

## Progression of Skills and Learning in Art and Design with GD criteria

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Work of other Artists.</b></p> <p><i>Exposure to a range of different artists through history, naming works and studying their techniques and processes.</i></p>	<p>Describe a picture created by an artist.</p> <p>Experiment with a technique that an artist uses.</p>	<p>Learn about notable artists (local to London and international) relevant to each topic.</p> <p>Describe the work of artists and designers. Talk about this with peers.</p> <p>Use the work of a focus artist to inspire own artwork.</p>	<p>Explore the work of a range of artists (local to London and international) making comparisons and describing the differences and similarities and making links to their own work.</p> <p>Use inspiration from notable artists (local and international) to inspire their own work.</p>	<p>Explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</p> <p>Respond to art from other cultures and other periods of time.</p> <p>Express an opinion on the work of notable artists and refer to techniques and effect that they used.</p>	<p>Begin to explore great artists in history in more depth.</p> <p>Reflect upon their work inspired by a famous notable artist and how this has impacted the development of their own art skills.</p> <p>Continue to develop original style, influenced by studies of others.</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Create original pieces that show a range of well known artist's influences and style.</p> <p>Give detailed observations about notable artists', artisans' and designers' work</p>	<p>Explore a range of great Artists, architects and designers in history.</p> <p>Offer facts about notable artists', artisans' and designers' lives</p> <p>Show how their work was influential in both society and to other artists.</p>
<p><b>Drawing</b></p> <p><i>Becoming proficient in drawing techniques. (portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.)</i></p> <p><b>Sketchbook use</b></p> <p><b>Key vocab</b></p> <p><b>National curriculum objectives:</b> <i>KS1 - NC to use drawing, painting and</i></p>	<p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk).</p> <p>Use drawings to tell a story (retelling or imagination).</p> <p>Uses talk to organise, sequence and clarify thinking, ideas and feelings.</p>	<p><b>Understand the basic use of a sketchbook and work out ideas for drawings.</b></p> <p>Become confident in using pencils to sketch from observation and imagination.</p> <p>Start to experiment with using pastels, crayons or charcoal.</p> <p>draw lines of varying thickness. Begin to explore the use of line, shape and colour.</p> <p>use dots and lines to demonstrate pattern and texture.</p> <p>Confidently talk about drawings, practise</p>	<p><b>Use a sketchbook to gather and collect artwork.</b></p> <p><b>Draw for a short, sustained period of time from human figure and real objects, including single and grouped objects.</b></p> <p>Use different materials to draw, for example pastels, chalk, felt tips, pencils, rubbers, crayons, charcoal, ballpoints, chalk and other dry media.</p> <p>show an awareness of space when drawing</p>	<p><b>Use sketchbook to collect and record.</b></p> <p><b>Plan, refine and alter their drawings in sketchbooks as necessary.</b></p> <p><b>Draw for a sustained period of time a variety of objects, scenes and landscapes.</b></p> <p>Experiment with different grades of pencil and other implements. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Layer different media, e.g. crayons, pastels,</p>	<p><b>Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas.</b></p> <p><b>Use research to inspire development of drawings, display research in sketch books.</b></p> <p>Make informed choices when sketching. Alter and refine drawings and describe changes using art vocabulary.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Use key sketching vocabulary to</p>	<p><b>Use sketchbooks to create a collection of observational drawings and to regularly develop and revisit ideas.</b></p> <p><b>Develop drawing of landscapes, patterns, faces and objects, with increasing accuracy, using sketchbooks.</b></p> <p>Apply skills learnt to draw and sketch in a sustained and independent way from observation, experience and imagination.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p><b>Rely more heavily on sketch books to practice and improve drawing skills.</b></p> <p>Show confidence in drawing and sketching in a sustained and independent way from observation, experience and imagination.</p> <p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Develop the effect of light on objects and people from different directions, using tone.</p>

