

Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

Encourage students to reflect on their previous creative projects and experiences.
Guide them to use their research and past experiences to generate new ideas and starting points for creative outcomes.
Support them in planning and executing their projects with a clear vision and purpose.

Develop ideas more independently from their own research.

Encourage students to conduct their own research on topics of interest.
Guide them to explore and record their plans, ideas, and evaluations.
Help them develop their ideas towards a specific outcome, using their research as a foundation.

Use research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.

Teach students how to conduct simple research to gather information and inspiration.
Encourage them to evaluate different techniques and decide which ones work best for their projects.
Help them create a detailed plan for their projects, outlining the steps and materials needed to achieve their desired outcome.

Generate ideas from a range of stimuli.

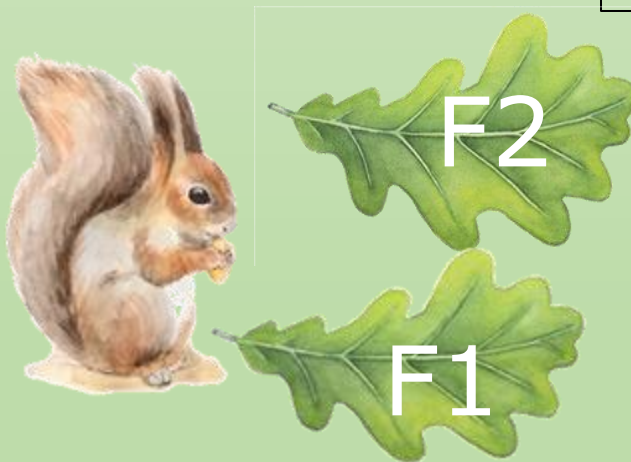
Encourage students to explore different sources of inspiration (e.g., books, nature, artworks).
Have them brainstorm and share their ideas with the class.
Guide them to experiment with various techniques and materials to express their ideas.

Introduce children to different sources of inspiration (e.g., books, nature, artworks).
Guide them to research and explore techniques, discussing what works well and why.
Help them plan their projects with a clear purpose, considering the steps and materials needed to achieve their desired outcome.

Encourage children to express their ideas through drawing, painting, and simple crafts.
Provide various materials (e.g., crayons, markers, clay) and let them experiment with different ways to create and share their ideas.

Talk about their ideas and explore different ways to record them using a range of media.

Explore and express their ideas through play and simple activities using various materials (e.g., drawing, painting, building with blocks)





Develop ideas and plans systematically using sketchbooks.

Support students in using their sketchbooks to develop detailed plans for their projects. Encourage them to refine their ideas through iterative testing and evaluation. Teach them to use their sketchbooks as a tool for systematic planning and execution of their creative outcomes.

Research and test ideas using sketchbooks.

Encourage students to independently research topics of interest. Guide them to test different techniques and materials in their sketchbooks. Help them document their findings and reflections to improve their understanding.



Develop ideas and plan for an outcome using sketchbooks.

Help students use their sketchbooks to brainstorm and develop their ideas. Teach them to plan their projects by outlining steps and materials needed to achieve their desired outcome.

Use sketchbooks purposefully to improve understanding.

Encourage students to use their sketchbooks to record observations and practice different techniques. Guide them to reflect on their work and make notes about what they have learned.

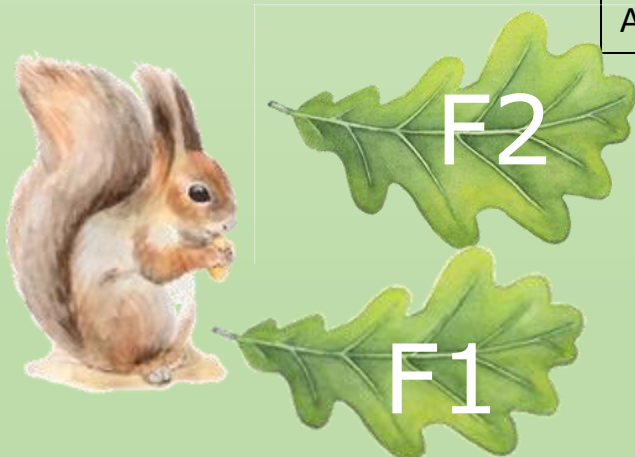


Experiment in sketchbooks, using drawing to record ideas.

Guide students to use their sketchbooks more purposefully to record their ideas. Encourage them to try out different drawing techniques and materials. Help them use their sketchbooks to make decisions about what to try out next in their projects.

Use sketchbooks to explore ideas.

Encourage students to freely draw and doodle in their sketchbooks. Provide various materials (e.g., pencils, crayons, markers) for them to experiment with. Allow them to explore their creativity without specific guidelines.



Experiment in an exploratory way.

Explore and play with different materials and tools to create marks and shapes.





Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.
 Combine materials and techniques appropriately to fit with ideas.
 Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.
 Combine a wider range of media, e.g., photography and digital art effects.



