

Art Progression of Skills – Drawing and Painting / Printing / Textiles / IT / Collage / 3D

As a guide to support practitioners with their organisation and planning for teaching quality art, please note the specific key skills that you should be covering in each year group. Hopefully, this document will support your planning and show clear progression through the school.

EYFS: Drawing and Painting skills set out below are highlighted within the progression of skills sheet (this is linked to Development Matters, Early Years best practice and milestones)

KS1:

Each year group has **10 drawing skills** and **5 painting skills**, please cover them all – this should be explored fully over the course of the whole year. Additionally, there are also skills for the other Art mediums too.

Repeat the skills numerous times to enable the children to improve their control – exploit the use of sketchbooks and documenting progress. I am asking for at least 1 or 2 as a key focus for each art lesson. Please ensure that the skill, subject discipline, and subject specific vocabulary is clearly marked on your weekly planning.

Many skills are able to be included within other subjects too e.g. Maths / English / Wider Curriculum subjects etc.

KS2:

In Art lessons these subject specific skills and disciplines will be covered and revisited over the course of the year(s). Please refer to them and choose 1 or 2 to focus on during each lesson – this should be clear in your planning.

Repeat the skills numerous times to enable the children to improve their control – exploit the use of sketchbooks



Drawing and painting are more likely to be repeated often - the skills are split into year groups. The other mediums are split into Lower or Upper KS. *If you feel you need to refresh the skills from previous year groups, please do.*

EYFS – Progression of skills

Elements of Art – Line / Tone (Value) / Texture (Pattern) / Shape (2D) / Form (3D) / Colour / Space (Proportion and Perspective)
5 Elements of Line – Curved / Straight / Angled / Dots / Circles

N1

N2

YR



PAINTING SKILLS (1-5)	<ol style="list-style-type: none">1. I can name and recognise the primary colours.2. To be able to identify lots of examples of those colours in everyday life and notice that they are slightly different.3. I can hold a paint brush correctly - in the same way I hold a pencil.4. I can explore the qualities of paint – thick paint / thin paint / finger paint/ watercolour / powder paint etc.5. I can move a paint brush with purpose and some control.	<ol style="list-style-type: none">1. I can name and recognise the primary colours / secondary colours and which colours need to be mixed to make them.2. I can mix all the secondary colours using the primary colours, creating an appropriate consistency using water (not too watery).3. I can hold a brush properly and move my hand in different directions to ‘pull’ the brush in a smooth motion. (NOT side to side unless the hand is turned to go in that direction.)4. I can paint on a range of surfaces and apply it using different tools e.g. brushes, fingers, sticks, card, sponges, making thin and thick lines.5. I can use colour to express moods and feelings.	<ol style="list-style-type: none">1. I know all the primary and secondary colours and can make a tints by adding white and a shade by adding black2. I can make patterns with paint in the style of a particular artist e.g. Seurat / Pollock /Monet etc3. I can explain what different items / brushes to choose depending on the purpose e.g. thick for a large area, thin brush for detail.4. I can create a colour wash with a sweeping side to side movement5. I can choose a colour scheme that suggests a feeling / time / place / season e.g. using warm colours to show warmth/anger/love etc.
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LANGUAGE DEVELOPMENT (1-5)	(Development Matters)	<u>N2</u> Language development <ol style="list-style-type: none"> 1. I can talk about my drawings. 2. I can express likes and dislikes. 3. I can use descriptive language to describe surface texture, shape, form, line, direction and pattern. E.g. bumpy, square, round, curved, going upwards. 4. I can describe the qualities of media e.g. charcoal – soft, chalk – hard and powdery 5. I can suggest a way I can improve my own work. 	<u>YR</u> Language development <ol style="list-style-type: none"> 1. I can describe an object and make comparisons between shapes, size, pattern and texture, bumpy, bigger, smaller, change of directions, longer etc. 2. I can describe colour e.g. a ruby-orange, purple blue or using by using objects e.g. sunshine yellow. 3. I can describe texture e.g. bumpy, rough, smooth, soft etc 4. I can discuss and evaluate drawings e.g. I like this part because ...; this part could be improved by etc. 5. I can comment positively upon others work in a supportive manner, explaining what they I like and why.
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Repeat the skills numerous times to enable the children to improve their control – exploit the use of journals to record early stages of a sketchbook development.

