

Art & Design Key Stage 2

Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS2 Art & Design is formed of 8 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Creative craft	Year 3	5
2 Ceramics	Year 3	5
3 Collage	Year 4	5
4 Textiles	Year 4	5
5 Photography	Year 5	5
6 Installation / site-specific art	Year 5	5
7 Digital / new media	Year 6	5
8 Design / graphic design	Year 6	5



3. Lessons

Unit 1 Creative craft

5 Lessons

Lesson
number

Lesson question

About the lesson

1.

An introduction to creative crafts and experimentation with paper weaving

Pupils will learn

- Know about and describe the work of some craftspeople.
- Can use a sketchbook for different purposes, including recording observations, planning and shaping ideas for their craft project.
- Can experiment with paper weaving.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.

2. Exploring paper crafts

Pupils will learn

- Can gather and review information, references and resources related to their ideas and intentions.
- Can develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.



3. Taking inspiration from artists and craftspeople

Pupils will learn

- Can select, and use appropriately, a variety of materials and techniques in order to create their own craft work.
- Can experiment with decoupage.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.
-

4.

Selecting and using materials and techniques for craft making

Pupils will learn

- Can explain how to use some of the tools and techniques they have chosen to work with in making their craft work.
- To begin decorating a box with decoupage.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.



5.

Finishing touches and evaluation of craft work

Pupils will learn

- Can take the time to reflect upon what they like and dislike about their work in order to improve it (for instance, they think carefully before explaining to their teacher what they like and what they will do next).
- Can add finishing touches to their work and consider how to exhibit it.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.



**Lesson
number**

Lesson question

About the lesson

1.

An introduction to clay work - Slabbing and joining

Pupils will learn

- Know about and describe the work of some artists, craftspeople, architects and designers who use ceramics as their key process.
- Can gather and review information, references and resources and relate these to ideas and intentions for clay work.
- Can use a sketchbook for different purposes, including recording observations, planning and shaping ideas.
- Can understand basic techniques related to claywork: slabbing, joining and drawing into clay.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.

2.

Pinching and coiling - Adding details

Pupils will learn

- Can develop practical skills by experimenting with and testing the qualities of a range of techniques using clay.
- Developing practical understanding of specific techniques: pinching and coiling and impressing.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.



3.

Sculpting in clay

Pupils will learn

- Can select, and use appropriately, a variety of ceramics techniques in order to create their own work.
- Can utilise the work of an artist to inspire and develop their own ideas to influence making their own artwork.
- Can explore free modeling.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.

4.

Gathering ideas and making an art work from clay

Pupils will learn

- Know about and describe the work of some artists, craftspeople, architects and designers who use ceramics as their key process.
- Can take the time to reflect upon what they like and what they might need to work on in their piece, in order to develop their ideas further.
- Can explore carving, sculpting and creating a vessel.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.
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5.

Finishing touches and evaluation of clay work

Pupils will learn

- Can explain how to use some of the tools and techniques they have experienced in their ceramics project.
- Can use a sketchbook for different purposes, including documenting their clay project.
- Can create a plinth to display their work, adding paint and varnish.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.
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**Lesson
number**

Lesson question

About the lesson

1.

Introduction to collage and experimentation with paper

Pupils will learn

- Can investigate the nature and qualities of different collage materials and processes systematically.
- Can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.

2.

Experiment with layering to create 4 collaged cupcakes

Pupils will learn

- Can select and use relevant resources and references to develop their ideas for designing and making collages.
- Can use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome).

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.



3.

Experiment with fine-line drawing and pattern to create 20 cake ideas

Pupils will learn

- Can regularly reflect upon their own collage work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
 - Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.
 - Can experiment with line drawings connected to their collage work.
-

4.

Create surfaces to be used for collage (in next lesson)

Pupils will learn

- Can apply the technical skills they are learning to improve the quality of their collage work.
- Can create textured surfaces using a variety of different papers and drawing materials.

Equipment

- Please note this lesson will require some additional equipment, beyond a pen, pencil or paper, to fully participate. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised if equipment is required.

Guidance warnings

- Equipment requiring safe usage.
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5.

Create a 2D collaged cake stand using your textured surfaces

Pupils will learn

- Know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied.
- Can improve skills of overlapping and overlaying to place objects in front and behind.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.
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Lesson
number

Lesson question

About the lesson

1.

What are textiles?

Pupils will learn

- Can gather and review information, references and resources related to their ideas and intentions with a focus on textiles.
- Can use a sketchbook for planning and shaping ideas for a textiles project.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.
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2.

