

# Assessment Progression Map

<b>Art and Design</b>			
End of EYFS (Expressive Arts and Design - EA&D)		Essential opportunities Key stage 1	Essential opportunities Key stage 2
Creating with Materials	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products;</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li> <li>• 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.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>• to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;</li> <li>• to create sketch books to record their observations and use them to review and revisit ideas;</li> <li>• 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];</li> </ul> about great artists, architects and designers in history.
Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>		
Essential Learning Objectives	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
<b>Exploring and developing</b>	<ul style="list-style-type: none"> <li>• Explore different methods and materials as ideas develop</li> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on artworks using visual language.</li> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources</li> <li>• Adapt and refine ideas as they progress</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on artworks with a fluent grasp of visual language.</li> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book</li> <li>• Use the quality of materials to enhance work</li> <li>• Spot the potential in unexpected results as work progresses</li> </ul>

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<p><b>Painting</b> Master techniques</p>	<ul style="list-style-type: none"> <li>•Use thick and thin brushes</li> <li>•Mix primary colours to make secondary</li> <li>•Add white colours to make tints and black colours to make tones</li> <li>•Create colour wheels</li> </ul>	<ul style="list-style-type: none"> <li>•Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines</li> <li>•Mix colours effectively</li> <li>•Use watercolour paints to produce washes for backgrounds and then add detail</li> <li>•Experiment with creating mood with colour</li> </ul>	<ul style="list-style-type: none"> <li>•Sketch (lightly) before painting to combine line and colour</li> <li>•Create a colour palette based upon colours observed in the natural or built world</li> <li>•Use the qualities of water colour and acrylic paints to create a visually interesting pieces</li> <li>•Combine colours, tones and tints to enhance the mood of a piece</li> <li>•Use brush techniques and the qualities –e.g thickness, colour intensity- of paint to create texture</li> <li>•Develop a personal style of painting, drawing upon ideas form other artists</li> </ul>
<p><b>Collage</b> Master techniques</p>	<ul style="list-style-type: none"> <li>•Use a combination of materials that are cut, torn and glued</li> <li>•Mix materials to create texture</li> </ul>	<ul style="list-style-type: none"> <li>•Select and arrange for materials for effect</li> <li>•Ensure work is precise</li> <li>•Use coiling, overlapping, tessellation, mosaic and montage</li> </ul>	<ul style="list-style-type: none"> <li>•Mix textures –rough, smooth, plain and patterned</li> <li>•Combine visual and tactile qualities</li> </ul>
<p><b>Sculpture</b> Master techniques</p>	<ul style="list-style-type: none"> <li>•Use a combination of shapes Include lines and texture</li> <li>•Use rolled up paper. Straws, paper, card and clay as materials.</li> <li>•Use techniques such as rolling, cutting, moulding and carving</li> </ul>	<ul style="list-style-type: none"> <li>•Create and combine shapes to create recognisable forms –e.g. shapes made from nets or solid materials</li> <li>•Use clay and other mouldable material</li> <li>•Add materials to provide interesting detail</li> </ul>	<ul style="list-style-type: none"> <li>•Show life-like qualities and real life proportions or if more abstract provoke different interpretations</li> <li>•Use tools to carve and add shapes, texture and pattern Combine visual and tactile qualities</li> <li>•Use frameworks such as wire or moulds to provide stability and form</li> </ul>
<p><b>Drawing</b> Master techniques</p>	<ul style="list-style-type: none"> <li>•Draw lines of different sizes and thickness</li> <li>•Colour own work neatly and following the lines</li> <li>•Show pattern and texture by adding dots and lines</li> <li>•Show different tone by using coloured pencils</li> </ul>	<ul style="list-style-type: none"> <li>•Use a range of sketching pencils to show tone and texture</li> <li>•Annotate sketches to explain and elaborate ideas</li> <li>•Sketch lightly –no need to sue a rubber to correct mistakes</li> <li>•Use shading to shoe light and shadow</li> <li>•Use hatching and cross hatching to show tone and texture</li> </ul>	<ul style="list-style-type: none"> <li>•Use a variety of techniques to add interesting effects –e.g. reflections, shadows, direction of sunlight</li> <li>•Use a choice of techniques to depict movement, perspective, shadows and reflection</li> <li>•Choose a style of drawing suitable for the work –e.g realistic or impressionistic</li> <li>•Use lines to repeat movement</li> </ul>

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<p><b>Printing</b> Master techniques</p>	<ul style="list-style-type: none"> <li>•Use repeating or overlapping shapes</li> <li>•Mimic print from the environment.</li> <li>•Use objects to create prints – e.g. fruit, vegetables</li> <li>•Press, roll, rub and stamp to make prints</li> </ul>	<ul style="list-style-type: none"> <li>•Use layers of 2 or more colours</li> <li>•Replicate patterns observed in natural or built environments</li> <li>•Make printing blocks –e.g. from coiled string glued to a block</li> <li>•Make precise repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>•Build up layers of colours</li> <li>•Create an accurate pattern, showing fine detail</li> <li>•Use a range of visual elements to reflect the purpose of the work</li> </ul>
<p><b>Textiles</b> Master techniques</p>	<ul style="list-style-type: none"> <li>•Use weaving to create a pattern</li> <li>•Use plaiting</li> </ul>	<ul style="list-style-type: none"> <li>•Shape and stitch materials</li> <li>•Use basic cross stitch and back stitch</li> <li>•Create weavings</li> <li>•Quilt, pad and gather fabric</li> </ul>	<ul style="list-style-type: none"> <li>•Show precision in techniques</li> <li>•Choose from a range of stitching techniques</li> <li>•Combine previously learned techniques to create pieces</li> </ul>
<p><b>Digital media</b> Master techniques</p>	<ul style="list-style-type: none"> <li>•Use a wide range of tools to create different textures, lines, tones, colours and shapes</li> </ul>	<ul style="list-style-type: none"> <li>•Create images, video and sound recordings and explain why they were created</li> </ul>	<ul style="list-style-type: none"> <li>•Enhance digital media by editing –including sound, video, animation, still images and installations</li> </ul>
<p><b>Work of other artists- taking inspiration</b></p>	<ul style="list-style-type: none"> <li>•Describe the work of notable artists, artisans and designers</li> <li>•Use some of the ideas of artists studied to create pieces</li> </ul>	<ul style="list-style-type: none"> <li>•Replicate some of the techniques used by notable artists, artisans and designers</li> <li>•Create original pieces that are influenced by studies of others</li> </ul>	<ul style="list-style-type: none"> <li>•Give details –including own sketches - about the style if some notable artists, artisans and designers</li> <li>•Show how the work of those studies was influential in both society and to other artists</li> <li>•Create original pieces that show a range of influences and styles</li> </ul>