

Year	Generating Ideas	Making	Evaluating	Knowledge and Understanding	Vocabulary
------	------------------	--------	------------	-----------------------------	------------



Glen Hills Primary School Progression Map – Art and Design



Year EYFS	I can begin to explore my own ideas through practical activities. These will be a mixture of adult led and child led activities. I can begin to explore other artists' work.	I can safely use a range of tools, materials and processes and begin to recognise that they have different qualities. I can use materials in both a purposeful and an exploratory way to make, draw and create.	I am beginning to be able to talk about what I have drawn or made. I am beginning to show an interest in the artwork of others and talk about it.	I can name some of the tools and materials I have been taught and can describe colours and shapes using simple vocabulary.	crayon, chalk, pen, pencil, paint, paintbrush, playdough, clay, colour, line, pattern
Year EYFS GDS	I can explore my own ideas through practical activities. These will be a mixture of adult led and child led activities. I can look at some other artists' work and get some ideas from it.	I can try out a range of materials and processes and recognise that they have different qualities. I can use materials purposely to achieve particular characteristics and results.	I can talk about my own work and am beginning to suggest ways to improve it. I can show interest in and am beginning to describe what I think and feel about the work of others.	I know that there is such a thing as an artist. I can name the tools and materials I have been taught and am beginning to talk about some formal elements of art using simple vocabulary.	wide, narrow, scribble, neat, zig-zag, curvy, straight, pattern, spotty, stripey, size, space, mix, lighter, darker,
Year 1	I can explore my own ideas through practical activities. I can look at some other artists' work and get some ideas from it. I am beginning to use a sketchbook to draw observations and experiment with techniques when led to by a teacher.	I can try out a range of materials and processes and recognise that they have different qualities. I can use materials purposely to achieve particular characteristics and results.	I can talk about my own work and am beginning to suggest ways to improve it. I can show interest in and am beginning to describe what I think and feel about the work of others.	I know that there is such a thing as an artist. I can name the tools and materials I have been taught and am beginning to talk about some formal elements of art using simple vocabulary.	oil pastel, collage, sketchbook, wide, narrow, scribble, neat, zig-zag, curvy, straight, pattern, spotty, stripey, size, space, primary colours, secondary colours, mix, lighter, darker, bright, roll, squash, flat, pat, stretch, rough, smooth, bumpy, soft, hard, cut, build, join, fold, crumple, tear,

Year	Generating Ideas	Making	Evaluating	Knowledge and Understanding	Vocabulary
------	------------------	--------	------------	-----------------------------	------------

					overlap,
Year 1 GDS	<p>I can explore and develop my own ideas through practical activities.</p> <p>I can use some of the ideas, techniques and subject matter of other artists' work to create my own artwork.</p> <p>I am beginning to use a sketchbook to explore some of the formal elements of art and record my own observations.</p>	<p>I can experiment with a range of materials and processes and choose which to use for a given purpose according to the qualities I notice.</p> <p>I can develop and exercise more control over the materials I use.</p>	<p>I can sometimes adapt and improve my own work.</p> <p>I can express preferences when looking at others' work giving simple reasons.</p>	<p>I know that different forms of creative work are made by artists, designers and craftspeople and am beginning to know more about them.</p> <p>I can name the tools, materials and techniques I have been taught and am beginning to talk about some formal elements of art using an expanding vocabulary.</p>	<p>shade, detail, grade (of pencil), soft, hard, repeat, shape, solid, criss-cross, symmetrical, carve, tool, model, press, solid, sculpture, dab sweep, portrait</p>
Year 2	<p>I can explore and develop my own ideas through practical activities.</p> <p>I can use some of the ideas, techniques and subject matter of other artists' work to create my own artwork.</p> <p>I am beginning to use a sketchbook to explore some of the formal elements of art and record my own observations.</p>	<p>I can experiment with a range of materials and processes and choose which to use for a given purpose according to the qualities I notice.</p> <p>I can develop and exercise more control over the materials I use.</p>	<p>I can sometimes adapt and improve my own work.</p> <p>I can express preferences when looking at others' work giving simple reasons.</p>	<p>I know that different forms of creative work are made by artists, designers and craftspeople and am beginning to know more about them.</p> <p>I can name the tools, materials and techniques I have been taught and am beginning to talk about some formal elements of art using an expanding vocabulary.</p>	<p>shade, detail, grade (of pencil), soft, hard, repeat, shape, solid, criss-cross, symmetrical, carve, tool, model, press, solid, sculpture, dab sweep, portrait</p>
Year 2 GDS	<p>I develop and refine my own ideas and make careful choices about colour, shape, space, texture, form and pattern.</p> <p>I can use some of the techniques, subject matter and styles of other artists' work to create my own work and influence my ideas.</p> <p>I use a sketchbook to practise</p>	<p>I can develop my practical skills by experimenting with and testing the qualities of a range of different materials and techniques.</p> <p>I can select, and use appropriately, a variety of materials and techniques in order to create my own work.</p>	<p>I reflect carefully on my own work in order to try to adapt and improve it.</p> <p>I can express preferences when looking at others' work beginning to give more considered reasons.</p>	<p>I can describe some of the work of different artists and designers, referring to their techniques and style.</p> <p>I can name and explain how to use some of the tools, materials and techniques I have been taught and can talk about some formal elements of art using an expanding</p>	<p>shade, detail, grade (of pencil), soft, hard, repeat, shape, solid, criss-cross, symmetrical, carve, tool, model, press, solid, sculpture, dab sweep, portrait</p>

