

ST SWITHUN'S C OF E PRIMARY ACADEMY WHOLE SCHOOL ART & DESIGN PROGRESSION GRID

|                  | Year 1                                                                              | Year 2                                                                              | Year 3                                                                                                                                       | Year 4                                                                                                     | Year 5                                                                                       | Year 6                                                                                                     |
|------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Generating Ideas | Teachers should:                                                                    | Teachers should:                                                                    | Teachers should:                                                                                                                             | Teachers should:                                                                                           | Teachers should:                                                                             | Teachers should:                                                                                           |
|                  | Feel able to model sketchbook use alongside pupils (i.e. keep their own sketchbook) | Feel able to model sketchbook use alongside pupils (i.e. keep their own sketchbook) | Feel able to model sketchbook use alongside pupils (i.e. keep their own sketchbook)                                                          | Feel able to model sketchbook use alongside pupils (i.e. keep their own sketchbook)                        | Feel able to model sketchbook use alongside pupils (i.e. keep their own sketchbook)          | Feel able to model sketchbook use alongside pupils (i.e. keep their own sketchbook)                        |
|                  | Let pupils discover and share for themselves                                        | Let pupils discover and share for themselves                                        | Let pupils discover and share for themselves                                                                                                 | Let pupils discover and share for themselves                                                               | Let pupils discover and share for themselves                                                 | Let pupils discover and share for themselves                                                               |
|                  |                                                                                     |                                                                                     | Enable pupils to build confidence in their own ideas                                                                                         | Enable pupils to build confidence in their own ideas                                                       | Enable pupils to build confidence in their own ideas                                         | Enable pupils to build confidence in their own ideas                                                       |
|                  | By the end of Y1 children should be able to...                                      | By the end of Y2 children should be able to...                                      | By the end of Y3 children should be able to...                                                                                               | By the end of Y4 children should be able to...                                                             | By the end of Y5 children should be able to...                                               | By the end of Y6 children should be able to...                                                             |
|                  | Recognise that ideas can be generated through doing as well as thinking             | Recognise that ideas can be generated through doing as well as thinking             | Gather and review information from different sources (primary and secondary), references and resources related to their ideas and intentions | Use sketchbooks and drawing to purposefully improve understanding, inform ideas and explore potential      | Engage in open-ended research and exploration to initiate and develop personal ideas         | Independently develop a range of ideas which show curiosity, imagination and originality                   |
|                  | Recognise that ideas can be expressed through art                                   | Recognise that ideas can be expressed through art                                   | Use a sketchbook for different purposes, including recording observations, planning and shaping ideas                                        | Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, | Understand sketchbooks are places to explore personal creativity, and as such they should be | Understand sketchbooks are places to explore personal creativity, and as such they should be experimental, |
|                  | Experiment with an open mind                                                        | Experiment with an open mind                                                        |                                                                                                                                              |                                                                                                            |                                                                                              |                                                                                                            |

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[illegible]

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| <b>Making</b> | Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their won learning) | Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their won learning) | Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their own learning) | Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their own learning) | Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their own learning) | Have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their own learning) |
|               | By the end of Y1 children should be able to...                                                                                      | By the end of Y2 children should be able to...                                                                                      | By the end of Y3 children should be able to...                                                                                      | By the end of Y4 children should be able to...                                                                                      | By the end of Y5 children should be able to...                                                                                      | By the end of Y6 children should be able to...                                                                                      |

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|  | <p>Try a range of materials &amp; processes and Recognise they have different qualities</p> <p>Explore materials in a playful and open-ended manner.</p> <p>Use materials purposefully to achieve particular characteristics or qualities<br/>Be excited by the potential to create</p> <p>Understand that art is different to many subjects at school: through art, they can invent and discover</p> | <p>Try a range of materials &amp; processes and Recognise they have different qualities</p> <p>Use materials purposefully to achieve particular characteristics or qualities<br/>Be excited by the potential to create</p> <p>Understand that art is different to many subjects at school: through art, they can invent and discover</p> <p>Deliberately choose to use particular techniques for a given purpose</p> <p>Develop and exercise some care and control over the range of materials they use</p> | <p>Develop practical skills by experimenting with and testing the qualities of materials and techniques</p> <p>Select and use appropriately a variety of materials and techniques in order to create their own work</p> <p>Be excited by the potential to create and feel empowered to begin to undertake their own exploration</p> | <p>Investigate the nature and qualities of different materials and processes</p> <p>Apply technical skills to improve quality of work, combined with beginning to listen and trust 'instinct' to help make choices</p> <p>Be excited by the potential to create and feel empowered to begin to undertake their own exploration</p> | <p>Confidently investigate and explore new materials, beginning to lead their own search for new experiences</p> <p>Use acquired technical expertise, combined with beginning to listen and trust 'instinct' to help make choices, to make work which effectively reflects ideas and intentions</p> <p>Feel safe enough to take creative risks</p> | <p>Independently take action to refine technical and craft skills to improve mastery of materials and techniques</p> <p>Confidently follow intuition and instinct during the making process, making intelligent and confident creative choices</p> <p>Independently select and effectively use relevant processes in order to create successful and finished work</p> <p>Feel safe enough to take creative risks, enjoying the journey</p> |
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|                   | Year 1                                                                                                                                                                | Year 2                                                                                                                                                                | Year 3                                                                                                                                                                                                                                                              | Year 4                                                                                                                                                                                                                                                              | Year 5                                                                                                                                                                                                                                                              | Year 6                                                                                                                                                                                                                                                              |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Evaluating</b> | Teachers should:                                                                                                                                                      | Teachers should:                                                                                                                                                      | Teachers should:                                                                                                                                                                                                                                                    | Teachers should:                                                                                                                                                                                                                                                    | Teachers should:                                                                                                                                                                                                                                                    | Teachers should:                                                                                                                                                                                                                                                    |
|                   | Be aware of the importance of sensitively unearthing intention, which may not always be apparent in end result                                                        | Be aware of the importance of sensitively unearthing intention, which may not always be apparent in end result                                                        | Be aware of the importance of sensitively unearthing intention, which may not always be apparent in end result<br><br>Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process | Be aware of the importance of sensitively unearthing intention, which may not always be apparent in end result<br><br>Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process | Be aware of the importance of sensitively unearthing intention, which may not always be apparent in end result<br><br>Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process | Be aware of the importance of sensitively unearthing intention, which may not always be apparent in end result<br><br>Ensure evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process |
|                   | By the end of Y1 children should be able to...                                                                                                                        | By the end of Y2 children should be able to...                                                                                                                        | By the end of Y3 children should be able to...                                                                                                                                                                                                                      | By the end of Y4 children should be able to...                                                                                                                                                                                                                      | By the end of Y5 children should be able to...                                                                                                                                                                                                                      | By the end of Y6 children should be able to...                                                                                                                                                                                                                      |
|                   | Show interest in and describe what they think about the work of others<br><br>Take pleasure In the work they have created and see that it gives other people pleasure | Show interest in and describe what they think about the work of others<br><br>Take pleasure In the work they have created and see that it gives other people pleasure | Take pleasure In the work they have created and see that it gives other people pleasure<br><br>Take the time to reflect upon what they like and dislike about their work in order to improve it<br><br>Understand how evaluating creative                           | Reflect regularly upon their work, throughout the creative process<br><br>Look to the work of others (pupils and artists) to identify how to feed their own work                                                                                                    | Regularly analyse and reflect upon progress taking into account of intention<br><br>Look to the work of others (pupils and artists) to identify how to feed their own work                                                                                          | Provide a reasoned evaluation of both their own work and professionals work which take into account starting points, intentions and contexts<br><br>Regularly analyse and reflect upon progress taking into account of intention                                    |

