





We grow and learn, with the gifts we have been given, following in the footsteps of Jesus.

	Sketchbooks	Looking and talking	Through Playing/Making	By the end of the year the children should be able to
EYFS		Talk about what they can see in a painting, picture or piece of art. Sharing ideas with the class about what they like and why.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively, sharing ideas, resources and skills.
Year 1		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.	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!







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Year 2	Develop a sketchbook habit,	Enjoy looking at artwork	Generate ideas through	Recognise that ideas can
	using a sketchbook as a place	made by artists,	exploration of	be generated through
	to record individual response	craftspeople, architects and	materials, building an	doing as well as thinking
	to the world.	designers and finding	understanding	Recognise that ideas can
	Begin to feel a sense of	elements which inspire	of what each material can	be expressed through art
	ownership about the	·	do, how it	Experiment with an open
	sketchbook.	Look at a variety of materials	can be constructed, being	mind
		and understand the	open	Enjoy trying out different
		difference – images on	during the process to	activities and make both
		screen, images in books,	unexpected	informed, and intuitive
		websites artwork in galleries	ideas.	choices about what to do
		and objects in museums.		next, letting practical
				experience feed ideas
		Develop questions to ask		Use drawing to record and
		when looking at		discover ideas and
		artwork/stimulus:		experiences
		Describe what you can see		
		Describe what you like Why?		
		How does it make you feel?		
		What would you like to ask		
		the artist?		
Year 3	Continue to develop a	Enjoy looking at artwork	Use growing knowledge of	Gather and review
	"sketchbook	made by artists,		information







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 Octiciating lacas ii	Art - Progression no	III E II 3 I Cai 0	
habit", using a sketchbook as	craftspeople, architects and	how materials and medium	from different sources
a place	designers.	act, to help develop ideas.	(primary and secondary),
to record individual response	Discuss artist's intention and	Continue to generate ideas	references and resources
to the	reflect upon	through space for playful	related to their ideas and
world.	your response.	making. Explore how	intentions
Begin to feel a sense of	Look at artforms beyond the	ideas translate and develop	Use a sketchbook for
ownership	visual arts:	through different medium	different
about the sketchbook, which	literature, drama, music, film	(i.e. a drawing in pencil	purposes, including
means	etc and	or a drawing in charcoal).	recording
allowing every child to work	explore how they relate to		observations, planning and
at own	your visual art	Digital Media	shaping ideas.
pace, following own	form.	Use digital media	
exploration	Look at a variety of types of	to identify and	
Practice and develop	source	research artists,	
sketchbook use,	material and understand the	craftspeople,	
incorporating the following	differences.	architects and	
activities:	Be given time and space to	designers.	
drawing to discover, drawing	engage with		
to show	the physical world to		
you have seen, drawing to	stimulate a creative		
experiment, exploring colour,	response (visiting, seeing,		
exploring paint, testing ideas,	holding,		







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	collecting, sticking, writing notes,	hearing), including found and manmade		
	looking back, thinking forwards and around	objects. Develop questions to ask when looking at artworks and /or stimulus: • Describe what you see • What do you like/dislike? Why • What is the artist saying to us in this artwork? • How does it make you feel? • How might it inspire you in making		
Year 4	Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.	your own art? Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response.	Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making. Explore how	Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential







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Begin to feel a sense of	Look at artforms beyond the	ideas translate and develop	Understand sketchbooks
ownership about the	visual arts: literature, drama,	through different medium	are places to explore
sketchbook, which means	music, film etc and explore	(i.e. a drawing in pencil or a	personal creativity, and as
allowing every child to	how they relate to your	drawing in charcoal).	such they should be
work at own pace,	visual		experimental, imperfect,
following own exploration	art form.	Digital Media	ask questions,
	Look at a variety of types of	Use digital media	demonstrate inquisitive
Practice and develop	source material and	to identify and	exploration
sketchbook use,	understand the differences.	research artists,	Use sketchbooks, together
incorporating the following	Be given time and space to	craftspeople,	with other resources, to
activities: drawing to	engage with the physical	architects and	understand how
discover, drawing to show	world to stimulate a creative	designers.	inspiration can come from
you have seen, drawing to	response (visiting, seeing,		many rich and personal
experiment, exploring	holding, hearing), including		sources to feed into
colour, exploring paint,	found and manmade		creative projects.
testing ideas, collecting,	objects.		
sticking, writing notes,	Develop questions to ask		
looking back, thinking	when looking at artworks		
forwards and around,	and		
reflecting, making links	/or stimulus:		
	Describe the artwork.		
	What do you like/dislike?		
	Why?		







