

Generating Ideas	Making	Evaluating	Knowledge and Understanding
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Glen Hills Primary School Progression Map – Art and Design



SAS Key Learning Objectives				
Generating Ideas	Making	Evaluating	Knowledge and Understanding	
<p>to explore my own ideas through practical activities.</p> <p>to look at some other artists' work and get some ideas from them.</p> <p>to begin to use a sketchbook to draw observations and experiment with techniques when led to by teacher.</p>	<p>I can try out a range of materials and processes and recognise that they have different qualities.</p> <p>I can use materials purposely to achieve particular characteristics and results.</p>	<p>I can talk about my own work and am beginning to suggest ways to improve it.</p> <p>I can show interest in and am beginning to describe what I think and feel about the work of others.</p>	<p>I know that there is such a thing as an artist.</p> <p>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.</p>	<p>oil paint, chalk, paint, playdough, collage, line, v, scribble, zig, c, pattern, stripe, primary, secondary, mix, I, bright, flat, p, rough, bump, cut, b, crum, overl</p>
<p>to explore and develop my own ideas through practical activities.</p> <p>to use some of the ideas, techniques and subject matter from other artists' work to create</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</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</p>	<p>shade (of pe, hard, solid, symm, tool,</p>

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own artwork. n beginning to use a tchbook to explore some of formal elements of art and ord my own observations.	control over the materials I use.		and techniques I have been taught and am beginning to talk about some formal elements of art using an expanding vocabulary.	solid, swee
n explore and develop my r ideas through practical ivities. n use some of the ideas, niques and subject matter other artists' work to create own artwork. r beginning to use a tchbook to explore some of formal elements of art and ord my own observations.	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. I can develop and exercise more control over the materials I use.	I can sometimes adapt and improve my own work. I can express preferences when looking at others' work giving simple reasons.	I know that different forms of creative work are made by artists, designers and craftspeople and am beginning to know more about them. 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.	shade (of pe hard, solid, symm tool, solid, swee
velop and refine my own as and make careful choices ut colour, shape, space, ture, form and pattern. n use some of the niques, subject matter and es of other artists' work to ate my own work and uence my ideas. e a sketchbook to practise niques, record observations l plan compositions.	I can develop my practical skills by experimenting with and testing the qualities of a range of different materials and techniques. I can select, and use appropriately, a variety of materials and techniques in order to create my own work.	I reflect carefully on my own work in order to try to adapt and improve it. I can express preferences when looking at others' work beginning to give more considered reasons.	I can describe some of the work of different artists and designers, referring to their techniques and style. 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.	shade (of pe hard, solid, symm tool, solid, swee
velop and refine my own as and make careful choices ut colour, shape, space, ture, form and pattern. n plan and develop ideas for	I can develop my practical skills by experimenting with and testing the qualities of a range of different materials and techniques.	I reflect carefully on my own work in order to try to adapt and improve it. I can express preferences when looking at others' work	I can describe some of the work of different artists and designers, referring to their techniques and style. I can name and explain how to	textu shade cross- lands adapt

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own artwork by using the techniques, subject matter and uses of other artists as influence. Use a sketchbook to practise techniques, record observations and plan compositions.	I can select, and use appropriately, a variety of materials and techniques in order to create my own work.	beginning to give more considered reasons.	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.	slip, gloss, tone, colour, composition, harmony, cool,
can develop and refine my own ideas, making choices about techniques and media as well as formal elements. can use some of the techniques, subject matter and uses of other artists' work to create my own work and influence my ideas. can use a sketchbook to practise techniques, record observations and plan compositions, beginning to add ideas to help evaluate my ideas.	I can investigate the nature and qualities of different materials and processes systematically. I can apply the technical skills I am learning to improve the quality of my work.	I can reflect carefully and adapt and improve my own work according to what I hoped to achieve. 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.	I can describe and compare some of the key ideas, techniques and styles used by various artists and designers. 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.	texture, shadow, cross-hatching, adaptation, slip, gloss, tone, colour, composition, harmony, cool,
can develop and refine my own ideas, making choices about techniques and media as well as formal elements. can use the techniques, styles and subject matter of other artists' work to create my own original pieces of artwork. can use a sketchbook to practise techniques, record observations and plan compositions, beginning to add	I can investigate the nature and qualities of different materials and processes systematically. I can apply the technical skills I am learning to improve the quality of my work.	I can reflect carefully and adapt and improve my own work according to what I hoped to achieve. 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.	I can describe and compare some of the key ideas, techniques and styles used by various artists and designers. 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.	annotation, form, harsh, irregular, glossy, mood, composition, depth, fine line, point, impression, geometry,

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<p>es to help evaluate my ideas.</p>			<p>water viewf charc</p>
<p>n investigate a range of ting points and choose ch idea to develop further, ning my choices about niques, composition and formal elements to best il my intentions. n make choices about which niques and styles of other sts' work I use as influence create my own original pieces rtwork. e a sketchbook to explore, ctise, plan and record ideas l observations, adding otations to help evaluate l refine my ideas.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>annot form, harsh irregu glossy mood comp depth fineli point impre geom water viewf charc</p>
<p>n investigate a range of ting points and choose ch idea to develop further, ning my choices about niques, composition and formal elements to best il my intentions. n make choices about which niques and styles of other sts' work I use as influence create my own original pieces rtwork. e a sketchbook to explore,</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>vertic propo techn tesse abstr: atmo</p>

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<p>ctise, plan and record ideas l observations, adding otations to help evaluate l refine my ideas.</p>				
<p>n work creatively and ginatively, independently eloping a range of ideas and king considered choices ut the formal elements of work and which tools, niques and media to use. n use other artists' work as piration to create my own ginal pieces, choosing which niques and styles will best my own style, abilities and ferences. n use a sketchbook to tematically investigate and approaches, techniques and ns, using purposeful otations to help me refine l 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>vertic propo techn tesse abstr atmo</p>
<p>n work creatively and ginatively, independently eloping a range of ideas and king considered choices ut the formal elements of work and which tools, niques and media to use. n use other artists' work as piration to create my own ginal pieces, choosing which</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</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</p>	<p>colou stron vibra opaq rotati comp manij parall dram ornat</p>

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<p>Techniques and styles will best suit my own style, abilities and preferences.</p> <p>I can use a sketchbook to systematically investigate and test different approaches, techniques and materials, using purposeful annotations to help me refine and develop my ideas.</p>		<p>the emotional impact of the work.</p>	<p>achieve high quality outcomes.</p> <p>uniformity, embed architectural deco, manipulate</p>
<p>I can show greater creativity, imagination and originality when developing my ideas.</p> <p>I can use greater perception about how to use the techniques, styles and approaches of other artists to influence my own work.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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, subtle</p>