What is weaving?

Pupils will learn

- Can develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques.
- Can discuss and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople and designers that they have studied.
- Can experiment with a range of materials to create a weaving.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.
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3.

What are sewing and embroidery?

Pupils will learn

- Can select, and use appropriately, a variety of materials and techniques in order to create their own work: systematically investigate the nature and qualities of different materials and processes.
- Can regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to develop their textile piece.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.



4.

What is applique?

Pupils will learn

- Can apply the technical skills they are learning and show persistence to improve the quality of their work.
- Can design and create a piece of applique work.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.

5.

How can I embellish my textiles?

Pupils will learn

- Can use their sketchbook for different purposes, including recording observations, noting how their ideas have been shaped.
- Are able to demonstrate how tools and materials they have chosen to work with, should be used effectively and with safety.
- Can add embellishments to enhance their textile piece.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.
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Lesson
number

Lesson question

About the lesson

1.

An introduction to photography

Pupils will learn

- Can research and discuss the ideas and approaches of various photographers taking account of their particular cultural context and intentions.
- Can understand and apply some basic knowledge and skills in camera use.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.
-

2.

Investigating light

Pupils will learn

- Can engage in open-ended research and exploration in the process of initiating and developing their own personal ideas for photography.
- Can describe the processes they are using and how they hope to achieve high quality outcomes.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.
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3.

Exploring photography with everyday items

Pupils will learn

- Can confidently investigate and exploit the potential of new and unfamiliar tools (e.g., apps).
- Can use their acquired technical expertise to make work which effectively reflects their ideas and intentions.
- Can experiment with manipulation techniques to achieve a creative outcome.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.
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4.

Photography and mixed media

Pupils will learn

- Can confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.
- Can combine photography with drawing in a mixed-media piece.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.



5.

Creating a gallery

Pupils will learn

- Can regularly analyse and reflect on their progress taking account of what they hoped to achieve.
- Can thoughtfully create a gallery to showcase the unit's work.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.



**Lesson
number**

Lesson question

About the lesson

1.

World on the Window - Window Hangings

Pupils will learn

- Can engage in open-ended research and exploration in the process of initiating and developing their own personal ideas.
- Can confidently use sketchbooks for a variety of purposes, including: recording observations; developing ideas; testing materials; planning and recording information

2.

The beauty of nature - ephemeral art

Pupils will learn

- Can confidently investigate and exploit the potential of new and unfamiliar materials to communicate to others.
- They know how to research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.
- They confidently use sketchbooks for developing ideas.

3. Urban culture - yarn bombing

Pupils will learn

- Can use their acquired technical expertise to make work which effectively reflects their ideas and intentions.
- Can understand the interaction between craft and the urban landscape.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.



4. Living and giving - the art of kindness

Pupils will learn

- Can regularly analyse and reflect on their progress taking account of what they hoped to achieve.
- Can create a socially-engaged artwork, considering audience.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.

5.

Miniature worlds

Pupils will learn

- Know how to describe the processes they are using and how they hope to achieve high quality outcomes.
- Can repurpose materials to create a miniature installation.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.
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Lesson
number

Lesson question

About the lesson

1.

Understand what New Media Art is and create Pixel Art

Pupils will learn

- Can independently develop a range of ideas which show curiosity, imagination and originality.
- Can design a pixelated art piece to reflect a chosen theme.

Equipment

- This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.

Guidance warnings

- Equipment requiring safe usage.
-

2. Explore Sound Art and create experiments using sound

Pupils will learn

- Can describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.
- Can systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (For instance, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used).



3. Utilise your abstract shapes, inspired by sound, in a developed art piece

Pupils will learn

- Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.
- Can create a larger-scale artwork from last lesson's drawings.

Equipment

- Please note this lesson will require some additional equipment, beyond a pen, pencil or paper, to fully participate. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised if equipment is required.

Guidance warnings

- Equipment requiring safe usage.
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4. Experiment with algorithms to adapt in your next lesson

Pupils will learn

- Can independently take action to refine their technical skills in order to improve their mastery of materials and techniques.
 - Can independently select and effectively use relevant processes in order to create successful and finished work.
-

5. Develop one algorithm, abstract experiment using negative space

Pupils will learn

- Can provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.
- Can understand how to make effective use of negative space.

Equipment

- Please note this lesson will require some additional equipment, beyond a pen, pencil or paper, to fully participate. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised if equipment is required.