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<p><i>sculpture to develop and share their ideas, experiences and imagination</i>  <i>NC to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>  <i>NC Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</i></p> <p><i>KS2 - NC create sketch books to record their observations and use them to review and revisit ideas</i>  <i>NC improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i>  <i>NC Learn about great artists, architects and designers in history.</i></p>		<p>resilience and making mistakes when drawing, and why certain choices were made.</p>	<p>Use shading to show light and shadow effects</p> <p>Draw lines of different sizes and thickness.</p> <p>Use key sketching vocabulary to demonstrate knowledge and understanding of line and detail.</p>	<p>felt tips, charcoal and ballpoint.</p> <p>Use shading to show light and dark, and introduce coloured pencils to develop tone of a picture.</p> <p>Explore the use of pattern, line, shape and colour.</p> <p>Use key sketching vocabulary to demonstrate knowledge and understanding of line, detail, light and dark/shadow, size and space.</p>	<p>demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Independently select from a variety of dry sketching materials.</p> <p>Develop shading to show light and shadow effectively.</p> <p>Use hatching and cross to show tone and texture.</p> <p>Use a view finder to select an area of a subject for drawing.</p> <p>Use key vocabulary learned accurately, e.g. shading, thick and thin, light, dark, tone, shape, outline, form, smudge, blend, mark, mural and portrait.</p>	<p>Develop accuracy and expression in observational drawings, including the human figure.</p> <p>Use key vocabulary learned accurately, e.g. shading, thick and thin, light, dark, tone, shape, outline, form, smudge, blend, mark, mural, fresco, portrait, graffiti.</p>
<p><b>Painting</b></p>	<p>Recognise and name the primary colours.</p> <p>Enjoy using a variety of tools including</p>	<p>Name the primary and secondary colours</p>	<p>Use primary and secondary colours effectively to compliment each other and create</p>	<p>Use primary, secondary and neutral colours effectively to create warm and cool</p>	<p>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary</p>	<p>Create a colour palette, demonstrating mixing techniques</p>	<p>Independently use a colour palette, demonstrating mixing techniques</p>

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<p><i>Learning a variety of painting techniques.</i></p> <p><b>Colour mixing</b></p> <p>key vocab</p> <p><b>National Curriculum objectives</b></p> <p><b>KS1 - NC to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></p> <p><b>NC Learn about the work of a range of artists, craft makers and designers</b></p> <p><b>KS2 - NC create sketch books to record their observations and use them to review and revisit ideas</b></p> <p><b>NC improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</b></p> <p><b>NC Learn about great artists, architects and designers in history.</b></p>	<p>different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Mix and match colours to different artefacts and objects.</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas and feelings.</p>	<p><b>Mix primary colours to make secondary colours</b></p> <p>Experiment with different brushstrokes using the same brush and other painting tools</p> <p>Begin to show control over the types of marks made.</p> <p>Use key painting vocabulary to demonstrate knowledge and understanding: primary colours, secondary colours, neutral colours, warm colours, cool colours, watercolour wash, sweep, dab.</p>	<p><b>warmth and coldness in paintings</b></p> <p><b>Understand the colour wheel and colour spectrums.</b></p> <p><b>Add white and black to alter tints and shades</b></p> <p>Experiment with different brushes and brushstrokes and combining two or more.</p> <p>Continue to control the types of marks made with the range of media.</p> <p>Use key painting vocabulary to demonstrate knowledge and understanding: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p><b>tones, depth and shadow.</b></p> <p>Create different textures and effects with paint and brushes.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>Use varied brush techniques to create shapes, textures, patterns and lines</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use a range of paint (acrylic, oils, water colours) to create visually interesting pieces with an individual style.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use a range of paint to create visually interesting pieces.</p> <p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>
<p><b>Sculpture</b></p>	<p>Enjoy using a variety of malleable media such as clay, papier mache,</p>	<p>Experiment in a variety of malleable media such as clay, papier-mache, salt dough,</p>	<p>Use equipment and media with increasing confidence.</p>	<p>Use equipment and media with confidence.</p>	<p>Work in a safe, organised way, caring for equipment.</p>	<p>Work in a safe, organised way, caring for equipment. Secure</p>	<p>Work in a safe, organised way, caring for equipment. Secure</p>

