



Art Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and generating ideas (Ongoing)	- Explore actively the natural world to make art - Look at the world as a place containing elements they can manipulate & transform - Develop lines of discovery, conversation and sharing. - Develop early visual literacy skills.	- Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire. - Be given time and space to engage with the physical world to stimulate a creative response (visiting, seeing, holding, hearing). - Develop questions to ask when looking at artworks and /or stimulus: Describe what you can see. Describe what you like? Why? How does it make you feel? What would you like to ask the artist? - Generate ideas through playful, hands-on, exploration of materials without being constricted towards a pre-defined outcome.	- Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire. - Look at a variety of types of source material and understand the differences: including images on screen, images in books and websites, art work in galleries and objects in museums. - 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: Describe what you can see. Describe what you like? Why? How does it make you feel? 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.	- Enjoy looking at artwork made by artists, craftspeople, architects and designers. - Discuss artist's intention and reflect upon your response. Look at art forms 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, hearing), including found and manmade 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 your own art? - 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 drawing in pencil or a drawing in charcoal).	- Enjoy looking at artwork made by artists, craftspeople, architects and designers. - Discuss artist's intention and reflect upon your response. Look at art forms 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, hearing), including found and manmade objects. - Develop questions to ask when looking at artworks and /or stimulus: Describe the artwork. What do you like/dislike? Why? 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? - Take part in small scale crits throughout so that brainstorming becomes part of the creative process.	- Enjoy looking at artwork made by artists, craftspeople, architects and designers. - Discuss artist's intention and reflect upon your response. Look at art forms 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, hearing), including found and manmade objects. - Develop questions to ask when looking at artworks and /or stimulus: Describe the artwork. What do you like/dislike? Why? Which other senses might you bring to this artwork? How does it make you feel? What is the artist saying to us in this artwork? How might it inspire you to make your own artwork? Who or what else might you look at to help feed your creativity? - Take part in small scale crits throughout so that brainstorming becomes part of the creative process.	- Enjoy looking at artwork made by artists, craftspeople, architects and designers. - Discuss artist's intention and reflect upon your response. - Look at art forms 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, hearing), including found and manmade objects. - Develop questions to ask when looking at artworks and /or stimulus: Describe the artwork. What do you like/dislike? Why? Which other senses might you bring to this artwork? How does it make you feel? What is the artist saying to us in this artwork? How might it inspire you to make your own artwork? Who or what else might you look at to help feed your creativity - Take part in small scale crits throughout so that brainstorming becomes part of the creative process.



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Evaluating and developing work (Ongoing)

• Begin to understand how different art forms can feed into each other. • Children begin to work alone and then contribute their work to shared experience. • Children explore their sense of self, likes & dislikes, personality etc. • Begin to explore how to share what you see through drawing. • Begin to understand that different medium and techniques have different outcomes.	• Enjoy listening to other people's views about artwork made by others. • Feel able to express and share an opinion about the artwork. • Share work to others in small groups, and listen to what they think about what you have made. • Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.	• Enjoy listening to other people's views about artwork made by others. • Feel able to express and share an opinion about the artwork. • Share work with others in small groups, and listen to what they think about what you have made. • Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. • Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media. • Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result.	• Enjoy listening to other people's views about artwork made by others. • Feel able to express and share an opinion about the artwork. • Think about why the work was made, as well as how. • Share work to others in small groups, and listen to what they think about what you have made. • Make suggestions about other people's work, using things you have seen or experienced yourself. • Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. • Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media. • Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. • Discuss problems which came up and how they were solved. Think about what you might try next time.	• Enjoy listening to other people's views about artwork made by others. • Feel able to express and share an opinion about the artwork. • Think about why the work was made, as well as how. • Share work to others in small groups, and listen to what they think about what you have made. • Make suggestions about other people's work, using things you have seen or experienced yourself. • Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. • Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media. • Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. • Discuss problems which came up and how they were solved. Think about what you might try next time.	• Feel able to express and share an opinion about the artwork. • Discuss why the work was made, as well as how. • Share your response to the artwork. • Ask questions about process, technique, idea or outcome. Share work to others in small groups, and listen to what they think about what you have made. • Make suggestions about other people's work, using things you have seen or experienced yourself. • Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. • Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media Present work in retrospect, i.e. to class, assembly or parents. • Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. • Discuss problems which came up and how they were solved. • Think about what you might try next time. • Share how other artists/artwork inspired you and how your work fits into larger context.	• Feel able to express and share an opinion about the artwork. • Discuss why the work was made, as well as how. • Share your response to the artwork. • Ask questions about process, technique, idea or outcome. Share work to others in small groups, and listen to what they think about what you have made. • Make suggestions about other people's work, using things you have seen or experienced yourself. • Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. • Use documenting the artwork as an opportunity for discussion about how to present work as an artist/maker/designer would to a client, and a chance for pupils to use digital media Present work in retrospect, i.e. to class, assembly or parents. • Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. • Discuss problems which came up and how they were solved. • Think about what you might try next time. • Share how other artists/artwork inspired you and how your work fits into larger context.
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Art Progression Document