Guidance warnings

- Equipment requiring safe usage.
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Lesson
number

Lesson question

Pupils will learn

1.

An introduction to graphic design

- Know how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.
 - Can systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.
-

2.

Bauhaus: learning about an important graphic design movement

- Can independently develop a range of ideas which show curiosity, imagination and originality with a focus on graphic design.
 - Can take account of the influence of different historical, cultural and social contexts.
 - Can independently take action to refine their technical and craft skills in order to develop their mastery of materials and techniques.
-



3. Research a contemporary graphic artist and gather ideas

- Can independently select and effectively use relevant processes in order to create satisfying designs.
 - Know and understand technical vocabulary and techniques for modifying the qualities of different materials and processes.
 - Can take inspiration from a contemporary graphic artist to develop a personal design.
-

4. Develop and apply learning in your own design piece

- Can independently take action to refine their technical and craft skills in order to develop their mastery of materials and techniques.
 - Can consolidate learning about typography and composition.
-

5. Finishing touches and evaluation of graphic design work

- Can provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.
 - Can articulate the processes involved in creating their final artwork.
-

4. Learn More



Contents

Section number

Section contents

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1. Coherence and flexibility



The art, craft and design curriculum for Key Stage 2 covers engaging and age-appropriate content for all 4 year groups. Pupils are introduced to a broad range of knowledge, understanding and skills across 12 areas of making: drawing, painting, printmaking, sculpture, creative craft, ceramics, collage, textiles, photography, installation and site-specific art, digital and new media, design and graphic design.

Each unit, consisting of 5 lessons, can be delivered as a standalone scheme of work to complement schools' existing provision for art, craft and design education. Although no prior knowledge is required within each area of making, the lessons within each unit are planned for continuity and progression and should therefore be delivered in sequence.

Whilst we recognise that learning can be in, through, about and with art, craft and design, the focus of this curriculum is on intrinsic rather than extrinsic learning – i.e. the stated knowledge, understanding and skills in each lesson's objectives are specific to the discipline rather than cross-curricular or transdisciplinary. This is a knowledge-rich curriculum, where skills are also underpinned by essential knowledge.

2. Knowledge organisation

Due to the broad scope of the discipline, learning in art, craft and design does not progress in a linear fashion. Any one of the 12 areas of making in this curriculum could be taught to any age group, with appropriate teacher instruction and support. Pupils' knowledge, understanding and skills are developed through experience in making, viewing and talking about art, craft and design. Importantly, lesson objectives encompass the productive, critical and cultural dimensions of learning in the discipline.

Units in this curriculum address opportunities for learning in:

- Knowledge and understanding (acquiring and applying knowledge to inform progress)
- Generating ideas (skills of designing & developing Ideas)
- Making (skills of making art, craft and design)
- Evaluating (skills of judgement and evaluation)

Central to this curriculum is an emphasis on drawing, digital processes and sketchbook practice, all of which are interwoven throughout the units to create a spiral curriculum. Drawing is a tool for thinking and as such offers pupils a valuable way of recording their observations, ideas and memories, which inform knowledge acquisition. Digital processes might take the form



of internet or app-based research activities, as well as the documentation of practical activities or conversations about art, craft and design through pupil photography, video and audio recordings. Sketchbooks provide a space for the development of work, 'storing' knowledge, and offer teachers useful insights into pupils' learning progress in terms of strengths and areas for development. Importantly, owning a sketchbook and taking responsibility for this can increase pupil autonomy and self-motivation.

As noted above, each unit can be delivered independently of other units.

3. Knowledge selection

The knowledge included within this curriculum demonstrates that art, craft and design is a rich discipline with both practical (i.e., the productive dimension) and academic content (i.e., the critical and cultural dimensions). The national curriculum specifies 3 areas of making that pupils should be taught at Key Stage 2 as a basic entitlement: drawing, painting and sculpture – to be complemented by other techniques. This curriculum includes 12 areas of making across the primary age phase, making it a quality curriculum that, as noted above, is knowledge-rich and scaffolds skill-acquisition through guided participation.

As a note of caution, whilst the key stage 1 and 2 art curriculum features 12 areas of making, it contains only 1 unit (consisting of 5 lessons) for each of these areas. Taken wholesale, it does not cover every aspect of art, craft and design practice that might be possible or desirable to cover within the primary age range. Ideally, this curriculum is best supplemented by other learning activities both in and out of school, which we suggest includes visits to cultural institutions such as galleries and museums. Additionally, we would like to emphasise the potential for integrating artistic activities and ways of thinking across the primary curriculum to enhance learning in other subjects, such as the use of drawing as a tool for learning.