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<p><b>3D Sculpting with a range of materials.</b></p> <p><b>National Curriculum objectives</b>  <b>KS1 - NC to use a range of materials creatively to design and make products</b>  <b>NC to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b>  <b>KS2 - NC improve their mastery of art and design techniques</b>  <b>NC Learn about great artists, architects and designers in history.</b></p>	<p>salt dough. Apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools.</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>modroc. Apply more detailed painted decoration with a base coat for good coverage.</p> <p>Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>apply simple decoration techniques, including painting.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</p> <p>Explore carving.</p>	<p>Join two parts successfully.</p> <p>Construct a simple base</p> <p>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</p> <p>Use pinch/ slab/ coil techniques.</p>	<p>Decorate, coil, and produce marquettes confidently when necessarily.</p> <p>Model over a frame</p> <p>Use recycled, natural and manmade materials to create sculptures.</p> <p>Adapt work as and when necessary and explain why in sketchbooks.</p> <p>Photograph work for sketchbooks.</p> <p>Demonstrate awareness of local London and UK artist environmental sculpture. Show awareness of the effect of time upon sculptures.</p>	<p>work to continue at a later date.</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Gain experience in model ling over an armature: newspaper frame for modroc.</p> <p>Show increasing confidence to carve a simple form.</p> <p>Photograph work for sketchbooks.</p>	<p>work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Work around/over constructed foundations.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Confidently carve a simple form.</p> <p>Solve problems as they occur.</p>
<p><b>Collage</b></p> <p><b>Creating layered effects with a variety of media.</b></p> <p><b>National Curriculum objectives</b></p>	<p>make pictures and patterns by cutting, tearing and sticking a variety of materials.</p> <p>Explore how media and materials can be combined and changed.</p>	<p>Use a variety of techniques (e.g. paper collage, mixed media, wax or oil resist, layering different textures)</p> <p>Arrange materials to achieve planned effect (a complete picture or design)</p>	<p>Continue to use and apply skills learnt in a variety of techniques (e.g. paper collage, mixed media, wax or oil resist, layering different textures)</p> <p>Select colours and materials to create</p>	<p>Use a variety of techniques (build on KS1)</p> <p>Use overlapping, layering, coiling, tessellation, mosaic and montage.</p>	<p>Develop individuality and explain in more detail reasons for textures and colours used in certain areas.</p> <p>Portray light and dark and depth when collaging.</p>	<p>Be expressive and analytical to adapt, extend and justify their work.</p>	<p>Carefully research, plan and design collage work (being influenced by collage artists past and present)</p> <p>Understand the value of adding collage to a painted or printed background</p>

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<p><i>KS1 - NC to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p><i>KS2 - NC improve their mastery of art and design techniques with a range of materials</i></p>		<p>Add different textures to work.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p>effect, giving reasons for their choices</p> <p>Refine work as they go to ensure precision.</p> <p>Make a simple mosaic</p>	<p>Collect visual information from a variety of sources, describing the visual and tactile elements.</p>			<p>Create and arrange accurate patterns</p>
<p><b>Printing</b></p> <p><i>Transferring colour or an image onto a new surface.</i></p> <p><b>National Curriculum objectives</b></p> <p><i>KS1 - NC to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></p> <p><i>KS2 - NC create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>NC improve their mastery of art and design techniques</i></p> <p><i>NC Learn about great artists, architects and designers in history.</i></p>	<p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p> <p>Print with block colours.</p>	<p>Use a variety of materials, e.g. sponges, fruit, blocks</p> <p>Design repeating patterns and overlapping shape patterns.</p>	<p>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing</p>	<p>Use more than one colour to layer in a print.</p> <p>Make printing blocks (e.g. from potatoes, polystyrene or coiled string glued to a block).</p> <p>Make repeated patterns with precision</p>	<p>Use and apply printing skills learnt previously with increasing independence.</p> <p>Replicate patterns from observations</p>	<p>Design and create printing blocks/tiles</p> <p>Be confident with printing onto paper and fabric.</p> <p>Create and arrange accurate patterns</p>	<p>Confidently use and apply printing skills learnt previously with increasing independence.</p> <p>Develop techniques in mono, block and relief printing</p>

