



Progression in ART example – Year 1

	Year 1 – Generating Ideas				By the end of Year 1 Children should be able to...
	Generating Ideas	Through Sketchbooks	By Looking & Talking	By Playing	
Teachers should:		Introduce “ sketchbook ” as being a place to record individual response to the world.	Enjoy looking at artwork made by artists, craftspeople, architects and designers , and finding elements which inspire .	Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.	Recognize that ideas can be generated through doing as well as thinking
Feel able to model sketchbook use <i>alongside</i> pupils (i.e. keep their own sketchbook)		Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting).	Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing).		Recognize that ideas can be expressed through art
Let pupils <i>discover and share</i> for themselves		Develop a “ sketchbook habit ”.	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?		Experiment with an open mind



Year 1 - Making					By the end of Year 1 Children should be able to...
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)	Drawing	Painting & Collage	Printmaking	3D	Try out a range of materials & processes and recognize they have different qualities Use materials purposefully to achieve particular characteristics or qualities Be excited by the potential to create. Understand that art is different to many subjects at school: through art, they can invent and discover
	Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal. Please see curriculum planning art Explore mark making to start to build mark-making vocabulary e.g. drawing soft toys and drawing feathers Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt. Please see observational and experimental drawing and making magic spells Become familiar with 2 or more drawing exercises repeated over time to build skill. See Drawing Exercises at start here drawing	Recognize primary colours and use an experiential approach to simple colour mixing to discover secondary colours. e.g. exploring colour Benefit from experiences learnt through drawing (in column 1) (mark-making, observational drawing, experimental drawing) and apply these skills to painting and collage: e.g. mark making with acrylic paint and painting a rainbow-forest Enjoy discovering the interplay between materials for example wax and watercolour wax resist autumn leaves	Explore simple printmaking. For example using plasticine, found materials or quick print foam, plasticine printmaking or everyday printmaking Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative. Use rollers or the backs of spoon to create pressure to make a print. Explore pattern, line, shape and texture.	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. For example making birds Explore modelling materials such as Modroc, clay and plasticine in an open-ended manner, to discover what they might do. modroc plasterboard or making modroc sculpture Use basic tools to help deconstruct (scissors) and then construct (glue sticks).	



Year 1 - Evaluating				By the end of Year 1 Children should be able to...
Evaluating	As a Class	In Small Groups	One to One	Show interest in and describe what they think about the work of others Take pleasure in the work they have created and see that it gives other people pleasure Begin to take photographs and use digital media
Teachers should: Be aware of the importance of sensitively unearthing <i>intention</i> , which may not always be apparent in end result	Enjoy listening to other peoples views about artwork made by others. Feel able to express and share an opinion about the artwork.	Share work to others in small groups, and listen to what they think about what you have made.	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.	



Year 1 – Knowledge & Understanding		By the end of Year 1 Children should be able to...
Knowledge & Understanding Teachers should: Recognize 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.	Formal	Experiential
	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 (in pink above and below)	Each child should be given the opportunity to: • 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