4. Inclusive and ambitious

This art, craft and design curriculum is inclusive in many ways. Content reflects the broad range of learning possibilities in the discipline across the 12 areas of making, suitably pitched to the age group. Lessons aim to be inclusive for all pupils in terms of interests and needs, with appropriate scaffolding; and the chosen artists, craft makers, architects, designers, and film-makers referred to within each unit reflects the cultural diversity of these creative practitioners to offer inspiration and celebrate difference.

5. Pupil engagement



Art, craft and design, as a primary school subject, is one that encompasses not only the physical skills of making. Children are also required to engage emotionally and socially as well as intellectually. In this way children will be taught the knowledge, skills and concepts that are particular to each of the processes they will encounter on this scheme, using pedagogy that is underpinned by holistic learning methods. Inclusive practice, that is advocated in these lessons, ensures that all units of work and lesson plans are focused on children's interests and experiences, therefore encouraging them to feel committed and enthused to learning in this area of the curriculum.

Children will be introduced to a wide range of creative practitioners in art, craft and design from different times, cultures, and societies. They will engage in multisensory activities that will enable them to build long term memory, and through the teacher's use of open-ended questioning they will develop confidence in their own abilities and understanding of this subject area. Children will be expected to articulate their own learning both through dialogic practice as well personal reflection.

6. Motivation through learning

The units of work and lesson plans are designed to facilitate a deep love of learning in this subject area, and for children to learn to appreciate working with the unknown, creativity and innovation. The units are designed to encourage teachers to enjoy learning alongside their pupils and to celebrate the element of surprise, as well as the individual outcomes that arise as a result. Learning in art, craft and design is a journey, for both pupil and teacher, and these lessons emphasise the joy of visual expression, giving confidence to experiment with processes and ideas, whilst at the same time guiding pupils towards satisfying visual outcomes.

7. A curriculum of quality

This art, craft and design curriculum ensures a breadth of experience, knowledge and skills across the primary age phase. It covers a wide range of processes across the years of a child's life whilst in primary education, making the content accessible and varied. It is linked to the national curriculum, and develops clear progression of skills and concepts throughout the overarching scheme. With pupil progress at its heart, this scheme builds upon and revisits important processes, such as drawing. It utilises key learning opportunities to aid progression, placing Bruner's(1960) spiral curriculum as a framework. The lessons are designed to be both enjoyable and challenging at every level, with expected outcomes as diverse as the children themselves

8. Additional information about sequence



Units in each year group can be taught in the sequence AB or BA. As noted above, for mixed age classes, teachers can choose to deliver units within the appropriate key stage: Lower Key Stage 2 (Year 3 & 4) or Upper Key Stage 2 (Year 5 & 6). Furthermore, teachers can elect to deliver units from any age group where they feel the learning content and objectives are appropriate for their class, based on pupils' prior experience, interests, and ability.

9. Key stage 2 progress objectives

The tables below give additional information about each progress objective in the key stage 2 art curriculum: generating ideas, making, evaluating, and underpinning knowledge and understanding.

For each progress objective, you can see how that objective is developed across each of the key stage 2 art and design units.

9.1 'Generating ideas' progress objectives

Unit	Year group	Progress objectives
Unit 3A: Creative craft focus	Year 3	<ul style="list-style-type: none">• Can gather and review information, references and resources related to their ideas and intentions.• Can use a sketchbook for different purposes, including recording observations, planning and shaping ideas for their craft project.
Unit 3B: Ceramics focus	Year 3	<ul style="list-style-type: none">• Can gather and review information, references and resources and relate these to ideas and intentions for clay work.• Can use a sketchbook for different purposes, including recording



Unit 4A: Collage focus	Year 4	observations, planning and shaping ideas.	<ul style="list-style-type: none">• Can select and use relevant resources and references to develop their ideas for designing and making collages.• Can use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome).
Unit 4B: Textiles focus	Year 4		<ul style="list-style-type: none">• Can select and use relevant resources and references to develop their ideas with a focus on textiles.• Can use sketchbooks purposefully to develop understanding, inform ideas and plan for an outcome that shapes ideas for a textiles project.
Unit 5A: Photography focus	Year 5		<ul style="list-style-type: none">• Can engage in open ended research and exploration in the process of initiating and developing their own personal ideas for photography.