Year	Generating Ideas	Making	Evaluating	Knowledge and Understanding	Vocabulary
------	------------------	--------	------------	-----------------------------	------------

	techniques, record observations and plan compositions.			vocabulary.	
Year 3	<p>I develop and refine my own ideas and make careful choices about colour, shape, space, texture, form and pattern.</p> <p>I can plan and develop ideas for my own artwork by using the techniques, subject matter and styles of other artists as influence.</p> <p>I use a sketchbook to practise techniques, record observations and plan compositions.</p>	<p>I can develop my practical skills by experimenting with and testing the qualities of a range of different materials and techniques.</p> <p>I can select, and use appropriately, a variety of materials and techniques in order to create my own work.</p>	<p>I reflect carefully on my own work in order to try to adapt and improve it.</p> <p>I can express preferences when looking at others' work beginning to give more considered reasons.</p>	<p>I can describe some of the work of different artists and designers, referring to their techniques and style.</p> <p>I can name and explain how to use some of the tools, materials and techniques I have been taught and can talk about some formal elements of art using an expanding vocabulary.</p>	<p>texture, tone, light, shadow, hatching, cross-hatching, landscape, cut-out, adapt, refine, carve, slip, glaze, kiln, fire, tone, blend, colour - tertiary, complimentary, harmonious, warm, cool,</p>
Year 3 GDS	<p>I can develop and refine my own ideas, making choices about techniques and media as well as the formal elements.</p> <p>I can use some of the techniques, subject matter and styles of other artists' work to create my own work and influence my ideas.</p> <p>I can use a sketchbook to practise techniques, record observations and plan compositions, beginning to add notes to help evaluate my ideas.</p>	<p>I can investigate the nature and qualities of different materials and processes systematically.</p> <p>I can apply the technical skills I am learning to improve the quality of my work.</p>	<p>I can reflect carefully and adapt and improve my own work according to what I hoped to achieve.</p> <p>I can express opinions when looking at others' work, beginning to give reasons linked to my knowledge of the formal elements of art and how it makes me feel.</p>	<p>I can describe and compare some of the key ideas, techniques and styles used by various artists and designers.</p> <p>I can name and explain how to use the tools, materials and techniques I have been taught and can talk about the formal elements of art using appropriate vocabulary.</p>	<p>texture, tone, light, shadow, hatching, cross-hatching, landscape, cut-out, adapt, refine, carve, slip, glaze, kiln, fire, tone, blend, colour - tertiary, complimentary, harmonious, warm, cool,</p>
Year 4	<p>I can develop and refine my own ideas, making choices about techniques and media as well as the formal elements.</p> <p>I can use the techniques, styles</p>	<p>I can investigate the nature and qualities of different materials and processes systematically.</p> <p>I can apply the technical skills I am learning to improve the</p>	<p>I can reflect carefully and adapt and improve my own work according to what I hoped to achieve.</p> <p>I can express opinions when</p>	<p>I can describe and compare some of the key ideas, techniques and styles used by various artists and designers.</p> <p>I can name and explain how to</p>	<p>annotate, media, form, bold, tint, harsh, regular, irregular, matt, glossy, raised,</p>

Year	Generating Ideas	Making	Evaluating	Knowledge and Understanding	Vocabulary
	and subject matter of other artists' work to create my own original pieces of artwork. I can use a sketchbook to practise techniques, record observations and plan compositions, beginning to add notes to help evaluate my ideas.	quality of my work.	looking at others' work, beginning to give reasons linked to my knowledge of the formal elements of art and how it makes me feel.	use the tools, materials and techniques I have been taught and can talk about the formal elements of art using appropriate vocabulary.	mood, feelings, compare, contrast, depth, outline, fineliner, pointillism, impressionism, geometric, watercolour, viewfinder, charcoal,
Year 4 GDS	I can investigate a range of starting points and choose which idea to develop further, refining my choices about techniques, composition and the formal elements to best fulfil my intentions. I can make choices about which techniques and styles of other artists' work I use as influence to create my own original pieces of artwork. I use a sketchbook to explore, practise, plan and record ideas and observations, adding annotations to help evaluate and refine my ideas.	I can confidently investigate and exploit the potential of the materials I am using. I can use my developing technical expertise to make work which effectively reflects my ideas and intentions.	I regularly reflect and analyse my own work and can refine, adapt and improve it according to what I hoped to achieve. I can express opinions when looking at others' work giving some reasons linked to my knowledge of the formal elements of art and my own emotional response.	I know about and can research, describe, compare and discuss the ideas and approaches of various artists. I know and can describe how the tools, materials and techniques I am using will achieve high quality outcomes with reference to the formal elements or art.	annotate, media, form, bold, tint, harsh, regular, irregular, matt, glossy, raised, mood, feelings, compare, contrast, depth, outline, fineliner, pointillism, impressionism, geometric, watercolour, viewfinder, charcoal,
Year 5	I can investigate a range of starting points and choose which idea to develop further, refining my choices about techniques, composition and the formal elements to best	I can confidently investigate and exploit the potential of the materials I am using. I can use my developing technical expertise to make work which effectively reflects	I regularly reflect and analyse my own work and can refine, adapt and improve it according to what I hoped to achieve. I can express opinions when looking at others' work giving	I know about and can research, describe, compare and discuss the ideas and approaches of various artists. I know and can describe how the tools, materials and	vertical, horizontal, proportion, technique, scale, tessellate, tincture, abstract, atmosphere,

