

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 <i>discover and share</i> 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:</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>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? 	<p>Drawing</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 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 use drawings as basis for collage (term 4 Great Fire of London)</p>	<p>Painting</p> <p>I can continue to mix colours experientially.</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>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>(Term 6 – Van Gogh Sunflowers)</p>	<p>Printmaking & Collage</p> <p>I can explore simple mono printing techniques using carbon paper, using observational drawing skills and mark making skills explored through drawing and colour mixing skills (SEE MONOPRINTING WITH OIL PASTELS) (Term 4 Great Fire of London)</p> <p>I can arrange and rearrange materials to create the effect I’m looking for.</p>	<p>3D, Architecture & Digital Media</p> <p>I can explore how 2d can become 3d though “design through making” (Term 1-Amazing Architecture)</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 drawn, collaged and printed elements as surface decoration for the architectural models (Term 1-Amazing Architecture)</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>	<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>As a group: 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: 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 <i>during</i> the process, as well as at the end, helps feed the process.</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 <i>discover and share</i> 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>I can use observational drawing as a starting point, fed by imagination, design typography</p> <p>I can continue to familiarise myself with drawing exercises. (Term 1 Stone Age)</p> <p>I can add detail and shadows to my drawings.</p>	<p>Drawing, Painting & Collage</p> <p>I can make larger scale drawing from observation and imagination (Term 4)</p> <p>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)</p> <p>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>3D & Architecture</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)</p> <p>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)</p> <p>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)</p> <p>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>Digital & Animation</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>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: 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: 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 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>Painting/Collage/Sket chbooks</p>	<p>Sculpture</p>	<p>Design and Making</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</p>
	<p>I can continue to familiarize myself with sketchbook / drawing exercises.</p>	<p>I can create spaces and places in my sketchbook to help creative thinking,</p>	<p>I can work with a modelling material (clay or plasticine) to create quick 3d figurative sketches from life or imagination.</p>	<p>Develop design through making skills and collaborative working skills through fashion design. Explore paper and card</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>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>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>manipulation skills to build 3d forms. Manipulating paper and Pin and paper fashion (Term 6 TBC)</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 combine artforms such as collage, painting and printmaking in mixed media projects (Term 1 – Vikings)</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>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 Sketchbook on an IPad (Term 5 –Human Skulls)</p>				
	<p>I can experiment and control various pencils to show tone.</p>				

Year 5 Generating Ideas

Teachers should:

Enable the children to think of their own ways of recording their ideas, thoughts and feelings.

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**.

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

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?

Making

Painting and Printmaking

I can consider the **composition** in my paintings including knowing the **rule of thirds (Term 1)**

I can explore the **painting techniques** used by various artists **(Term 1)**

I can consider artists’ use of **colour** and application of it. **(Term 1)**

I can make a **collagraph** and consider how to **design** my own wallpaper **(Term 2 – William Morris. Access Art Making Collagraphs)**

I can **experiment** with and **control tones, shades and hues**.

Drawing, Making, Colour

I can explore the **relationship of line, form and colour (Term 3 –space)**

I can use **one point perspective** in my work **(Term 3 –Space)**

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)**

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)** and I can **scale up** drawings.

Design & Making

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)**

To **paint on new surfaces** (e.g. **stone, fabric, walls, floors** and work **collaboratively**).

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)**

Evaluating

As a class:

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

Share your response to the artwork and give reasons for your thinking.

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**, 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**.

Year 6 Generating ideas	Making				Evaluating
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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)

I can practice **observational drawing** from the **figure**, exploring **careful looking, intention, seeing big shapes. drawing with**

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)

[Collage \(portraits\)](#)

I can develop my own **style** of art.

I can express **emotions** and **ideas**.

I can do **figurative sketches** keeping my drawings in **proportion**.

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**.