

Hillstone Primary School Progression Map

Art and Design

Generating ideas

Intent:

In art and design, the children develop the ability to generate their own ideas. They communicate with their peers and teachers discussing things in relation to their own artwork and other's artwork. They use art and design as a way to express their ideas, thoughts and feelings in a range of ways. Sketchbooks are kept as a visual record of the development of ideas over a period of time.

	EYFS		Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Knowledge	Think and talk about what they want to make.	Create collaboratively, sharing ideas, resources and skills.	Talk about their ideas simply before creating artwork. <i>Talking helps us to share ideas and is part of the artistic process.</i>	Make simple sketches to explore and develop ideas. <i>A sketch is a quickly produced or unfinished drawing, which helps artists develop their ideas.</i>	Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. <i>Preliminary sketches are quick drawings. Experimenting with a technique first helps us to practise and improve a skill.</i>	Create a series of sketches over time to develop ideas on a theme or mastery of a technique. <i>Artists use sketching to develop an idea over time and improve a specific skill or technique.</i>	Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. <i>Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.</i>	Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. <i>A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.</i>
	Share their ideas with friends in play.	Discuss individual responses to what they see	Introduce and start using a sketchbook. <i>A sketchbook is a book or pad</i>	Begin to develop a sense of ownership	Continue to develop a sketchbook habit using a sketchbook as	Continue to feel a sense of ownership about the sketchbook.	Review and revisit ideas and sketches to improve and develop ideas.	Have a deep sense of ownership about their sketchbook.

		<p>with peers and teachers.</p>	<p><i>with blank pages frequently used by artists to record their artwork.</i></p>	<p>about their sketchbook. <i>A sketchbook is individual. Sketchbooks give artists a place to express themselves.</i></p>	<p>a place to record individual response to the world. <i>A sketchbook habit is something that is practiced regularly and is individual.</i></p>	<p><i>A sketchbook is individual and subjective. Subjectivity is based on personal opinions and feelings rather than on agreed facts. Sketchbooks give artists a safe and comfortable place to express themselves following an exploration.</i></p>	<p><i>Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.</i></p>	<p><i>A sketchbook is individual and subjective. Subjectivity is based on personal opinions and feelings rather than on agreed facts. Sketchbooks give artists a safe and comfortable place to express themselves following an exploration.</i></p>
			<p>Start to develop a sketchbook habit using a sketchbook as a place to record individual work. <i>A sketchbook habit is something that is practiced regularly and is individual.</i></p>	<p>Practice and develop sketchbook use. <i>Sketchbooks can be used in a variety of different ways for different reasons including drawing to show you have seen, drawing to experiment, collecting, and writing notes</i></p>		<p>Practice and develop sketchbook use. <i>Sketchbooks can be used in a variety of different ways for different reasons including drawing to discover, drawing to show you have seen, drawing to experiment, exploring paint,</i></p>	<p>Continue to develop a sketchbook habit using a sketchbook as a place to record individual response to the world. <i>A sketchbook habit is something that is practiced regularly and is individual. Know that the sketchbook is a place for</i></p>	<p>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. <i>A sketchbook is a place that helps us question things</i></p>

				<i>about a theme or topic.</i>		<i>testing ideas, collecting, sticking, and writing notes about a theme or topic.</i>	<i>researching, exploring, planning and developing ideas – for testing, practising, evaluating and discussing projects.</i>	<i>around us. A sketchbook can be used a springboard to inspire further research and work beyond the physical sketchbook.</i>
								Practice and develop sketchbook use. <i>Use sketchbooks in a variety of different ways for different reasons including drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, and writing notes, reflecting and making links, looking forwards, backwards and around a theme or topic.</i>

Impact - end points

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children will think and talk about what they want to create and share ideas with their friends in play. They will start to create collaboratively and discuss their responses to what they see.	Children will be able to talk about their ideas before creating artwork and use their own sketchbook as a place to record their individual artwork.	Children will be able to use their own ideas to make simple sketches in their sketchbook regularly and begin to develop a sense of ownership over their sketchbook.	Children will be able to generate their own ideas in response to something and use their sketchbooks to communicate an idea or technique. They will start to experiment regularly.	Children will continue to practice and develop their sketchbook habit. They will continue to develop a sense of ownership over their sketchbook. They will develop ideas over time in order to improve a skill or technique.	Children will be able to produce creative work based on their own ideas. They will review and revisit ideas in their sketchbooks and continue to develop a sketchbook habit using it as a place to record their individual response to the world.	Children will be able to use their sketchbooks to gather, record and develop ideas. They will have a deep sense of ownership over their sketchbook and see it as a place that can raise questions that can be explored outside the sketchbook.