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<p><b><u>Digital Media</u></b> <b>(link to computing)</b> <i>Computer drawing programs and photography.</i></p>	<p>Use ICT to experiment with drawing lines and shapes.</p> <p>Use ICT to experiment with different colours and patterns</p>	<p>Use a simple computer paint program to create a picture.</p>	<p>Use a simple computer paint program to create a picture, print and use in sketchbooks.</p>	<p>Use a range of ICT tools to create different textures, lines, ones, colours and shapes that can be used in Art project.</p> <p>Introduce photography as a form of Art (portraits, landscapes, nature)</p>	<p>Use a wide range of ICT tools to create different textures, lines, ones, colours and shapes (printing images, overlapping images and patterns/landscapes) Photograph work using an ipad and use in evaluation process.</p>	<p>Photograph, save and print work as part of the evaluation process.</p>	<p>Combine a selection of images using digital technology considering colour, size and rotation.</p>
<p><b><u>Developing ideas.</u></b>  <i>Developing and communicating ideas.</i></p> <p>Key vocab</p>	<p>Talk about the stories and ideas in their art work, sharing with others how and why they generated their ideas.</p>	<p>Build up resilience to getting things wrong and trying again.</p> <p>Express likes and dislikes through annotations</p> <p>Share learning and skills with others, receive and offer feedback to improve.</p>	<p>Continue to build up resilience to getting things wrong and trying again.</p> <p>Express likes and dislikes through annotations, giving reasons why.</p> <p>describe differences and similarities and make links to their own work</p> <p>try different materials and methods to improve</p> <p>use key vocabulary to demonstrate knowledge and understanding in this area: idea, starting point, observe, focus, design, change, adapt, develop, improve.</p>	<p>Record development of ideas using sketchbooks</p> <p>Express likes and dislikes through annotations, giving reasons why and what to do about it.</p> <p>Continue to build up resilience, making mistakes and suggesting improvements to improve their work.</p> <p>develop ideas through first-hand observations and looking through different perspectives.</p>	<p>Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>adapt and refine ideas</p> <p>use a wider variety of key vocabulary to demonstrate knowledge and understanding in this strand: idea, starting point, observe, focus, design, change, adapt, develop, improve record, detail, question, observe, refine,</p>	<p>Present in depth development of ideas in sketchbooks.</p> <p>build knowledge of techniques by experimenting and predicting what might happen.</p> <p>Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p>	<p>Develop techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>offer feedback to peers using technical vocabulary</p> <p>Regularly stop to think critically about their art and design work</p> <p>Practice and apply using appropriate key vocabulary confidently to communicate ideas throughout the development process.</p>
<p><b><u>Evaluating and making links</u></b></p>	<p>Talk to a familiar person about the way things look, colours used, likes and dislikes.</p>	<p>Recognise and describe key features of their own and others' work.</p>	<p>Review what they have done and say what they think and feel about it.</p>	<p>Review what they and others have done and say what they think and feel about it.</p>	<p>Review own and others work, expressing thoughts and feelings.</p>	<p>Compare ideas, methods and approaches, explaining likes, dislikes.</p>	<p>Compare ideas, methods and approaches in their own and others' work</p>

