



## Art Curriculum Progression of National Curriculum Objectives

	Generate Ideas	Create	Evaluate	Knowledge and Understanding	
				Formal Each child should know	Experiential Each child should have the opportunity to
<b>Nursery</b>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Talk about what they see using a wide range of vocabulary.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	See Art Progression Document for each medium	-	-	<ul style="list-style-type: none"> <li>Offer opportunities to explore scale: <ul style="list-style-type: none"> <li>Wallpaper</li> <li>Boxes</li> <li>Different surfaces to work on.</li> </ul> </li> <li>Listen to and understand what children want to create before offering suggestions.</li> <li>Invite artists and craftspeople into the setting to widen the range of ideas which children can draw on.</li> <li>Provide children with the following materials to explore: glue, masking tape, scrap materials, cardboard boxes.</li> </ul> <p>Help children to develop their drawing.</p> <ul style="list-style-type: none"> <li>Encourage them to develop their own creative ideas.</li> <li>Spend sustained time alongside them.</li> <li>Show interest in the meanings children give to their drawings and talk about these meanings.</li> <li>Encourage children to draw from their imagination and observation.</li> <li>Help children to add detail to their drawings by selecting interesting objects to draw, by pointing out their key features and discussing them.</li> <li>Talk to children about the differences in colours.</li> <li>Help them to explore and refine their colour mixing – ‘How does blue become green?’</li> <li>Introduce children to the work of a range of artists from across times and culture.</li> <li>Help them to notice where the features of an artist’s work overlap with the children’s – ie) colour, movement or line.</li> </ul>



## Art Curriculum Progression of National Curriculum Objectives

<b>Year R</b>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel when outside.</p> <p>Explore a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>See Art Progression Document for each medium</p>	<p>Refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Understands different media can be combined to create new effects.</p>	<ul style="list-style-type: none"><li>• Teach children to develop colour-mixing techniques to enable them to match the colours they see and want to represent with step-by-step guidance as appropriate.</li><li>• Provide opportunities to work together to develop and realise creative ideas.</li><li>• Encourage children to notice features in the natural world.</li><li>• Help them to define colours, shapes, textures and smells in their own words.</li><li>• Discuss children's responses to what they see.</li><li>• Visit galleries and museums to generate inspiration and conversation about art and artists.</li></ul>
---------------	--	---	--	---	--



## Art Curriculum Progression of National Curriculum Objectives

<b>Year 1</b>	<p><b>Through sketchbooks</b></p> <ul style="list-style-type: none"><li>- Introduce a sketchbook as a place to record individual response to the world.</li><li>- Understand what activities might take place in a sketchbook.</li></ul> <p><b>By looking and talking</b></p> <ul style="list-style-type: none"><li>- Enjoy looking at artwork by artists, craftspeople, architects and designers and find elements which inspire.</li><li>- Develop questions to ask when looking at artwork /stimulus:<ol style="list-style-type: none"><li>a. Describe what you can see</li><li>b. Describe what you like and why.</li><li>c. How does it make you feel?</li><li>d. What would you like to ask the artist.</li></ol></li></ul> <p><b>By playing</b></p> <ul style="list-style-type: none"><li>- Generate ideas through playful, hands-on, exploration of materials without being constrained towards a pre-defined outcome.</li></ul>	<p>See Art Progression Document for each medium</p>	<p><b>As a class</b></p> <ul style="list-style-type: none"><li>- Enjoy listening to other people's views about artwork made by others.</li><li>- Feel able to express and give an opinion about the art.</li></ul> <p><b>In small groups</b></p> <ul style="list-style-type: none"><li>- Share work with others in small groups and listen to what they think about what you have made</li></ul> <p><b>One to one</b></p> <ul style="list-style-type: none"><li>- Talk to a peer or teacher about the artwork you have made and share what you have enjoyed during the process and what you like about the end result.</li></ul>	<ul style="list-style-type: none"><li>• How to describe simple characteristics of art, craft and design.</li><li>• The names of tools, techniques and formal elements.</li></ul>	<ul style="list-style-type: none"><li>• Discover that art is subjective.</li><li>• Begin to feel confident to express an opinion.</li><li>• Understand that ideas can come through hands-on exploration.</li><li>• Begin to build knowledge of what different materials and techniques can offer the creative individual.</li><li>• Work at different scales, alone and in groups.</li></ul>
---------------	--	---	--	--	--