	Reception	Year 1	Year 2
DRAWING SKILLS (1-10)	<ol style="list-style-type: none"> 1. I can hold a drawing tool e.g. pencil / crayon correctly and use it with some dexterity and control. 2. I can draw different types of lines e.g. straight, curved, angled, wavy etc. 3. I can recognise when two simple symbols are the same or are different (matching). 4. I can create my own symbols and scribble patterns. 5. I can create texture when drawing e.g. through rubbings. 6. I can trace around or inside a simple template / stencil. 7. I can work spontaneously, expressively and use my imagination to create art using my own choice of marks, symbols and patterns. 8. I can represent a familiar object by combining lines. 9. I can explore different mediums e.g. pencil and crayon or pastels etc. to create different marks on the paper. 10. I can colour in with some controlled movement, trying to keep inside the lines. 	<ol style="list-style-type: none"> 1. I can draw a recognisable shape. 2. I can copy a simple design (duplication). 3. I can create different types of line and circles with clear differences (the 5 elements of line– curved / straight / angled / dots / circle), repeating them to create patterns and textures. 4. I can identify areas of light and dark on an item or in a picture. 5. I can explore, experiment and investigate tone (light and dark) using pencil, pastel and chalks. 6. I can find patterns and shapes in what I see. 7. I can use lines to represent objects seen, remembered or imagined, working spontaneously and expressively. 8. I can look carefully at an item describing the lines used to make it. 9. I can use pastels and charcoal in different ways e.g. hatching and mixing. 10. I can colour in a shape, keeping within the lines – going round the outside slowly then faster in the middle to fill in. 	<ol style="list-style-type: none"> 1. I can draw a shape / simple pattern described to me (abstract task). 2. I can mirror a simple image (mirroring). 3. I can find examples of different patterns in objects /nature / pictures and recreate some of them. 4. I can create a range of tones from a single pencil grade, as well as exploring different pencil grades and charcoal. 5. I can use the 5 elements of line to represent items, either drawing from observations or from imagination. 6. I can position lines with care, thinking about where the lines start and finish and when objects over-lap. (Which ‘objects’ are in-front and which ‘objects’ are behind.) 7. I can add areas of light and dark tones (e.g. shading/cross hatching), as well as colour and some texture (through patterns) to my drawings. 8. I can make decisions about scale- e.g. house bigger than a child, bigger than a mouse! 9. I can use a sketchbook to record what I have seen and collect, record new processes and ideas. 10. I can describe the lines I would use to represent an object or shape.

Key Stage 2 Learning Outcomes for: ***EXPLORE / CREATE / IMPROVISE / PRESENT / EVALUATE***

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Over the course of KS2 art lessons, planning will cover all of these skills.

Please note, when you are teaching your class art then please identify **1 or 2 skills** from the lists below to focus on ***per lesson***.

Drawing and painting are split up into individual year groups, as these are likely to be repeated more frequently and as part of other subjects.

	Year 3	Year 4	Year 5	Year 6
DRAWING SKILLS (1-10)	<ol style="list-style-type: none"> I can name some of the elements seen in art (e.g. colour /tone /texture /shape /line) I use my sketchbook to collect, sort and select visual ideas / research, leading to a final piece of work. I can identify where objects overlap and show that in simple compositions. I have an understanding that when objects are further away they look smaller and visa-versa. I can represent objects form and am becoming aware of appropriate proportions, including the human form. 	<ol style="list-style-type: none"> I can name and describe 5 of the main key elements of art I can annotate my sketches with observations / explanations I can represent people / objects with increasingly accurate proportions and control of scale I can use a magnifier / view finder to identify part of an image and focus on it I can create a pleasing composition e.g. using the rule of thirds. I can choose a portrait or landscape format more independently and with thought to the subject. 	<ol style="list-style-type: none"> I can name and explain what the elements of art are I can explore and develop many alternative ideas on a page in my sketchbook page I have an understanding of the terms composition and positive and negative space. I can see light and dark in an object and show that using shading methods (rubber lightening) I can use line, tone, texture to represent 3D objects I can create more complex patterns and textures in my work I can organise line, tone, shape and colour to represent 	<ol style="list-style-type: none"> I can create sketches communicating feelings / ideas / personal interests and a sense of self, exploring them in my work I am able to use a grid to enlarge or reduce an image I have a control of different pressures with drawing equipment and of shading techniques I can draw from different perspectives I can use a view frame or IT, to choose a desired view for purpose I can depict shadows and reflections using light and shade



