



## Art Progression and Assessment Grids

KS1	LKS2	UKS2
<p><b>Intent:</b></p> <p>At Whittingham C of E Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas.</p> <p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <ul style="list-style-type: none"> <li>• Ensure we are covering skills and concepts from the National Curriculum</li> <li>• We aim to develop their artistic skills through using a variety of media.</li> <li>• We have chosen these artists due to their local and global importance.</li> <li>• We will ensure children have the opportunity to use and develop these skills throughout the lessons.</li> </ul>		
<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>• We will structure lessons so that prior learning and revision of key skills are continuously built upon.</li> <li>• We will ensure key skills and techniques are introduced and used with lessons.</li> </ul>		
<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• We want children to develop a love of art and learn about a variety of artists.</li> <li>• We will measure the impact of learning through assessing their development of key skills.</li> </ul>		

Learning KPIs	<b>Year 1</b> <ul style="list-style-type: none"> <li>· use artwork to record ideas, observations and experiences</li> <li>· experiment with different materials to design and make products</li> <li>· explain what he/she likes about the work of others</li> <li>· know the names of tools, techniques and elements that he/she uses</li> </ul>	<b>Year 2</b> <ul style="list-style-type: none"> <li>· try out different activities and make sensible choices about what to do next</li> <li>· select particular techniques to create a chosen product and develop some care and control over materials and their use</li> <li>· give reasons for his/her preferences when looking at art/craft or design work</li> <li>· know that different artistic works are made by craftspeople from different cultures and times</li> </ul>	<b>Year 3</b> <ul style="list-style-type: none"> <li>· use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</li> <li>· experiment with different materials to create a range of effects and use these techniques in the completed piece of work</li> <li>· explain what he/she likes or dislikes about their work</li> <li>· know about some of the great artists, architects and designers in history and describe their work</li> </ul>
	<b>Year 4</b> <ul style="list-style-type: none"> <li>· use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</li> <li>· use taught technical skills to adapt and improve his/her work</li> <li>· articulate how he/she might improve their work using technical terms and reasons as a matter of routine</li> <li>· describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied</li> </ul>	<b>Year 5</b> <ul style="list-style-type: none"> <li>· develop different ideas which can be used and explain his/her choices for the materials and techniques used</li> <li>· confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work</li> <li>· evaluate his/her work against their intended outcome · research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</li> </ul>	<b>Year 6</b> <p>select ideas based on first hand observations, experience or imagination and develop these through open ended research</p> <ul style="list-style-type: none"> <li>· refine his/her use of learnt techniques</li> <li>· adapt his/her own final work following feedback or discussion based on their preparatory ideas</li> <li>· describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</li> <li>· explain and justify preferences towards different styles and artists</li> </ul>

Techniques	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<ul style="list-style-type: none"> <li>· use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</li> <li>· explore mark-making using a variety of tools</li> <li>· make structures by joining simple objects together</li> <li>· cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines</li> <li>· make marks in print using found objects and basic tools and use these to create repeating patterns</li> <li>· sort, cut and shape fabrics and experiment with ways of joining them</li> </ul>	<ul style="list-style-type: none"> <li>· experiment with tones using pencils, chalk or charcoal</li> <li>· represent things observed, remembered or imagined using colour/tools</li> <li>· experiment with basic tools on rigid and flexible materials</li> <li>· he/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials</li> <li>· use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings</li> <li>· develop techniques to join fabrics and apply decorations such as a running or over stitch</li> </ul>	<ul style="list-style-type: none"> <li>· explore shading, using different media</li> <li>· understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</li> <li>· compare and recreate form of natural and manmade objects</li> <li>· he/she is able to create a collage using overlapping and layering</li> <li>· create printing blocks using relief or impressed techniques</li> <li>· add detail to work using different types of stitch, including cross-stitch</li> </ul>
	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<ul style="list-style-type: none"> <li>· draws familiar objects with correct proportions</li> <li>· create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes</li> <li>· plan a sculpture through drawing and other preparatory work</li> <li>· experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques</li> <li>· use a variety of techniques e.g. marbling, silkscreen and cold water paste</li> <li>· print on fabrics using tie-dyes or batik</li> </ul>	<ul style="list-style-type: none"> <li>· use line, tone and shading to represent things seen, remembered or imagined in three dimensions</li> <li>· mix colours to express mood, divide foreground from background or demonstrate tones</li> <li>· develop skills in using clay including slabs, coils and slips</li> <li>· add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures</li> <li>· experiment with using layers and overlays to create new colours/textures</li> <li>· return to work over longer periods of time and use a wider range of materials</li> </ul>	<ul style="list-style-type: none"> <li>· begin to develop an awareness of composition, scale and proportion in their work</li> <li>· use simple perspective in their work using a single focal point and horizon</li> <li>· use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</li> <li>· produce intricate patterns and textures in a malleable media</li> <li>· use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</li> <li>· create intricate printing patterns by simplifying and modifying sketchbook designs</li> <li>· follow a design brief to achieve an effect for a particular function</li> </ul>

Key Vocabulary	
KS1	KS2
<b>Materials</b> <b>Design</b> <b>Produce</b> <b>Draw</b> <b>Paint</b> <b>Sculpt</b> <b>Imagination</b> <b>Technique</b> <b>Colour</b> <b>Sketch</b> <b>Pattern</b> <b>Texture</b> <b>Line</b> <b>Shape</b> <b>Form</b> <b>Space</b> <b>Craft Makers</b> <b>Artists</b> <b>Disciplines</b> <b>Individual</b>	<b>Creativity</b> <b>Experimentation</b> <b>Control</b> <b>Techniques</b> <b>Observations</b> <b>Sketch</b> <b>Review/Revisit</b> <b>Mastery</b> <b>Sculpture</b> <b>Architects</b> <b>Designers</b> <b>Artists</b>