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<p><i>Annotating and evaluating in sketch books, peer feedback, post it notes, evidencing gallery walks.</i></p>		<p>Discuss likes and dislikes about own work.</p> <p>Evaluate through gallery walks and peer feedback/post it notes. (record whenever possible)</p>	<p>Identify what they might develop in their future work.</p> <p>Annotate work in sketchbook.</p> <p>Make links with own work and that of focus artist (see 'work of other artists' section)</p>	<p>Identify what they might change in their current work or develop in their future work.</p> <p>Annotate work in sketchbook.</p> <p>Make links with own work and that of focus artist (see 'work of other artists' section)</p>	<p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketch books.</p> <p>Make links with own work and that of focus artist (see 'work of other artists' section)</p>	<p>Annotate and evaluate work in sketch books.</p> <p>Make links with own work and that of focus artist (see 'work of other artists' section)</p>	<p>and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate and evaluate work in sketch books.</p> <p>Make links with own work and that of focus artist (see 'work of other artists' section)</p>
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Art	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Working at the expected standard NC objectives (for strand specific objectives please refer to your skills progression map)</b></p>	<p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Pupils respond to ideas.</p> <p>They describe what they think or feel about their own and others' work.</p> <p>They talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. They comment on differences in others' work, and suggest ways of improving their own.</p>	<p>Pupils explore ideas and collect visual and other information for their work.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes.</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>talk about great artists, architects and designers in history. They comment on similarities and differences between their own and others' work, and adapt and improve their own.</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas. They adapt and improve their work to realise their own intentions</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>talk about great artists, architects and designers in history.</p> <p>They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made.</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>talk about great artists, architects and designers in history.</p> <p>They use this information to develop their ideas, taking account of purpose and audience. They analyse and comment on how ideas and meanings are conveyed in their own and others' work.</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>talk about great artists, architects and designers in history.</p> <p>Pupils explore ideas and assess visual and other information, including images and artefacts from different historical, social and cultural contexts.</p> <p>They use this information to develop their ideas, taking account of purpose and audience. They analyse and comment on how ideas and meanings are conveyed in their own and others' work.</p>



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<b>Working above the expected standard</b>	<b>Apply</b> attention to detail in their artwork.	<b>Apply</b> attention to detail in their artwork.	Consistently <b>apply</b> precision and show innovation in their artwork.	Consistently <b>apply</b> precision and show innovation in their artwork.	Consistently <b>apply</b> precision and knowledge of tools to enhance artwork and develop a style of their own	Consistently <b>apply</b> precision and knowledge of tools to enhance artwork and develop a style of their own
	Display a fundamental <b>understanding</b> of art skills through explanation of their artwork.	Display a fundamental <b>understanding</b> of art skills through explanation of their artwork.	Display a fundamental <b>understanding</b> of art skills and be able to explain their artwork at length.	Display a fundamental <b>understanding</b> of art skills and be able to explain their artwork at length.	Display a deep contextual <b>understanding</b> of artwork and decisions made.	Display a deep contextual <b>understanding</b> of artwork and decisions made.
	<b>Analyze</b> verbally an art movement or artist in greater depth.	<b>Analyze</b> verbally an art movement or artist in greater depth.	<b>Analyze</b> an art movement or artist in greater depth and adapt ideas and process into their own art.	<b>Analyze</b> an art movement or artist in greater depth and adapt ideas and process into their own art.	<b>Analyze</b> and offer personal opinions on artists work and work of others.	<b>Analyze</b> and offer personal opinions on artists work and work of others.

*This document is to support class teachers when making formative and summative assessments of pupil's learning, across all areas of Art.*

*Each descriptor is intended to guide the teacher in making an accurate judgement. Teachers should provide opportunities by offering a range of resources and materials. Teachers should question and challenge GD artists, lessons will be differentiated and open ended to extended thinking.*

*Not all criteria must be fulfilled to award 'Greater Depth', but the overall picture for the child must be one of an understanding and ability significantly above and beyond meeting the national curriculum requirements.*

*See Progression of skills map for more detailed objectives and ideas for teaching each Art strand – drawing, painting, sculpting, designing, collage, printing and digital media.*