<ol style="list-style-type: none">6. I can vary the pressure when using pencil from extremely light (that is easy to rub out) to a dark bold line depending on task7. I can use shading (tone) to show the lightest and darkest part of an object, using different methods e.g. cross hatching, hatching, stippling, and other marks (closer = darker / further apart = lighter) using pencil, charcoals etc.8. I can use different grades of pencil explaining my choice9. I can work from direct observation and my imagination10. I can look closely at an object to create a one line drawing outline (contour drawing), following the journey of the line on the paper	<ol style="list-style-type: none">7. <i>I can begin to see geometric and organic shapes in objects and living creatures/people, which can help me draw the subject</i>8. I can start to show the emotional qualities of line e.g. an angry line, a sad line, gentle line, excited line etc.9. I can observe and create textures in my environment and experiment with marks to represent them in a range of medium e.g. pencil, pen etc.10. I can use different methods of overlapping objects and shading (e.g. cross hatching, hatching, scumbling, stippling and blending) to create a feel of depth and space11. <i>I can explore the use of pattern and texture in a creative and expressive way in my own artwork e.g. to create the implied texture of an item</i>	<p>objects / facial features and forms of movement</p> <ol style="list-style-type: none">8. I can concentrate for longer periods of time on more challenging activities, working on them over a number of lessons9. I can draw subjects / fonts using different qualities of line / shape and form e.g. soft, angry, excited, harsh,10. I can see a subtle change in tone within and around an object and use different shading methods (e.g. graduation) to show this (including reference to light direction)11. I can look at the subjects I am drawing more than my paper (inc blind contour drawings by only looking at what I am drawing and not looking at my paper at all). <i>(This develops the artistic eye so you can begin to see in more details.)</i>	<ol style="list-style-type: none">7. I can explain why I have chosen specific materials to draw with8. I can see shapes in the background (negative space) which can help me draw the subject9. I can draw textures from observation and from imagination with increased detail10. I can experiment and play around with textures to create interesting and thought provoking pieces of art11. I can draw a real or imagined form with a tactile quality, showing the texture through different qualities of line (fur, wood, spikey, rocks, hair, glass, feathers)
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	Year 3	Year 4	Year 5	Year 6
PAINTING SKILLS (1-5)	<ol style="list-style-type: none">1. I understand the terms harmonious and complementary and can say where each Primary and secondary colour sits on the colour wheel2. I understand the difference between landscape and portrait3. I can create a graduated set of tones for a colour e.g. lighter through to darker4. I can make colour notes from direct observations5. I can choose a range of brushes (or other items) for a particular purpose, explaining my choice6. I understand the terms foreground, mid-ground and background7. I can predict colour mixing results with increasing accuracy8. I can use background colour washes and paint detail9. I can identify warm, cold and neutral colours and describe the mood they create	<ol style="list-style-type: none">1) I can use complementary or harmonious colours for effect2) I can speak about the emotional impacts of different colours3) I can create different observed textures with paint on paper etc scratching / splashing4) I can darken or lighten colours without using white or black e.g. using blue or yellow / more or less water5) I can paint smooth lines, twisting my wrist to pull the brush6) I have a control of line direction and thickness7) I can create the colours I need to colour match with an object8) I can use the Power of 3 (mixing three similar colours to use to create depth)9) I can apply a variety of paint types to get different effects e.g. colour washes, wet on wet, wet on dry and can explain what happens10) I can independently choose whether landscape or portrait is best for a piece of work	<ol style="list-style-type: none">1) I can apply paint to various surfaces2) I can control brushes with confidence, creating texture through stroke direction and thickness3) I can adopt a systematic approach to mixing and applying colour4) I can explain the meaning of tertiary colours and how they relate to the colour wheel5) I can vary the opaqueness and transparency of paint applied (adding more pigment or water)6) I can begin to observe a range of colours in something that is considered to only have one colour e.g. grass, sky, animal fur)7) I can use colours expressively in imaginary art.	<ol style="list-style-type: none">1) I can describe the colour wheel and how to make various colours on it, including tertiary2) I can mix a desired colour from just the primary colours and black and white (including skin hues)3) I can include texture through paint mix or brush technique4) I can show well developed control of paint and brush5) I can explain the different properties of different paints used and techniques e.g. wet on wet/ wet on dry6) I can use colour expressively and emotionally in a piece of art.7) I can reflect on how colour choice can change the mood of a piece.