## Art Curriculum Progression of National Curriculum Objectives

<p><b>Year 2</b></p>	<p><b>Through sketchbooks</b></p> <ul style="list-style-type: none"> <li>- Develop a sketchbook habit – using a sketchbook as a place to record individual response to the world.</li> <li>- Practise and develop sketchbook use, incorporating the following activities: <ul style="list-style-type: none"> <li>a. drawing to discover</li> <li>b. drawing to show what you have seen</li> <li>c. drawing to experiment</li> <li>d. collecting</li> <li>e. sticking</li> <li>f. writing notes</li> </ul> </li> </ul> <p><b>By looking and talking</b></p> <ul style="list-style-type: none"> <li>- As above and ...</li> <li>- Look at a variety of source material and understand the differences between: <ul style="list-style-type: none"> <li>a. images on screen</li> <li>b. images in books</li> <li>c. artwork in galleries and museums</li> </ul> </li> </ul> <p><b>Through making</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p>See Art Progression Document for each medium</p>	<p><b>As a class</b></p> <ul style="list-style-type: none"> <li>- Enjoy listening to other people's views about artwork made by others.</li> <li>- Feel able to express and give an opinion about the art.</li> </ul> <p><b>In small groups</b></p> <ul style="list-style-type: none"> <li>- Share work with others in small groups and listen to what they think about what you have made</li> </ul> <p><b>One to one</b></p> <ul style="list-style-type: none"> <li>- Talk to a peer or teacher about the artwork you have made and share what you have enjoyed during the process and what you like about the end result.</li> </ul>	<ul style="list-style-type: none"> <li>• As above and ...</li> <li>• Know that different forms of creative works are made by artists, craftspeople and designers from all cultures and times for different purposes.</li> <li>• Be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• As above and ...</li> <li>• Begin to experience the connection between the brain, hand and eye.</li> </ul>
----------------------	---	---	---	--	---



## Art Curriculum Progression of National Curriculum Objectives

<b>Year 3</b>	<p><b>Through sketchbooks</b></p> <ul style="list-style-type: none"><li>- As above and ...</li><li>- Practising and developing sketchbook use to include:<ol style="list-style-type: none"><li>exploring colour</li><li>exploring paint</li><li>testing ideas</li><li>looking back, thinking forwards and around</li></ol></li></ul> <p><b>By looking and talking</b></p> <ul style="list-style-type: none"><li>- As above and ...</li><li>- Discuss the artist's intention and reflect upon your response.</li><li>- Think about how artworks and stimulus might inspire you to make your own art.</li></ul> <p><b>Through making</b></p> <ul style="list-style-type: none"><li>- As above and ...</li><li>- Explore how ideas translate and develop through different media.</li></ul>	See Art Progression Document for each medium	<p><b>As a class</b></p> <ul style="list-style-type: none"><li>- As above and ...</li><li>- Think about why the art was made as well as how.</li></ul> <p><b>In small groups</b></p> <ul style="list-style-type: none"><li>- As above and ...</li><li>- Make suggestions about other people's work, using things you have seen or experienced yourself.</li></ul> <p><b>One to one</b></p> <ul style="list-style-type: none"><li>- As above and ...</li><li>- Discuss problems which came up and how they were solved.</li><li>- Think about what you might try next time.</li></ul>	<ul style="list-style-type: none"><li>- As above and ...</li><li>- Know that different forms of creative works are made by artists, craftspeople and designers from all cultures and times for different purposes.</li><li>- Be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary.</li></ul>	<ul style="list-style-type: none"><li>• As above and ...</li><li>• Feel celebrated and feel able to celebrate with others.</li></ul>
---------------	--	--	--	--	--