Unit 5B: Installation/site-specific art focus Year 5

- Can confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.

- Can engage in open ended research and exploration in the process of initiating and developing their own personal ideas

- Can confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.

Unit 6A: Digital and new media focus Year 6

- Can independently develop a range of ideas which show curiosity, imagination and originality.

- Can systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (For instance, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used).

Unit 6B: Design/graphic design focus Year 6

- Can independently develop a range of ideas which show curiosity,



imagination and originality with a focus on graphic design.

- Can systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.

9.2 'Making' progress objectives

Unit	Year group	Progress objectives
Unit 3A: Creative craft focus	Year 3	<ul style="list-style-type: none">• Can develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.• Can select, and use appropriately, a variety of materials and techniques in order to create their own craft work.
Unit 3B: Ceramics focus	Year 3	<ul style="list-style-type: none">• Can develop practical skills by experimenting with and testing the qualities of a range of techniques using clay.• Can select, and use appropriately, a variety of ceramics techniques in order to create their own work.
Unit 4A: Collage focus	Year 4	<ul style="list-style-type: none">• Can investigate the nature and



qualities of different collage materials and processes systematically.

- Can apply the technical skills they are learning to improve the quality of their collage work. (For instance, in painting they select and use different brushes for different purposes).

Unit 4B: Textiles focus

Year 4

- Can systematically investigate the nature and qualities of different materials and processes.
- Can apply the technical skills they are learning and show persistence to improve the quality of their work.

Unit 5A: Photography focus

Year 5

- Can confidently investigate and exploit the potential of new and unfamiliar tools (e.g., apps).
- Can use their acquired technical expertise to make work which effectively reflects their ideas and intentions.

Unit 5B: Installation/ site-specific art focus Year 5

- Can confidently investigate and exploit the potential of new and unfamiliar materials



instance, they think carefully before explaining to their teacher what they like and what they will do next).

Unit 3B: Ceramics focus	Year 3	<ul style="list-style-type: none">• Can take the time to reflect upon what they like and what they might need to work on in their piece, in order to develop their ideas further.
Unit 4A: Collage focus	Year 4	<ul style="list-style-type: none">• Can regularly reflect upon their own collage work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
Unit 4B: Textiles focus	Year 4	<ul style="list-style-type: none">• Can regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to develop their textile piece.
Unit 5A: Photography focus	Year 5	<ul style="list-style-type: none">• Can regularly analyse and reflect on their progress taking account of what they hoped to achieve.
Unit 5B: Installation/ site-specific art focus	Year 5	<ul style="list-style-type: none">• Can regularly analyse and reflect on their progress taking account of what they hoped to achieve.
Unit 6A: Digital and new media focus	Year 6	<ul style="list-style-type: none">• Can provide a reasoned evaluation of both their own and professionals'



work which takes account of the starting points, intentions and context behind the work.

Unit 6B: Design/ graphic design focus Year 6

- Can provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.

9.4 'Underpinning knowledge and understanding' progress objectives

Unit	Year group	Progress objectives
Unit 3A: Creative craft focus	Year 3	<ul style="list-style-type: none">• Know about and describe the work of some artists, craftspeople, architects and designers.• Can explain how to use some of the tools and techniques they have chosen to work with in making their craft work.
Unit 3B: Ceramics focus	Year 3	<ul style="list-style-type: none">• Know about and describe the work of some artists, craftspeople, architects and designers who use ceramics as a mode.• To be able to explain how to use some of the tools and techniques



they have experienced in their ceramics project.

Unit 4A: Collage focus

Year 4

- Know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied.
- Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.

Unit 4B: Textiles focus

Year 4

- Can discuss and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople and designers that they have studied.
- Are able to demonstrate how tools and materials they have chosen to work with, should be used effectively and with safety.

Unit 5A: Photography focus

Year 5

- Can research and discuss the ideas and approaches of various photographers taking account of their particular cultural context and intentions.



Unit 5B: Installation/ site-specific art focus Year 5

- Can describe the processes they are using and how they hope to achieve high quality outcomes.
- Know how to research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.
- Know how to describe the processes they are using and how they hope to achieve high quality outcomes.

Unit 6A: Digital and new media focus Year 6

- Can describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.
- Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.

Unit 6B: Design/ graphic design focus Year 6

- Know how to describe, interpret and explain the work, ideas and working practices of some significant artists,

craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.

- Know and understand technical vocabulary and techniques for modifying the qualities of different materials and processes.