	10. I can use colour to show different feelings in a piece of work			
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Art Progression of Skills – Drawing and Painting / Printing / Textiles / IT / Collage / 3D

	Year 1/2	Year 3/4	Year 5/6
PRINTING	<p>I can use printing to illustrate and explore ideas, commenting on how to make a 'good' print</p> <p>I can use objects (natural or man-made) to make printed patterns and images</p> <p>I can print a repeated shapes using different colours, noticing what happens when they are overlapped</p> <p>I can use pre made stampers (foam, vegetable, Lego etc) to create a clear print</p> <p>I can create simple mono prints designs (by drawing into rolled out paint and laying on some paper, rubbing it)</p> <p>I can stipple paint onto a simple stencil to create a positive (paint inside the stencil gap) or a negative image (have e.g. cut out of a penguin and stipple</p>	<p>I can approach work in stages to use simple processes to make more complex designs</p> <p>I can develop work from initial studies and investigations based on direct observation, images and/or the work of other artists and designers</p> <p>I can use a number of colours to build up a sequence</p> <p>I can use a roller and printing ink and know when the ink is ready (by hearing it speak!)</p> <p>I can make a clear mono print, independently</p> <p>I can create a collagraph block using shape, line and/or pattern</p> <p>I can create a repeated print design, either linear or rotational</p> <p>I can create a polystyrene press print tile (relief printing)</p>	<p>I can develop work from initial studies and investigations</p> <p>I can use precise repeating patterns by creating accurate printing blocks</p> <p>I can use drawings and designs to bring fine details into the work</p> <p>I can combine printing techniques within one piece to create work to create impact and effect</p> <p>I can create polystyrene reduction press prints</p> <p>I can make and use stencils, overlapping positive and negative prints to create an interesting composition</p> <p>I can create a detailed block print representing an object (natural or man-made)</p> <p>I can print onto different surfaces (e.g. tissue paper, painted paper, fabric)</p>



	<p>around it so when removed the penguin shape is empty)</p> <p>I can create a simple collagraph block, using different textures</p> <p>I can create a printing block by pressing items into a small clay tile</p> <p>I can mask an area to leave a negative image (e.g. with masking tape)</p>	<p>I can plan, evaluate and modify prints and printing blocks</p>	<p>I can layer prints, using different colours on different layers</p> <p>I understand how printing differs from other art processes and how it is used in different cultures</p>
<p>IT / Digital Art</p>	<p>I can use a simple paint programme to create an image on computer</p> <p>I can draw shapes on a computer</p> <p>I can create simple repeated patterns</p> <p>I can copy an image from another place and use it to create my own digital art work by manipulating it (size, colour etc)</p> <p>I can take photos and use them in my work</p>	<p>I can use a paint programme to create original images</p> <p>I can cut and paste an image from elsewhere manipulating it e.g. resizing, changing colour etc</p> <p>I can create different layers of images to create more complex compositions</p> <p>I can take and manipulate photos or objects</p> <p>I can create a flick books or pencil roll book using repeated similar images</p>	<p>I can use computer programmes to develop a piece of work over time</p> <p>I can manipulate layers and edit images for a purpose</p> <p>I can manipulate images to create a feeling of perspective and proportion</p> <p>I can use digital images in multimedia work</p> <p>I understand the importance of getting permission from people when taking photos of them</p> <p>I understand the importance of the copyright of images online</p>