## Art Curriculum Progression of National Curriculum Objectives

<b>Year 4</b>	<p><b>Through sketchbooks</b></p> <ul style="list-style-type: none"><li>- As above and ...</li><li>- Practising and developing sketchbook use to include:<ol style="list-style-type: none"><li>a. reflecting</li><li>b. making links</li></ol></li></ul> <p><b>By looking and talking</b></p> <ul style="list-style-type: none"><li>- As above and ...</li><li>- Think about how this piece of artwork could appeal to the viewers other senses.</li><li>- Think, if you could take this art work home, where would you put it and why.</li></ul> <p><b>Through making</b></p> <ul style="list-style-type: none"><li>- As above and ...</li><li>- Use growing knowledge of how materials and media act to help develop ideas.</li></ul>	See Art Progression Document for each medium	<p><b>As a class</b></p> <ul style="list-style-type: none"><li>- As above ...</li></ul> <p><b>In small groups</b></p> <ul style="list-style-type: none"><li>- As above ...</li></ul> <p><b>One to one</b></p> <ul style="list-style-type: none"><li>- As above ...</li></ul>	<ul style="list-style-type: none"><li>• As above and ...</li><li>• Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with.</li></ul>	<ul style="list-style-type: none"><li>• As above and ...</li><li>• Share their journey and outcomes with others.</li></ul>
---------------	---	--	--	---	--



## Art Curriculum Progression of National Curriculum Objectives

<b>Year 5</b>	<p><b>Through sketchbooks</b></p> <ul style="list-style-type: none"><li>- As above and ...</li><li>- Increasingly see the sketchbook as a place which raises questions which can be explored / answered outside the sketchbook, so that the link between the sketchbook and the journey and the outcome becomes understood.</li></ul> <p><b>By looking and talking</b></p> <ul style="list-style-type: none"><li>- As above ...</li></ul> <p><b>Through making</b></p> <ul style="list-style-type: none"><li>- As above ...</li></ul>	<p>See Art Progression Document for each medium</p>	<p><b>As a class</b></p> <ul style="list-style-type: none"><li>- As above and ...</li><li>- Ask questions about the process, technique, ideas and outcome.</li></ul> <p><b>In small groups</b></p> <ul style="list-style-type: none"><li>- As above and ...</li><li>- Present work to the class, in an assembly or to parents.</li></ul> <p><b>One to one</b></p> <ul style="list-style-type: none"><li>- As above ...</li></ul>	<ul style="list-style-type: none"><li>• As above and ...</li><li>• Be able to describe artistic processes used and how they hope to achieve high outcomes.</li></ul>	<ul style="list-style-type: none"><li>• As above ...</li></ul>
---------------	---	---	--	--	--



## Art Curriculum Progression of National Curriculum Objectives

<b>Year 6</b>	<p><b>Through sketchbooks</b></p> <ul style="list-style-type: none"><li>- As above ...</li></ul> <p><b>By looking and talking</b></p> <ul style="list-style-type: none"><li>- As above and ...</li><li>- Think about who or what else might you look at to help feed your creativity.</li></ul> <p><b>Through making</b></p> <ul style="list-style-type: none"><li>- As above ...</li></ul>	See Art Progression Document for each medium	<p><b>As a class</b></p> <ul style="list-style-type: none"><li>- As above ...</li></ul> <p><b>In small groups</b></p> <ul style="list-style-type: none"><li>- As above ...</li></ul> <p><b>One to one</b></p> <ul style="list-style-type: none"><li>- As above and ...</li><li>- Share how other artists / artwork have / has inspired you.</li></ul>	<ul style="list-style-type: none"><li>• Independently be able to know and describe the work of some artists, craftspeople, architects and designers who are both male and female, who are from different eras and different ethnicities.</li></ul>	<ul style="list-style-type: none"><li>• Feel safe enough to take creative risks and follow their intuition.</li></ul>
---------------	---	--	---	--	---