

Progression Plan for Year 4 Primary Art 2020/21

Covering:

- Generating Ideas
- Making
- Evaluation
- Knowledge & Understanding
- Assessment Questions and Vocabulary

The plan has been created by Paula Briggs and Sheila Ceccarelli of AccessArt. We gratefully acknowledge the expertise of Susan Coles, Paul Carney and Mandy Barret. We also acknowledge that we have taken and built upon some of the end of year descriptors from the NSEAD Curriculum document 2014.

Year 4

Year 4 – Generating Ideas:

Year 4 - Generating Ideas					At the end of year 4 children should be able to...
Generating Ideas	Through the Sketchbook	By Looking and Talking	Through Making	Digital Media	
<p>Teachers should: Feel able to model sketchbook use alongside pupils (i.e. keep their own sketchbook) Let pupils discover and share for themselves Enable pupils to build</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 Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have</p>	<p>Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss the artist's intention and reflect upon your response.</p> <p>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.</p> <p>Be given time and space to engage with the physical</p>	<p>Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making. Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>	<p>Use digital media to identify and research artists, craftspeople, architects and designers.</p>	<p>Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask</p>

confidence in their own ideas	seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around...	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: <ul style="list-style-type: none"> • Describe what you see • What do you like/dislike? Why <ul style="list-style-type: none"> • 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? 			questions, demonstrate inquisitive exploration Use sketchbooks, together with other resources, to understand how inspiration can come from many rich and personal sources to feed into creative projects
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Year 4 – Making:

Year 4 - Making					At the end of year 4 children should be able to...
Making	Drawing/Printing	Painting & Collage, Sketchbook	Sculpture	Design	Develop practical skills
Teachers should: Balance time	Continue to familiarize with sketchbook /	Make larger scale drawing from	Work with a modelling material (clay or	Develop design through making	

<p>in which you sensitively model a technique, with plenty of time for pupils to enjoy opened exploration, and project based learning Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning) Teachers should: Balance time in which you sensitively model a technique,</p>	<p>drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly. Apply these skills to a variety of media, exploring outcomes in an open-ended manner. 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. Layering of media, mixing of drawing media, e.g. Wax resist with</p>	<p>observation and imagination, e.g. Cheerfulorchestra drawing project Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome, e.g. Stencils composition and mark making and Exploring colour Explore painting on new surfaces using colour as decoration e.g. Paint clay tiles</p>	<p>plasticine) to create quick 3D figurative sketches from life or imagination. Combine with developing visual literacy skills so that the 3D sketches explore how we read and communicate emotion and idea, e.g. Quick clay figurative sketches Develop visual literacy skills and discover how context and intention can change the meaning of objects, e.g. Making a pocket gallery 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</p>	<p>skills and collaborative working skills through fashion design. Explore paper and card manipulation skills to build 3D forms. Transformation/ and Paperback figures Extend into an exploration of fabric, deconstructing old clothes and reconstructing elements into new items. e.g. Psyches inspired dress</p>	<p>by experimenting with and testing the qualities of a range of materials and techniques Select and use appropriately a variety of materials and techniques in order to create their own work. Be excited by the potential to create and feel empowered to begin to undertake their</p>
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with plenty of time for pupils to enjoy open ended exploration, and project based learning
Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)

coloured inks

own exploration.

Year 4 – Evaluating:

Year 4 - Evaluating				At the end of year 4 children should be able to...
Evaluating	As a Class	In small groups	One to one	
<p>Teachers should:</p> <p>Be aware of the importance of sensitively unearthing intention, which may not always be apparent in end result Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process</p>	<p>Enjoy listening to other people's views about artwork made by others. Feel able to express and share an opinion about the artwork.</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 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.</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>Reflect regularly upon their work, throughout the creative process Look to the work of others (pupils and artists) to identify how to feed their own work Take photographs and videos and use digital media as a way to re-see work</p>

Year 4 – Knowledge and Understanding:

	Year 4 - Knowledge & Understanding		At the end of year 4 children should be able to...
Knowledge & Understanding	Formal	In small groups	
Teachers should: Recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experiential understanding about what it is to be a creative human.	<p>Each child should:</p> <ul style="list-style-type: none"> • Know the names of tools, techniques and formal elements (in pink above and below) • Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities • Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary • Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with 	<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 	

Year 4 – Vocab & Assessment Questions

Assessment Questions

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

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

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

Key Vocabulary

Drawing

observation, photographs, visual images

Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending,

Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background

Painting

Sketchbooks, record, observation, review, revisit, improve, design techniques, materials

Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination

Collage

Add collage to a painted, printed or drawn background.