Sketchbooks

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| <ul style="list-style-type: none">Children are encouraged to practise art within many contexts, different surfaces, environments etc | <ul style="list-style-type: none">Introduce “sketchbook” as being a place to record individual response to the world.Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, and collecting).Develop a “sketchbook habit”Begin to feel a sense of ownership about the sketchbook. | <ul style="list-style-type: none">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.Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, and writing notes.Explore how to create space and places within the sketchbook to help develop sketchbook approach to include collecting, making drawings on different surfaces, and on different shapes of paper.Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones. | <ul style="list-style-type: none">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 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, collecting, sticking, writing notes, looking back, thinking forwards and around... | <ul style="list-style-type: none">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 work at own pace, following own exploration.Creating spaces and places in sketchbook to help creative thinking, exploring and revealing own creative journey from a shared starting point.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... | <ul style="list-style-type: none">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 work at own pace, following own exploration.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.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...Use camera phones (still and video) to help “see” and “collect” (digital sketchbook) | <ul style="list-style-type: none">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 work at own pace, following own exploration.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.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...Use camera phones (still and video) to help “see” and “collect” (digital sketchbook). |
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Drawing	• Begin to develop hand eye coordination and dexterity skills. • Begin to explore early mark making. • Begin to explore objects through senses other than sight. • Begin to develop curiosity, thinking, recall & creative decision making. • Explore mark making as a way to share information. • Begin to develop playful exploration. • Begin to develop observation skills. • Begin to discuss ideas about story, narrative and dialogue. • Explore right and left hand drawing. • Begin to link drawing to wellbeing. • Explore drawing and colour mixing as a tactile activity. • Develop fine/gross motor skills. • Begin to develop looking skills.	• Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal. • Explore mark making to start to build mark-making vocabulary e.g. drawing soft toys and drawing feathers. • Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt. • Use a sketchbook to gather and collect artwork. • Begin to explore the use of line, shape and colour.	• Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal. • Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination. These might include figurative, still life and landscape. • Use drawings as basis for collage minibeast project.	• Practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching, e.g. Using gesture in drawing. • Using observational drawing as a starting point, fed by imagination, design typography. • Continue to familiarise with sketchbook / drawing exercises. • Make larger scale drawing from observation and imagination (maps and characters).	• Continue to familiarise with sketchbook / drawing exercises. • Children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly. • Apply these skills to a variety of media, exploring outcomes in an open-ended manner throughout the other projects. • Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following child's own interests/affinities. • Layering of media, mixing of drawing media	• Explore the relationship of line, form and colour. • Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response. • Enable evolution of ideas through a combination of design through making and drawn inspiration. • Explore scaling up drawings, bringing in all mark-making skills previously learnt, and using technique to provide opportunity to transform original (Flat yet sculptures).	• Revisit still life. Develop drawing skills using observational drawing. • Explore drawing and mark making on new surfaces, e.g. clay, linking to genres such as portraiture or landscape. • Explore sequential drawing and narrative e.g. manga and graphic novels, possibly linking into develop into set design (see Design & Making), e.g. Manga.
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Art Progression Document

