



Progression Map

Art and Design

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Generating Ideas | <p>G1 work purposefully responding to colours, shapes, materials etc.</p> <p>G2 create simple representations of people and other things</p> | <p>G1 recognise that ideas can be expressed in art work</p> <p>G2 experiment with an open mind <i>(for instance, they enthusiastically try out and use all materials that are presented to them)</i></p> | <p>G1 try out different activities and make sensible choices about what to do next</p> <p>G2 use drawing to record ideas and experiences</p> | <p>G1 gather and review information, references and resources related to their ideas and intentions.</p> <p>G2 use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p> | <p>G1 select and use relevant resources and references to develop their ideas.</p> <p>G2 use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i></p> | <p>G1 engage in open ended research and exploration in the process of initiating and developing their own personal ideas</p> <p>G2 confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> | <p>G1 independently develop a range of ideas which show curiosity, imagination and originality</p> <p>G2 systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i></p> |
| Making | <p>M1 work spontaneously and</p> | <p>M1 try out a range of materials and processes and</p> | <p>M1 deliberately choose to use particular</p> | <p>M1 develop practical skills by experimenting with,</p> | <p>M1 investigate the nature and qualities of different</p> | <p>M1 confidently investigate and exploit the potential</p> | <p>M1 Independently take action to refine their technical and</p> |

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| | <p>enjoy the act of making/creating</p> <p>M2 sustain concentration and control when experimenting with tools and materials</p> | <p>recognise that they have different qualities</p> <p>M2 use materials purposefully to achieve particular characteristics or qualities</p> | <p>techniques for a given purpose</p> <p>M2 develop and exercise some care and control over the range of materials they use. <i>(for instance, they do not accept the first mark but seek to refine and improve)</i></p> | <p>and testing the qualities of a range of different materials and techniques.</p> <p>M2 select, and use appropriately, a variety of materials and techniques in order to create their own work.</p> | <p>materials and processes systematically.</p> <p>M2 apply the technical skills they are learning to improve the quality of their work. <i>(for instance, in painting they select and use different brushes for different purposes)</i></p> | <p>of new and unfamiliar materials <i>(for instance, try out several different ways of using tools and materials that are new to them)</i></p> <p>M2 use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</p> | <p>craft skills in order to improve their mastery of materials and techniques</p> <p>M2 Independently select and effectively use relevant processes in order to create successful and finished work</p> |
| Evaluating | E1 recognise and describe key features of their own and others' work | E1 Show interest in and describe what they think about the work of others | E1 When looking at creative work express clear preferences and give some reasons for these <i>(for instance, be able to say "I like that because...")</i> | E1 take the time to reflect upon what they like and dislike about their work in order to improve it <i>(for instance they think carefully before explaining to their teacher what they like and what they will do next)</i> | E1 regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. | E1 regularly analyse and reflect on their progress taking account of what they hoped to achieve. | E1 provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work |
| Knowledge and Understanding | <p>KU1 understand that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities.</p> <p>how to explain what they are doing</p> | <p>KU1 Understand how to recognise and describe some simple characteristics of different kinds of art, craft and design</p> <p>KU2 Know the names of the tools, techniques and the formal elements</p> | <p>KU1 Know that different forms of creative works are made by artists, crafts makers and designers, from all cultures and times.</p> <p>KU2 be able to talk about the materials, techniques and processes they have</p> | <p>KU1 Know about and describe the work of some artists, craftspeople, architects and designers</p> <p>KU2 explain how to use some of the tools and techniques they have chosen to work with.</p> | <p>KU1 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.</p> | <p>KU1 research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</p> | <p>KU1 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</p> |

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| | | (colours, shapes, tones etc.) that they use. | used, using an appropriate vocabulary (<i>for instance, they know the names of the tools and colours they use</i>) | | KU2 demonstrate, how tools they have chosen to work with, should be used effectively and with safety. | KU2 describe the processes they are using and how they hope to achieve high quality outcomes | contexts in which they worked. KU2 Understand the technical vocabulary and techniques for modifying the qualities of different materials and processes. |
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