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		 Which other senses can you bring to this artwork? What is the artist saying to us in this artwork? How might it inspire you to 		
		make your own artwork?If you could take this art work home, where would you put it and why?		
Year 5	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	Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response. Look at artforms beyond the visual arts: literature,	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	Engage in open-ended research and exploration to initiate and develop personal ideas Confidently use sketchbooks for a variety of purposes including recording observations,
	work at own pace, following own exploration. Increasingly see the ketchbook as a place which	drama, music, film etc and explore how they relate to your visual art form. Look at a variety of types of source material and	drawing in pencil or a drawing in charcoal). Digital Media Use digital media	developing ideas, testing materials, planning and recording information Understand sketchbooks are places to explore







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	deficiating lacas in	Art - Progression no	III E II 3 T Car 0	
ra	aises questions which can be	understand the differences.	to identify and	personal creativity, and as
e	explored/answered	Be given time and space to	research artists,	such they
0	outside the sketchbook, so	engage with the physical	craftspeople,	should be experimental,
tl	hat the	world to stimulate a creative	architects and	imperfect, ask questions,
li li	ink between sketchbook and	response (visiting,	designers.	demonstrate inquisitive
jo	ourney and outcome	seeing, holding, hearing),		exploration
b	pecomes understood.	including found and		
P	Practice and develop	manmade objects.		
sl	ketchbook use, incorporating	Develop questions to ask		
tł	he following activities:	when looking at artworks		
d	drawing to discover,	and /or stimulus:		
d	drawing to show you have	 Describe the artwork. 		
So	seen, drawing to experiment,	What do you like/dislike?		
e	exploring colour, exploring	Why?		
p	paint, testing ideas, collecting,	 Which other senses might 		
st	sticking, writing notes, looking	you bring to this		
b	back, thinking forwards and	artwork? How does it make		
a	around, reflecting, making	you feel?		
li li	inks	 What is the artist saying to 		
		us in this artwork?		
		 How might it inspire you to 		
		make your own		
		artwork?		







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	Generating lacas in	ALL - Progression no	III E II 3 T Cai 0	
		Who or what else might		
		you look at to help feed		
		your creativity?		
Year 6	Continue to develop a	Enjoy looking at artwork	Use growing knowledge of	Independently develop a
	"sketchbook habit", using a	made by artists,	how materials and	range of ideas which show
	sketchbook as a place to	craftspeople, architects and	medium act, to help	curiosity, imagination and
	record individual response to	designers. Discuss	develop ideas.	originality
	the world.	artist's intention and reflect	Continue to generate	Investigate, research and
	Begin to feel a sense of	upon your response.	ideas through space for	test ideas and plans using
	ownership about the	Look at artforms beyond the	playful making.	sketchbooks and other
	sketchbook, which means	visual arts: literature,	Explore how ideas translate	approaches
	allowing every child to work	drama, music, film etc and	and develop through	Understand sketchbooks
	at	explore how they relate	different medium (i.e.	are places to explore
	own pace, following own	to your visual art form.	a drawing in pencil or a	personal creativity, and as
	exploration.	Look at a variety of types of	drawing in charcoal).	such they should be
	Increasingly see the	source material and		experimental, imperfect,
	sketchbook	understand the differences.	Digital Media	ask questions,
	as a place which raises	Be given time and space to	Use digital media	demonstrate inquisitive
	questions which can be	engage with the	to identify and	Exploration.
	explored/answered outside	physical world to stimulate a	research artists,	
	the sketchbook, so that the	creative response	craftspeople,	
	link between sketchbook and	(visiting, seeing, holding,	architects and	
		hearing), including found	designers.	







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journey and outcome	and manmade objects.
becomes understood.	Develop questions to ask
Practice and develop	when looking at artworks
sketchbook use, incorporating	and /or stimulus:
the following activities:	Describe the artwork.
drawing to discover,	What do you like/dislike?
drawing to show you have	Why?
seen, drawing to experiment,	Which other senses might
exploring colour, exploring	you bring to this
paint, testing ideas, collecting,	artwork? How does it make
sticking, writing notes, looking	you feel?
back, thinking forwards and	What is the artist saying to
around, reflecting, making	us in this artwork?
links	How might it inspire you to
	make your own
	artwork?
	Who or what else might
	you look at to help feed
	your creativity?