



## English Martyrs Catholic Voluntary Academy

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

### Generating ideas in Art – Progression from EYFS – Year 6

|               | Sketchbooks | Looking and talking  | Through Playing/Making   | By the end of the year the children should be able to....   |
|---------------|-------------|--|--|---|
| <b>EYFS</b>   |             | Talk about what they can see in a painting, picture or piece of art.<br><br>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.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them. | Create collaboratively, sharing ideas, resources and skills.  |
| <b>Year 1</b> |             | 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.<br><br>Recognise that ideas can be expressed through art.<br><br>Experiment with an open mind! |



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



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|  | <p>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 work at own pace, following own exploration Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas,</p> | <p>craftspeople, architects and designers. Discuss artist’s intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form. Look at a variety of types of source material and understand the differences. Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding,</p> | <p>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 drawing in pencil or a drawing in charcoal).<br/><br/>Digital Media<br/>Use digital media to identify and research artists, craftspeople, architects and designers.</p> | <p>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.</p> |
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|               | collecting, sticking, writing notes, looking back, thinking forwards and around...                                  | hearing), including found and manmade objects.<br>Develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"><li>• Describe what you see</li><li>• What do you like/dislike?</li></ul> Why <ul style="list-style-type: none"><li>• What is the artist saying to us in this artwork?</li><li>• How does it make you feel?</li><li>• How might it inspire you in making your own art?</li></ul> |  |   |
| <b>Year 4</b> | Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world. | 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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|  | <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...</p> | <p>Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and understand the differences. Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects.</p> <p>Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>• Describe the artwork.</li> <li>• What do you like/dislike? Why?</li> </ul> | <p>ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p> <p>Digital Media<br/>Use digital media to identify and research artists, craftspeople, architects and designers.</p> | <p>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration</p> <p>Use sketchbooks, together with other resources, to understand how inspiration can come from many rich and personal sources to feed into creative projects.</p> |
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|               |   | <ul style="list-style-type: none"> <li>• Which other senses can you bring to this artwork?</li> <li>• What is the artist saying to us in this artwork?</li> <li>• How might it inspire you to make your own artwork?</li> <li>• If you could take this art work home, where would you put it and why?</li> </ul>  |   |  |
| <b>Year 5</b> | <p>Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.</p> <p>Increasingly see the sketchbook as a place which</p> | <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers.</p> <p>Discuss artist’s intention and reflect upon your response.</p> <p>Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and</p> | <p>Use growing knowledge of how materials and medium act, to help develop ideas. Continue to generate ideas through space for playful making.</p> <p>Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p> <p>Digital Media<br/>Use digital media</p> | <p>Engage in open-ended research and exploration to initiate and develop personal ideas</p> <p>Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information</p> <p>Understand sketchbooks are places to explore</p> |



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|  | <p>raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood. Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...</p> | <p>understand the differences. Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found and manmade objects. Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"> <li>• Describe the artwork.</li> <li>• What do you like/dislike? Why?</li> <li>• Which other senses might you bring to this artwork? How does it make you feel?</li> <li>• What is the artist saying to us in this artwork?</li> <li>• How might it inspire you to make your own artwork?</li> </ul> | <p>to identify and research artists, craftspeople, architects and designers.</p> | <p>personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive exploration</p> |
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|               |   | <ul style="list-style-type: none"> <li>• Who or what else might you look at to help feed your creativity?</li> </ul>   |   |   |
|---------------|---|--|---|---|
| <b>Year 6</b> | <p>Continue to develop a “sketchbook habit”, using a sketchbook as a place to record individual response to the world.</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.</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</p> | <p>Enjoy looking at artwork made by artists, craftspeople, architects and designers. Discuss artist’s intention and reflect upon your response.</p> <p>Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and understand the differences.</p> <p>Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing), including found</p> | <p>Use growing knowledge of how materials and medium act, to help develop ideas.</p> <p>Continue to generate ideas through space for playful making.</p> <p>Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal).</p> <p>Digital Media</p> <p>Use digital media to identify and research artists, craftspeople, architects and designers.</p> | <p>Independently develop a range of ideas which show curiosity, imagination and originality</p> <p>Investigate, research and test ideas and plans using sketchbooks and other approaches</p> <p>Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, imperfect, ask questions, demonstrate inquisitive Exploration.</p> |





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|  | <p>journey and outcome becomes understood. Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links</p> | <p>and manmade objects. Develop questions to ask when looking at artworks and /or stimulus:</p> <ul style="list-style-type: none"><li>• Describe the artwork.</li><li>• What do you like/dislike? Why?</li><li>• Which other senses might you bring to this artwork? How does it make you feel?</li><li>• What is the artist saying to us in this artwork?</li><li>• How might it inspire you to make your own artwork?</li><li>• Who or what else might you look at to help feed your creativity?</li></ul> |  |  |
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