Painting and collage	• Begin to develop hand eye coordination and dexterity skills. • Begin to explore early mark making. • Begin to explore colour as a medium beyond paint. • Begin to develop playful exploration. • Begin to develop observation skills. • Begin to discuss ideas about story, narrative and dialogue. • Begin to explore colour mixing on a page. • Develop fine motor skills. • Begin to develop looking skills.	• Benefit from experiences learnt through drawing above (mark-making, observational drawing, experimental drawing) and apply these skills to painting and collage: e.g. mark making with acrylic paint. • Enjoy discovering the interplay between materials for example wax and watercolour wax resist autumn leaves.	• Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours. e.g. exploring colour. • Understand relationships of primary and secondary colours and apply colour mixing skills to a project (Mini beasts).	• Explore painting on new surfaces using colour as decoration (sculptures.) • Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome (sculptures)	• Layering of media, mixing of drawing media. • Combine art forms such as collage, painting and printmaking in mixed media projects.	• Paint on new surfaces (e.g. stone, fabric, walls, floors) and work collaboratively to produce images in new contexts. • Explore geometric design/pattern / structure	• Paint on new surfaces (e.g. stone, fabric, walls, floors) and work collaboratively to produce images in new contexts.
Print making and collage	• Begin to explore colour as a medium beyond paint. • Begin to develop playful exploration. • Begin to explore printmaking as a tool for mark making. • Begin to explore ideas about “shape” and how we can make “shapes”. • Develop fine motor skills. • Begin to develop understanding of negative and positive prints.	• Explore simple printmaking. For example using plasticine, found materials or quick print foam, plasticine printmaking or everyday printmaking. • Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative. • Use rollers or the backs of spoon to create pressure to make a print. • Explore pattern, line, shape and texture.	• Explore simple mono printing techniques using carbon paper, using observational drawing skills and mark making skills explored through drawing and colour mixing skills (see appropriate sections.)		• Layering of media, mixing of drawing media. • Combine art forms such as collage, painting and printmaking in mixed media projects.		• Explore drawing and mark making on new surfaces, e.g. clay, linking to genres such as portraiture or landscape.



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3D sculpture	- Develops playful exploration. - Begin to develop dexterity and making skills. - Begin to discuss ideas about story, narrative and dialogue.	- 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. - Use basic tools to help deconstruct (scissors) and then construct (glue sticks).	- Explore how 2d can become 3d though “design through making”. - Cut simple shapes from card and use them to construct architectural forms. - Use drawn, collaged and printed elements as surface decoration for the architectural Marquette.	Make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture (character sculptures)	- Work with a modelling material (clay/plaster/modroc) to create 3D sculptures (Dragon eggs) - Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually (building nests/bird in trees)	- Enable sketchbook work to evolve and inform into a sculpture project. Combine and construct with a variety of materials, including modelling and paint. (Use of clay/modroc) - Explore sculptural ideas of balance (physical and aesthetic) and creative risk taking and play. - Enable evolution of ideas through a combination of design through making and drawn inspiration. - Develop visual literacy skills: explore how we look at and respond to things people have made, and then include this awareness when making sculpture.	- Develop clay (and drawing) skills by creating portraits based upon still life observation. - Explore set design using mixed media and linking literature, drama, music and design.
Digital media and animation			Use digital media (film and still photos) to create records of models made, including walkthrough videos of the inside of the architectural spaces.	- Use digital media to identify and research artists, craftspeople, architects and designers. - Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. - Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.	- Use digital media to identify and research artists, craftspeople, architects and designers. - Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. - Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.	- Use digital media to identify and research artists, craftspeople, architects and designers. - Use camera phones (still and video) to help “see” and “collect” (digital sketchbook). - Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. - Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media Present work in retrospect, i.e. to class, assembly or parents.	- Use digital media to identify and research artists, craftspeople, architects and designers. - Use camera phones (still and video) to help “see” and “collect” (digital sketchbook). - Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. - Use documenting the artwork as an opportunity for discussion about how to present work as an artist/maker/designer would to a client, and a chance for pupils to use digital media Present work in retrospect, i.e. to class, assembly or parents.
	Formal: Each child should know:	Formal: Each child should know:	Formal: Each child should:	Formal: Each child should:	Formal: Each child should:	Formal Each child should:	Formal: Each child should:



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Knowledge & Understanding	- How to recognise and describe some simple characteristics of different kinds of art, craft and design. - The names of tools, techniques and formal elements	- How to recognise and describe some simple characteristics of different kinds of art, craft and design. - The names of tools, techniques and formal elements	- Know how to Recognise and describe some simple characteristics of different kinds of art, craft and design. - Know the names of tools, techniques and formal elements. - Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. - Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary.	- Know the names of tools, techniques and formal elements - Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. - Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities. - Be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary. - Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with.	- Know the names of tools, techniques and formal elements - Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. - Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities. - Be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary. - Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with.	- Know the names of tools, techniques and formal elements. - Research and discuss ideas and approaches of range of artists, craftspeople, architects and designers from all cultures and times, for different purposes. - Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities. - Be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary. - Describe processes used and how they hope to achieve high quality outcomes. - Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with.	- Know the names of tools, techniques and formal elements. - Be happy to describe, interpret and explain the work, ideas and working practices of artists, craftspeople, architects and designers from all cultures and times, for different purposes. - Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities. - Be able to talk about the materials, techniques and processes they have used, using appropriate vocabulary. - Describe processes used and how they hope to achieve high quality outcomes. - Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with.
	Experiential: <i>Each child should be given the opportunity to:</i> - Begin to feel confident to express a preference in.... - Understand ideas can come through hands-on exploration. - Begin to build knowledge of what different materials and techniques can offer the creative individual. - Work at different scales, alone and in groups.	Experiential: <i>Each child should be given the opportunity to:</i> - Discover that art is subjective (we all have our own legitimate understanding). - Begin to feel confident to express a preference in.... - Understand ideas can come through hands-on exploration. - Begin to build knowledge of what different materials and techniques can offer the creative individual. - Work at different scales, alone and in groups.	Experiential: <i>Each child should be given the opportunity to:</i> - Discover that art is subjective (we all have our own legitimate understanding) - Begin to feel confident to express a preference within selecting colours/tools etc. - Experience the connection between brain, hand and eye. - Understand ideas can come through hands-on exploration. - Begin to build knowledge of what different materials and techniques can offer the creative individual.	Experiential: <i>Each child should be given the opportunity to:</i> - Discover that art is subjective - Experience the connection between brain, hand and eye - Understand ideas can come through hands-on exploration. - Develop their knowledge of what different materials and techniques can offer the creative individual. - Work at different scales, alone and in groups. - Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge) - Share their journey and outcomes with others.	Experiential: <i>Each child should be given the opportunity to:</i> - Discover that art is subjective. - Experience the connection between brain, hand and eye. - Understand ideas can come through hands-on exploration. - Develop their knowledge of what different materials and techniques can offer the creative individual. - Work at different scales, alone and in groups. - Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge).	Experiential: <i>Each child should be given the opportunity to:</i> - Discover that art is subjective - Experience the connection between brain, hand and eye. - Understand ideas can come through hands-on exploration. - Develop their knowledge of what different materials and techniques can offer the creative individual. - Work at different scales, alone and in groups. - Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and	Experiential: <i>Each child should be given the opportunity to:</i> - Discover that art is subjective. - Experience the connection between brain, hand and eye. - Understand ideas can come through hands-on exploration. - Develop their knowledge of what different materials and techniques can offer the creative individual. - Work at different scales, alone and in groups. - Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and



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			• Work at different scales, alone and in groups.	• Feel celebrated and feel able to celebrate others.	• Share their journey and outcomes with others. • Feel celebrated and feel able to celebrate others	define their own creative journey. • Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others	define their own creative journey. • Share their journey and outcomes with others. • Feel celebrated and feel able to celebrate others.
Assessment questions	<i>Teachers should consider assessment as a holistic practice, which takes place through continual provision through conversation with pupils:</i> • Tell me about what you are making. • What might you do next? • Tell me about what you have made.	<i>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</i> • Tell me about what you are making. • What might you do next? • Tell me about what you have made.	<i>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</i> • 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?	<i>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</i> • 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?	<i>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</i> • 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?	<i>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</i> • 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?	<i>Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:</i> • 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?