3D	<p>I can explore materials e.g. clay, play dough, papers, plasticine, pipe-cleaners, junk modelling, cardboard etc</p> <p>I can join simple objects together</p> <p>I can use a range of modelling materials, squeezing, pinching and rolling them to make familiar or fantasy objects</p> <p>I can add colour, pattern and texture to objects</p> <p>I can work on large scale when necessary</p> <p>I can show sufficient control to join and manipulate materials for the purpose intended</p> <p>I can show a developing understanding of the qualities of the materials used</p> <p>I can create a model that can balance and won't fall over</p>	<p>I can use modelling material (e.g. papier-mâché, wire or clay) to create a shape, form or model based on direct observation or artist study</p> <p>I can join materials in a way that they will not fall apart easily e.g use the five rules of joining clay (score, score, slip, wiggle smooth)</p> <p>I can model over an armature</p> <p>I can take part in extended activities through different stages</p> <p>I can add surface decoration to a finished sculpture surface</p> <p>I can work independently with a wider range of materials</p> <p>I can work safely with materials and tools</p>	<p>I can use a similar range of materials as at earlier levels but with an increasing sensitivity and control</p> <p>I can shape, form, model and construct from imagination as well as from direct observation</p> <p>I can join materials with confidence (e.g. use the 5 rules of joining clay)</p> <p>I can plan, carry out and modify a sculpture project over time</p> <p>I can recreate 2D images in 3D</p> <p>I can use various techniques, including those that are additive or subtractive</p> <p>I can add pattern and/or texture to the surface of a sculpture to create a desired effect</p> <p>I can produce sculptures that are well proportioned</p> <p>I can take into account properties of media being used and use it for a specific purpose, solving technical problems as they arise</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXTILES</p>	<p>I can sort, match and name different materials I can explore materials to see how they are made and describe their texture I can use joining processes such as tying and gluing I can weave on simple frames for different effects I can use a simple over and under weaving and explore wrapping and knotting I can use paints, dyes, crayons and other media to make individual and group designs on textiles (including printing onto fabric and tie dyeing) I can sew a simple running stitch to join but also create decoration on textiles</p>	<p>I can collect materials and ideas for work and experiment with materials before using them I can join, position and manipulate materials with some independence I can shape and join materials (e.g. using gluing, sewing) I can design and develop more intricate weaving skills (e.g. shapes inside weaving) I can thread a large headed needle and have a go at tying a knot I can distinguish between the warp (the one static on the loom) and the weft (the thread that goes up and down) and be able to keep a good tension on the wool (not pulling in each side) I can use a range of simple stitches e.g. running, back, cross, zigzag on a binca type fabric</p>	<p>I can follow a clear design brief to achieve an effect in techniques such as sewing, applique and embroidery I can display precision in work I can combine a range of sewing, printing, dyeing and joining techniques to good effect I can use more advanced printing and dyeing techniques, combining different processes I can thread various needles and tie a knot I can interpret stories / ideas / music / poems through textiles I can use a range of stitches e.g. back, running, cross, chain, zig zag, blanket I can explore more advanced techniques e.g. felting, silk painting</p>
<p>Please teach children to cut any shape needed from the edge of the page (They naturally tend to draw an item in the middle of the page, cut it out, leading to paper wastage for the rest of the paper!)</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">COLLAGE</p>	<p>I can use found objects to produce a design I can use pre-cut shapes to build-up a picture I can cut using scissors, mainly keeping to a drawn line and stick in a place of my choosing I can cut and tear paper and other materials, and arrange them to create a design (simple patterns or images) I can cut out my own shapes to add to my collage I can recognise that materials look and feel different, choosing the most suitable materials for an effect e.g sandpaper for a beach, shiny blue for sea</p>	<p>I can cut, tear and arrange more accuracy I can choose whether to cut or tear depending on the desire effect e.g. smooth cut for lava, jagged tear for rocks I can return to work using a range of techniques to develop the final image I can create positive and negative images in collage I can arrange and assemble materials in response to other artists work or wider themes I can use photographic images as part of collages (e.g. from magazines)</p>	<p>I can respond to objects and pictures through collage I can convey a definite theme that is apparent to a viewer I can choose the most appropriate materials to fit the purpose I can experiment with techniques that use contrasting textures, colour or patterns (rough/smooth; light/dark; plain/patterned; opaque/translucent) I can create a feeling of depth (perspective) by over-layering and proportion of items</p>