Use a range of media to create collages.

Use different techniques, colours and textures etc when designing and making pieces of work.

Use collage as a means of extending work from initial ideas.

3D/Sculpture

Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, slabs, coils, slips, materials, sculptures

Printing	Create printing blocks by simplifying an initial journal idea. Use relief or impressed methods. Create prints with three overlays. Work into prints with a range of media eg pens, coloured pens and paints.
Textiles	Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
Artist/Designers/Architects	Similarity, comparison, foreground, background, materials, mood atmosphere.. Period of time. Express. Complement, contrast, art movement. Target audience.

Year 4 - Statements.

- A. I can select and use relevant resources and references to develop my ideas.
- B. I can use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome.
- C. I can investigate the nature and qualities of different materials and processes systematically.
- D. I can apply the technical skills I am learning to improve the quality of my work.
- E. I can regularly reflect upon my own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
- F. I know about and can describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that I have studied.
- G. I know about, and am able to demonstrate, how tools I have chosen to work with should be used effectively and with safety

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Year 5

Year 5 – Generating Ideas:

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Generating Ideas	Through the Sketchbook	By Looking and Talking	Through Making	Digital Media	Engage in open-ended
Teachers should: Feel able to model sketchbook use alongside pupils (i.e. keep their own sketchbook) Let pupils discover and share for themselves Enable pupils to	Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at 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	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. Be given time and space to engage with the physical	Use growing knowledge of how materials and medium act, to help develop ideas . Continue to generate ideas through space for playful making. Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).	Use digital media to identify and research artists, craftspeople, architects and designers . Use camera phones (still and video) to help “see” and “collect” (digital sketchbook)	research and exploration to initiate and develop personal ideas Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording

build
confidence in
their own ideas

sketchbook and journey and outcome becomes understood. Practice and develop sketchbook use, incorporating the following activities: **drawing to discover**, **drawing to show you have seen**, **drawing to experiment**, **exploring colour**, **exploring paint**, **testing ideas**, **collecting**, **sticking**, **writing notes**, **looking back**, **thinking forwards and around**, **reflecting**, **making links...**

world to **stimulate a creative response (visiting, seeing, holding, hearing)**, including **found and manmade objects**.

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

- Describe the artwork.
- What do you like/dislike? Why?
- Which other senses might you bring to this artwork? How does it make you feel?
- What is the artist saying to us in this artwork?
- How might it inspire you to make your own artwork?
- Who or what else might you look at to help feed your creativity?

Take part in small scale **crits** throughout so that **brainstorming** becomes part of the creative process.

information

Understand

sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration

Year 5 – Making:

	Year 5 - Making			At the end of year 5 children should be able to...
Making	Drawing/Printing	Drawing, Making, Colour	Design & Making	
Teachers should: Balance time in which you sensitively model a technique, with plenty of time for pupils to enjoy open ended exploration, and project based learning Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning)	Explore architecture of another time and / or culture , and make individual work in response to what is seen. Enable evolution of ideas through a combination of design through making and drawn inspiration . E.g. Architecture and mark making Develop visual literacy skills: explore how we look at and respond to things people have made, and then include this awareness when making sculpture e.g. Inspired by anglo saxon houses	Continue with the key drawing exercises Drawing exercises Explore the relationship of line, form and colour . Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response . Explore sculptural ideas of balance (physical and aesthetic) and creative risk taking and play, e.g. Making sculpture and drawing	Explore relationship between sculpture and design through a sketchbook project which takes film/literature/drama as its starting point and facilitates an open-ended sculptural exploration, with children working at their own pace and following their own journey e.g. Developing sketchbook work. Enable sketchbook work above to evolve and inform into a sculpture project. Combine and construct with a variety of materials , including modelling and paint. Explore scaling up drawings, bringing in all mark-making skills previously learnt, and using technique to provide opportunity to transform original, e.g. Flat yet sculptural drawing Paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts.	Confidently investigate and explore new materials, beginning to lead their own search for new experiences Use acquired technical expertise, combined with beginning to listen and trust “instinct” to help make choices, to make work which effectively reflects ideas and intentions Feel safe enough to take creative risks

Year 5 – Evaluating:

Year 5 - Evaluating				At the end of year 5 children should be able to...
Evaluating	As a Class	In small groups	One to one	
Teachers should: Be aware of the importance of sensitively unearthing intention, which may not always be apparent in end result Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process	Feel able to express and share an opinion about the artwork . Discuss why the work was made, as well as how. Share your response to the artwork . Ask questions about process, technique, idea or outcome .	Share work to others in small groups , and listen to what they think about what you have made. Make suggestions about other people's work, using things you have seen or experienced yourself . Take photos of work (Seesaw) 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 . Exhibition.	Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved . Think about what you might try next time . Share how other artists/artwork inspired you and how your work fits into larger context.	Regularly analyze and reflect upon progress taking into account of intention Look to the work of others (pupils and artists) to identify how to feed their own work Take photographs and videos and use digital media as a way to re-see work

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

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

Key Vocabulary

Drawing

observation, photographs, visual images

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Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background

Paper types.

Painting

Sketchbooks, record, observation, review, revisit, improve, design techniques, materials

Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination

Collage

Add collage to a painted, printed or drawn background.

Use a range of media to create collages.

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3D/Sculpture

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Printing	Create printing blocks by simplifying an initial journal idea. Use relief or impressed methods. Create prints with three overlays. Work into prints with a range of media eg pens, coloured pens and paints.
Textiles	<p>Use fabrics to create 3D structures.</p> <p>Use different grades of threads and needles. Running stitch, back stitch, box stitch.</p> <p>Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p>
Artist/Designers/Architects	Similarity, comparison, foreground, background, materials, mood atmosphere.. Period of time. Express. Complement, contrast, art movement. Target audience.

Year 5 - Statements.

- A. I can engage in open ended research and exploration in the process of initiating and developing their own personal ideas
- B. I can confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.
- C. I can confidently investigate and exploit the potential of new and unfamiliar materials
- D. I can use my acquired technical expertise to make work which effectively reflects my ideas and intentions.
- E. I regularly analyse and reflect on my progress taking account of what I hoped to achieve.
- F. I can research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.
- G. I can describe the processes I am using and how I hope to achieve high quality outcomes.

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Year 5 – Generating Ideas:

Year 5 - Generating Ideas					At the end of year 5 children should be able to...
Generating Ideas	Through the Sketchbook	By Looking and Talking	Through Making	Digital Media	Engage in open-ended research and exploration to initiate and develop personal ideas Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information
<p>Teachers should:</p> <p>Feel able to model sketchbook use alongside pupils (i.e. keep their own sketchbook) Let pupils discover and share for themselves</p> <p>Enable pupils to build</p>	<p>Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration. Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and</p>	<p>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. Be given time and space to engage with the physical world to stimulate a creative</p>	<p>Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making. Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p>	<p>Use digital media to identify and research artists, craftspeople, architects and designers. Use camera phones (still and video) to help “see” and “collect” (digital sketchbook)</p>	

<p>confidence in their own ideas</p>	<p>outcome becomes understood. Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...</p>	<p>response (visiting, seeing, holding, hearing), including found and manmade objects.</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>Take part in small scale crits throughout so that brainstorming becomes part of the creative process.</p>			<p>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration</p>
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Year 5 – Making:

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Year 5 – Evaluating:

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Year 5 – Knowledge and Understanding:

Year 5 - Knowledge & Understanding

At the end of year 5 children should be able to...

Knowledge & Understanding

Formal

Experiential

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

Each child should:

- Know the names of tools, techniques and formal elements
- 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 be given the opportunity to:

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

Year 5 – Vocab & Assessment Questions

Assessment Questions

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

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Paper types.

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Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination

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Use collage as a means of extending work from initial ideas.

3D/Sculpture

Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, slabs, coils, slips, materials, sculptures

Printing	Create printing blocks by simplifying an initial journal idea. Use relief or impressed methods. Create prints with three overlays. Work into prints with a range of media eg pens, coloured pens and paints.
Textiles	<p>Use fabrics to create 3D structures.</p> <p>Use different grades of threads and needles. Running stitch, back stitch, box stitch.</p> <p>Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p>
Artist/Designers/Architects	Similarity, comparison, foreground, background, materials, mood atmosphere.. Period of time. Express. Complement, contrast, art movement. Target audience.

Year 5 - Statements.

- A. I can engage in open ended research and exploration in the process of initiating and developing their own personal ideas
- B. I can confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.
- C. I can confidently investigate and exploit the potential of new and unfamiliar materials
- D. I can use my acquired technical expertise to make work which effectively reflects my ideas and intentions.
- E. I regularly analyse and reflect on my progress taking account of what I hoped to achieve.
- F. I can research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.
- G. I can describe the processes I am using and how I hope to achieve high quality outcomes.