Year	Generating Ideas	Making	Evaluating	Knowledge and Understanding	Vocabulary
	<p>fulfil my intentions. I can make choices about which techniques and styles of other artists' work I use as influence to create my own original pieces of artwork. I use a sketchbook to explore, practise, plan and record ideas and observations, adding annotations to help evaluate and refine my ideas.</p>	<p>my ideas and intentions.</p>	<p>some reasons linked to my knowledge of the formal elements of art and my own emotional response.</p>	<p>techniques I am using will achieve high quality outcomes with reference to the formal elements or art.</p>	
Year 5 GDS	<p>I can work creatively and imaginatively, independently developing a range of ideas and making considered choices about the formal elements of my work and which tools, techniques and media to use. I can use other artists' work as inspiration to create my own original pieces, choosing which techniques and styles will best suit my own style, abilities and preferences. I can use a sketchbook to systematically investigate and test approaches, techniques and plans, using purposeful annotations to help me refine and develop my ideas.</p>	<p>I can independently refine my technical and craft skills in order to improve my mastery of materials and techniques. I can select and effectively use relevant processes in order to create successful work, reflecting my intentions.</p>	<p>I continually reflect on and analyse my own work in order to refine, adapt and improve it according to its meaning and purpose. I can express reasoned opinions when looking at others' work, evaluating it according to my knowledge of the formal elements of art and discussing the emotional impact of the work.</p>	<p>I know about and can research, explain, compare and discuss the ideas and approaches of various artists, taking into account the influence of their cultural context. I know and can describe using technical vocabulary how the tools, materials and techniques I am using will achieve high quality outcomes.</p>	<p>vertical, horizontal, proportion, technique, scale, tessellate, tincture, abstract, atmosphere,</p>
Year 6	<p>I can work creatively and imaginatively, independently developing a range of ideas and</p>	<p>I can independently refine my technical and craft skills in order to improve my mastery of</p>	<p>I continually reflect on and analyse my own work in order to refine, adapt and improve it</p>	<p>I know about and can research, explain, compare and discuss the ideas and approaches of</p>	<p>colour - weaker, stronger, dominant, vibrant, translucent,</p>

Year	Generating Ideas	Making	Evaluating	Knowledge and Understanding	Vocabulary
	<p>making considered choices about the formal elements of my work and which tools, techniques and media to use. I can use other artists' work as inspiration to create my own original pieces, choosing which techniques and styles will best suit my own style, abilities and preferences.</p> <p>I can use a sketchbook to systematically investigate and test approaches, techniques and plans, using purposeful annotations to help me refine and develop my ideas.</p>	<p>materials and techniques. I can select and effectively use relevant processes in order to create successful work, reflecting my intentions.</p>	<p>according to its meaning and purpose. I can express reasoned opinions when looking at others' work, evaluating it according to my knowledge of the formal elements of art and discussing the emotional impact of the work.</p>	<p>various artists, taking into account the influence of their cultural context. I know and can describe using technical vocabulary how the tools, materials and techniques I am using will achieve high quality outcomes.</p>	<p>opaque, neutral; rotation, reflection, composition, manipulate, parallel, expression, dramatic, highlight, ornate, intricate, uniform, complex, embellish, architect, architecture, art deco, pressprint, manipulate, surrealism, surrealist,</p>
Year 6 GDS	<p>I can show greater creativity, imagination and originality when developing my ideas. I can use greater perception about how to use the techniques, styles and approaches of other artists to influence my own work. I can use my sketchbook with more autonomy to successfully test and plan ideas, using purposeful and perceptive annotations to develop my work.</p>	<p>I can show greater technique, skill and control when creating artwork. I can use greater judgement when selecting and using relevant processes in order to create successful work, reflecting my intentions.</p>	<p>I can show greater independence and judgement when analysing and adapting my own work, noticing more subtle refinements that can be made. I can show greater perception when expressing opinions about others' work.</p>	<p>I can discuss the ideas and approaches of various artists in greater depth showing a deeper contextual understanding. I can use technical vocabulary about tools, materials and techniques more confidently and with more considered judgement about how they can be used.</p>	<p>hue, stylised, subtle, graduated,</p>