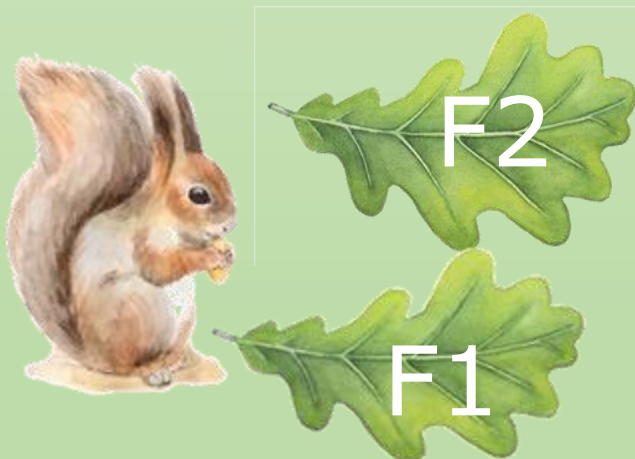
Use hands and tools along with increasingly complex techniques to shape and join materials, such as carving and modelling wire.
 Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.
 Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.

Demonstrate increased skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.
 Use growing knowledge of different materials, combining media for effect.



Make choices about which materials and techniques to use to create an effect.
 Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.
 Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.

Develop increasing control when using a wide range of tools to draw, paint and create crafts and sculptures.
 Explore and analyse a wider variety of ways to join and fix materials in place.



Use a range of drawing materials, art application, techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.
 Cut, thread, join and manipulate materials safely, focussing on process over outcome.
 Begin to develop observational skills (for example, by using mirrors to include the main features of faces).

Explore and play with different materials
 Engage in sensory play with mixed-media scraps
 Develop basic motor skills through manipulation of materials
 Begin to observe and include basic features in their drawings





Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.

Understand how art forms such as photography and sculpture continually develop.

Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

Discuss how artists create work with the intent to create an impact on the viewer.

Consider what choices can be made in their own work to impact their viewer.



Use subject vocabulary confidently to describe and compare creative works.

Understand how artists use art to convey messages through the choices they make.

Work as a professional designer does, by collating ideas to generate a theme.

Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.

Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.

Consider how to display artwork, understanding how artists consider their viewer and the impact on them.



Create work from a brief, understanding that artists are sometimes commissioned to create art.

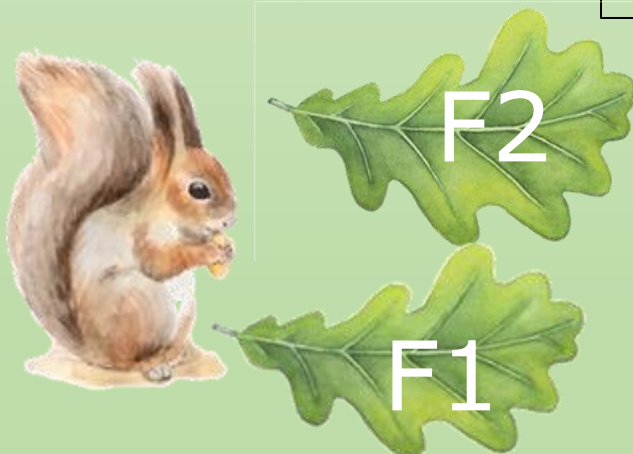
Create and critique both figurative and abstract art, recognising some of the techniques used.

Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.

Describe similarities and differences between practices in Art and design, e.g., between painting and sculpture, and link these to their own work.

Understand how artists choose materials based on their properties in order to achieve certain effects.

Talk about art they have seen using some appropriate subject vocabulary.



Enjoy looking at and talking about art.

Recognise that artists create varying types of art and use lots of different types of materials.

Recognise that artists can be inspired by many things.

Explore and enjoy different types of art through play and simple activities, and recognise that artists create art.





Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.
Independently use their knowledge of tools, materials, and processes to try alternative solutions and make improvements to their work which takes account of context and intention.

Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.
Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.



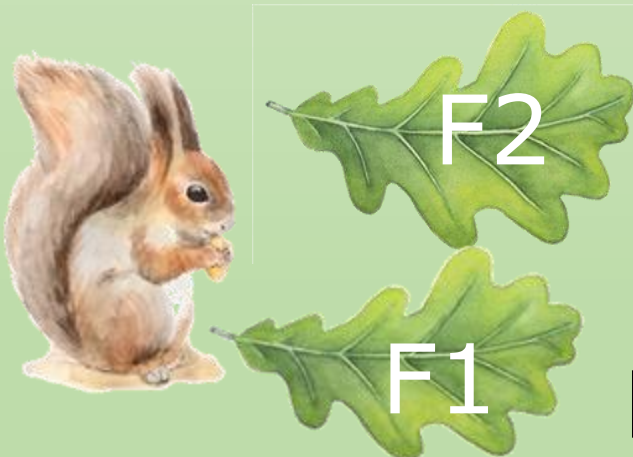
Use more complex vocabulary when discussing their own and others' art.
Discuss art considering how it can affect the lives of the viewers or users of the piece.
Evaluate their work more regularly and independently during the planning and making process.

Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.
Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.
Begin to carry out a problem-solving process and make changes to improve their work.



Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.
Begin to talk about how they could improve their own work.

Describe and compare features of their own and others' artwork.
Evaluate art with an understanding of how art can be varied and made in different ways and by different people.
Talk about how art is made.



Talk about their artwork, stating what they feel they did well.
Say if they like an artwork or not and begin to form opinions by explaining why.

Express simple preferences about their artwork and others' artwork.

