), Creative Risk Taking v Playing Safe (Which feels right for me?)

Impact

By the end of Year 6, our pupils will be able to independently develop a range of ideas which will show curiosity, imagination and originality. They will be able to investigate, research and test ideas and plans using sketchbooks and other approaches. Pupils will know that sketchbooks are places to explore personal creativity and as such should be experimental, imperfect and be a place for them to develop their own skills and techniques.

We want our pupils to confidently follow intuition and instinct during the making process, making intelligent and confident creative choices. They will feel safe enough to take creative risks, enjoying the journey and effectively using relevant processes to create successful finished work.