

Year 1 – Generating Ideas

By the end of Year 1
Children should be able to...

Making as
Playing:

Generate
ideas
through
playful,
hands-on,
exploration
of materials
without
being
constricted
towards a
pre-defined
outcome.



Recognise that ideas can be
generated through doing as well
as thinking

Recognise that ideas can be
expressed through art

Experiment with an open mind

Year 1 - Making

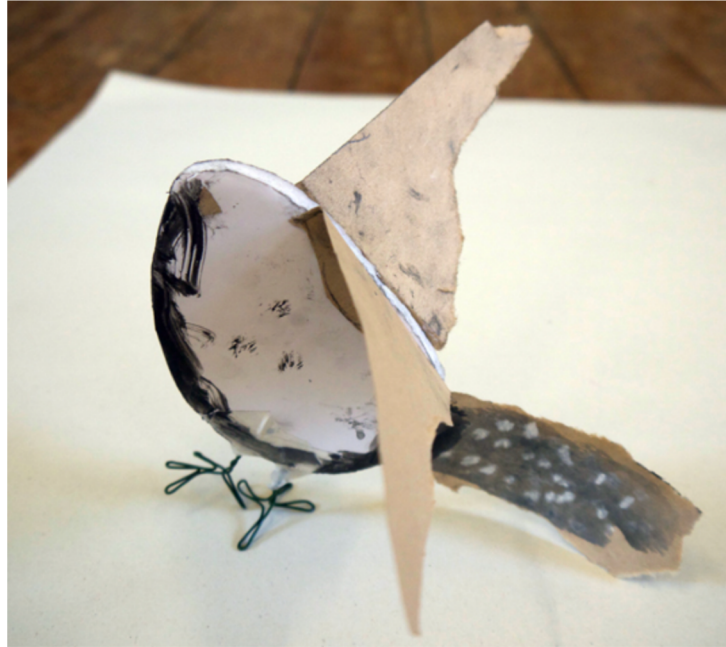
By the end of Year 1
Children should be able to...

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**).



Try out a range of materials & processes and recognise they have different qualities

Explore materials in a playful and open-ended manner

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

Assessment Questions

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

- Tell me about what you are making
- What might you do next?
- Tell me about what you have made

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

Through Making

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.



Recognise that ideas can be generated through doing as well as thinking

Recognise that ideas can be expressed through art

Experiment with an open mind

Enjoy trying out different activities and make both informed, and intuitive choices about what to do next, letting practical experience feed ideas

3D, Architecture & Digital Media

Explore how 2d can become 3d though "design through making". Pls see [design in the national curriculum](#)

Cut simple shapes from card and use them to construct architectural forms.

Use drawn, collaged and printed elements as surface decoration for the architectural maquettes. [be an architect](#)

Use digital media (film and still photos) to create records of models made, including walk-through videos of the inside of the architectural spaces



Try out a range of materials & processes and Recognise 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

Deliberately choose to use particular techniques for a given purpose

Develop and exercise some care and control over the range of materials they use

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
- What might you do next?
- Which materials might you use?
- What have you discovered?
- Tell me about what you have made
- What would you like to explore more of?

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Through Making

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



Gather and review information from different sources (primary and secondary), references and resources related to their ideas and intentions

Use a sketchbook for different purposes, including recording observations, planning and shaping ideas

3D

Make an **armature** from **paper and tape** and use as the basis to explore **modelling** with **Modroc** to make **sculpture**, e.g. [Roald Dahl and Quentin Blake sculpture resource](#)