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|                                    | Begin to take photographs and use digital media                                                                                                                                                           | Begin to take photographs and use digital media<br><br>When looking at creative work express clear preferences and give some reasons                                                                      | work during the process, as well as the end, helps feed the process<br><br>Take photographs and videos and use digital media as a way to re-see work                                                      | Take photographs and videos and use digital media as a way to re-see work                                                                                                                                 | Take photographs and videos and use digital media as a way to re-see work                                                                                                                                 | Take photographs and videos and use digital media as a way to re-see work                                                                                                                                 |
|                                    | <b>Year 1</b>                                                                                                                                                                                             | <b>Year 2</b>                                                                                                                                                                                             | <b>Year 3</b>                                                                                                                                                                                             | <b>Year 4</b>                                                                                                                                                                                             | <b>Year 5</b>                                                                                                                                                                                             | <b>Year 6</b>                                                                                                                                                                                             |
| <b>Knowledge and understanding</b> | Teachers should:                                                                                                                                                                                          | Teacher should:                                                                                                                                                                                           | Teacher should:                                                                                                                                                                                           | Teacher should:                                                                                                                                                                                           | Teacher should:                                                                                                                                                                                           | Teacher should:                                                                                                                                                                                           |
|                                    | Recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experimental understanding about what it is to be a creative human | Recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experimental understanding about what it is to be a creative human | Recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experimental understanding about what it is to be a creative human | Recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experimental understanding about what it is to be a creative human | Recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experimental understanding about what it is to be a creative human | Recognise that in art, a more valuable and relevant learning experience comes from underpinning technical and formal knowledge with an experimental understanding about what it is to be a creative human |
|                                    | By the end of Y1 children should be able to...                                                                                                                                                            | By the end of Y2 children should be able to...                                                                                                                                                            | By the end of Y3 children should be able to...                                                                                                                                                            | By the end of Y4 children should be able to...                                                                                                                                                            | By the end of Y5 children should be able to...                                                                                                                                                            | By the end of Y6 children should be able to...                                                                                                                                                            |

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|--|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Know how to recognise and describe some simple characteristics of different kinds of art, craft and design | Know how to recognise and describe some simple characteristics of different kinds of art, craft and design                                       |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                       |
|  | Know the names of tools, techniques and formal elements                                                    | Know the names of tools, techniques and formal elements                                                                                          | Know the names of tools, techniques and formal elements                                                                                                                                                                                                                                                                   | Know the names of tools, techniques and formal elements                                                                                                                                                                                                                                                                                                                          | Know the names of tools, techniques and formal elements                                                                                                                                                                                                                                                                                | Know the names of tools, techniques and formal elements                                                                                                                                                                                                                                                                                                               |
|  |                                                                                                            | Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes | Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes.<br><br>Know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities | Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities | Research and discuss ideas and approaches of range of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities | Be happy to describe, interpret and explain the work, ideas and working practices of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities |
|  |                                                                                                            | Be able to talk about the materials, techniques and processes they have                                                                          | Be able to talk about the materials, techniques and processes they have                                                                                                                                                                                                                                                   | Be able to talk about the materials, techniques and processes they have                                                                                                                                                                                                                                                                                                          | Be able to talk about the materials, techniques and processes they have                                                                                                                                                                                                                                                                | Be able to talk about the materials, techniques and processes they have                                                                                                                                                                                                                                                                                               |

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|  |  | used, using an appropriate vocabulary | used, using an appropriate vocabulary<br><br>Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with | used, using an appropriate vocabulary<br><br>Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with | used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes<br><br>Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with | used, using an appropriate vocabulary. Describe processes used and how they hope to achieve high quality outcomes<br><br>Be able to demonstrate how to safely use some of the tools and techniques they have chosen to work with |
|--|--|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|