	<p>I can mix paper and other materials with different colours, textures and appearances (e.g. tracing, tissue paper), exploring what happens when they overlap</p> <p>I can choose colours based on purpose e.g. cold / warm / complementary / harmonious</p> <p>I can work collaboratively with others on larger scale pieces</p>	<p>I can use items I have drawn in my collage</p> <p>I can explore Mosaic technique – placing small ‘tiles’ next to each other in a design with minimal gap.</p> <p>I can use layering to create depth (placing objects in-front or behind)</p> <p>I can use real and implied texture in collage</p>	<p>I can arrange / rearrange colours, shapes, and texture for effect before completing and sticking down the final composition</p> <p>I can use mixed media to convey meaning or as a response to another artist’s work</p>
ART DISCUSSION	<p>(see painting and drawing skills sheet)</p>	<p>I can explain why I like or don’t like a particular piece of art</p> <p>I can describe how a piece of art, colour or quality of line makes me feel (e.g. jagged line feels a bit angry)</p> <p>I can describe texture e.g. bumpy, rough, smooth, soft etc</p> <p>I can discuss and evaluate drawings e.g. I like this part because ... ; I would like to improve this part by ...</p> <p>I can name the 7 elements of art (line, tone, shape, form, texture, colour and space) and describe what they mean</p> <p>I can explore ideas, techniques and different materials in my sketchbooks while explaining what I have done and which I prefer</p>	<p>I can explain why I like or don’t like a particular piece of art by referencing the choices the artists has made (composition / colours / subject)</p> <p>I can make a guess at the mood or emotion an artist may have been trying to get across through their art</p> <p>I can identify parts of my art that I feel went well and other parts that I feel need modifying to improving through practise</p> <p>I can name the 7 elements of art (line, tone, shape, form, texture, colour and space) and identify where I and other artists have used these elements in my/their work</p> <p>I can explain my thought processes around the choices I make within an art project e.g. I choose this colour scheme or this composition because</p>

The 7 elements of Art

- Line
- Tone (Value)
- Shape (2D)
- Form (3D shape)
- Texture (Pattern)
- Colour
- Space (including perspective and proportion)

5 Elements of Line

- Curved
- Straight
- Angled
- Dots
- Circles

The Artistic Process

During an art project we follow these 5 steps

Explore – explore visual stimuli e.g. items / pictures / artists etc.

Experiment with mediums and techniques.

The making Cycle

Create - using different techniques and materials to create a visual piece of work

Improvise – Adapt and improve own work, thinking about next steps

Present (*Refined creativeness!*) – bringing together all experiences to create a piece of work which communicates their ideas/feelings/thoughts

Evaluate – Evaluate the final outcome and their thoughts and feeling about it but also focus on the process - what was learn / experienced and where they would like to go from there.

Remember! “Creativity is unique and personal. Art interpretation is a fragile process that is hard to measure. Therefore, assessment and critical analysis should always be nurtured and supported.”

	Question to ask when looking at art works/stimuli	Assessment Questions
N	What can you see? What colours / shapes can you see?	Tell me about what you are making
YR	What colours / shapes can you see? How might you like to explore it?	Tell me about what you are making
Year 1	Describe what you can see. Describe what you like? Why? How does it make you feel? What would you like to ask the artist?	Tell me about what you are making What might you do next? Tell me about what you have made.
Year 2		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?
Year 3	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?	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?
Year 4	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?	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?

	<p>If you could take this art work home, where would you put it and why?</p> <p>Take part in small scale critiques throughout so that brainstorming becomes part of the creative process.</p>	
<p>Year 5 and 6</p>	<p>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?</p> <p>Take part in small scale critiques throughout so that brainstorming becomes part of the creative process.</p>	<p>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?</p>