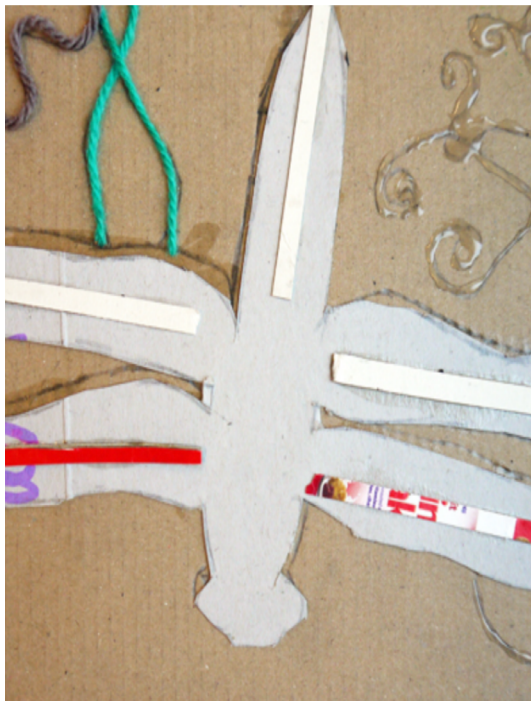
Explore a **simple clay technique** such as making **slab** pieces, and **decorate** them **relief patterns** based upon **observational drawing** skills, e.g. [Clay fruit tiles](#)

Explore how **combinations** of **materials** such as **wire**, **paper**, **fabric**, **string**, **card** can be **transformed** into **sculpture**, discovering how best to **manipulate** them (**cut**, **tear**, **bend**, **fold**) and **fasten** them together (**tie**, **bind**, **stick**). [Drawing and making flowers](#)

Digital & Animation

Building on **mark-making** and **observational skills**, make drawings of **animals**, **people** and **vehicles** Use **scissors** to **dissect** the and **reconstruct** them into **drawings that move**, e.g. [Making moving drawings](#)

Use **digital media** to make **animations** from the drawings that move [Animating articulated beasts](#)



Develop practical skills 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 own exploration

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?

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Year 4 – Generating Ideas

By the end of Year 4
Children should be able to...

Through Making

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



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 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

Sculpture

Work with a **modelling material** (clay or 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](#)

Design

Develop **design through making** skills and **collaborative** working skills through **fashion design**. Explore **paper and card manipulation** skills to build **3d forms**.

[Manipulating paper](#) and [Pin and paper fashion](#) and [Barbie and Ken transformation/](#) and [Paperback figures](#)

Extend into an exploration of **fabric deconstructing** old clothes



Investigate the nature and qualities of different materials and processes

Apply technical skills to improve quality of work, combined with beginning to listen and trust “instinct” to help make choices

Be excited by the potential to create and feel empowered to undertake their own exploration

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?

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Through Making

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



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

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

Year 5 - Making

By the end of Year 5
Children should be able to...

Architecture & Making

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](#)

Design & Making

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**, e.g. [Supersized jewellery](#) and [Fabulous-fish](#)

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**, e.g. [Communal summer picnic drawing](#) or [Treasured fossils](#)



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

Assessment Questions

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- 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?
- What is the potential of what you have done? What could you do next?

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Through Making

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**



Independently develop a range of ideas which show curiosity, imagination and originality

Investigate, research and test ideas and plans using sketchbooks and other approaches

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

Mark Making & Making

Develop **clay** (and drawing) skills by creating **pinch pots** based upon **still life observation**, e.g. [Fruit pinch pots](#)

Explore **geometric design/pattern / structure**, e.g. [Wave bowls](#)

Puppetry

Develop **drawing and making** skills and combine with **narrative/character development** and make **puppets**. Using **tools** to **cut intricate shapes** and use **fastenings** to **create moving parts**. Work **collaboratively** to **perform**, and use **digital media** to **record** e.g. [Shadow puppets and whiteboards](#) and [Shadow puppet play](#)

Design & Making

Explore **set design** using **mixed media** and linking **literature, drama, music and design**, e.g. [Set design with primary children](#)

Explore **transformation of materials** following **own journey** to **produce** an **object** which **conveys personality** of **maker/designer**, e.g. [Making Seats](#)

Year 6 - Making

By the end of Year 6 Children should be able to...

Independently take action to refine technical and craft skills to improve mastery of materials and techniques

Confidently follow intuition and instinct during the making process, making intelligent and confident creative choices

Independently select and effectively use relevant processes in order to create successful and finished work

Feel safe enough to take creative risks, enjoying the journey



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?
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