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| **Art and Design- assessment progression grid** |
| **End of EYFS (Expressive Arts and Design -EA&D)** | **Essential opportunities****Key stage 1** | **Essential opportunities****Key stage 2** |
| Creating with Materials | • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. | -Pupils should be taught:to use a range of materials creatively to design and make products;-to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;-to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;-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. | Pupils should be taught:-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;-to create sketch books to record their observations and use them to review and revisit ideas;-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];about great artists, architects and designers in history. |
| Being Imaginative and Expressive | • Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |
| **Essential Learning****Objectives** | **Milestone 1 End of Year 2** | **Milestone 2** **End of Year 4** | **Milestone 3****End of Year 6** |
| **Exploring and developing** | • Explore different methods and materials as ideas developRespond to ideas and starting points.•Explore ideas and collect visual information | • Comment on artworks using visual language.•Develop ideas from starting points throughout the curriculum.•Collect information, sketches and resources•Adapt and refine ideas as they progress | •Comment on artworks with a fluent grasp ofvisual language.•Develop and imaginatively extend ideas from starting points throughout the curriculum•Collect information, sketches and resources and present ideas imaginatively in a sketch book•Use the quality of materials to enhance work•Spot the potential in unexpected results as work progresses  |
|   **Painting**Master techniques | •Use thick and thin brushes•Mix primary colours to make secondary•Add white colours to make tints and black colours to make tones•Create colour wheels | •Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines•Mix colours effectively•Use watercolour paints to produce washes for backgrounds and then add detail•Experiment with creating mood with colour | •Sketch (lightly) before painting to combine line and colour•Create a colour palette based upon colours observed in the natural or built world•Use the qualities of water colour and acrylic paints to create a visually interesting pieces•Combine colours, tones and tints to enhance the mood of a piece•Use brush techniques and the qualities –e.g thickness, colour intensity- of paint to create texture•Develop a personal style of painting, drawing upon ideas form other artists |
| **Collage**Master techniques | •Use a combination of materials that are cut, torn and glued•Mix materials to create texture | •Select and arrange for materials for effect•Ensure work is precise•Use coiling, overlapping, tessellation, mosaic and montage | •Mix textures –rough, smooth, •plain and patterned•Combine visual and tactile qualities |
| **Sculpture** Master techniques | •Use a combination of shapesInclude lines and texture•Use rolled up paper. Straws, paper, card and clay as materials.•Use techniques such as rolling, cutting, moulding and carving | •Create and combine shapes to create recognisable forms –e.g. shapes made from nets or solid materials•Use clay and other mouldable material•Add materials to provide interesting detail | •Show life-like qualities and real life proportions or if more abstract provoke different interpretations•Use tools to carve and add shapes, texture and patternCombine visual and tactile qualities•Use frameworks such as wire or moulds to provide stability and form |
| **Drawing** Master techniques | •Draw lines of different sizes and thickness•Colour own work neatly and following the lines•Show pattern and texture by adding dots and lines•Show different tone by using coloured pencils | •Use a range of sketching pencils to show tone and texture•Annotate sketches to explain and elaborate ideas•Sketch lightly –no need to use a rubber to correct mistakes•Use shading to show light and shadow•Use hatching and cross hatching to show tone and texture | •Use a variety of techniques to add interesting effects –e.g. reflections, shadows, direction of sunlight•Use a choice of techniques to depict movement, perspective, shadows and reflection•Choose a style of drawing suitable for the work –e.g realistic or impressionistic •Use lines to repeat movement |
| **Printing** Master techniques | •Use repeating or overlapping shapes•Mimic print from the environment.•Use objects to create prints –e.g. fruit, vegetables •Press, roll, rub and stamp to make prints | •Use layers of 2 or more colours•Replicate patterns observed in natural or built environments•Make printing blocks –e.g. from coiled string glued to a block•Make precise repeating patterns | •Build up layers of colours•Create an accurate pattern, showing fine detail•Use a range of visual elements to reflect the purpose of the work |
| **Textiles** Master techniques | •Use weaving to create a pattern •Use plaiting | •Shape and stitch materials•Use basic cross stitch and back stitch•Create weavings•Quilt, pad and gather fabric | •Show precision in techniques•Choose from a range of stitching techniques•Combine previously learned techniques to create pieces |
| **Digital** media Master techniques | •Use a wide range of tools to create different textures, lines, tones, colours and shapes | •Create images, video and sound recordings and explain why they were created | •Enhance digital media by editing –including sound, video, animation, still images and installations |
| **Work of other artists- taking inspiration** | •Describe the work of notable artists, artisans and designers•Use some of the ideas of artists studied to create pieces | •Replicate some of the techniques used by notable artists, artisans and designers•Create original pieces that are influenced by studies of others | •Give details –including own sketches - about the style if some notable artists, artisans and designers•Show how the work of those studies was influential in both society and to other artists•Create original pieces that show a range of influences and styles |