Selside Endowed CE School

<u>Art and Design Assessment/Vocabulary Progression</u>

Milestone 1	Threshold Concepts Knowledge & Skills (Learning Objectives)	Basic/Working towards	Advancing/ Expected	Deep/ Exceeding
To develop ideas	**Respond to ideas and starting points.** Explore ideas and collect visual information **Explore different methods and materials as ideas develop.**	**With support of the teacher suggested ideas are followed.** Following suggestions, visual information is collected. **Following suggestions, visual information is collected.**	**Generally, ideas are developed and developed from familiar starting points.** Some ideas are presented and some visual information to develop the ideas is collected. **Some ideas are presented and some visual information to develop the ideas is collected.**	**Ideas ae quickly developed and explained.** Ideas are explored with enthusiasm and visual information is gathered and explained. **Ideas are explored with enthusiasm and visual information is gathered and explained.**
Master Techniques	Drawing - Draw lines of different sizes and thicknesses. Drawing - Show patterns and texture Drawing - Show different tones. Exceeding Painting - Use thick and thin brushes.	With encouragement, there is some experimentation in altering the thickness of lines. With structured activities and the support of a teacher, patterns are explored. There is some experimentation with creating tones. Some control is developing when using different sized brushes.	A number of techniques are used to alter the thickness of lines when appropriate to do so. Generally, dots and lines are used to show texture or patterns. **Tones are generally successfully created in a number of ways.** Generally, some effective results are achieved by	A wide variety of techniques using a number of different implements shows a good understanding of line. Good effects are created by using a mixture of dots, lines and shading. **A number of successful techniques for creating tones are used.** Good control and careful choices of brush size produce striking effects.

			altering the size of the brush used.	
)	Painting - Mix primary colours to make secondary	With the support of a teacher, there is an awareness of how primary colours may be mixed to create secondary colours.	The terms tint and tone are understood and there is some effective experimentation in creating them.	Primary and secondary colours are very effectively mixed in a range of situations. Reasons for choices are explained and are justified.
	Painting - Add white to colours to make tints and black to colours to make tones.	With the support of a teacher, tints and tones are created for specific purposes.	There is generally some experimentation with combining different materials.	Tints and tones are used in a number of different contexts and explanations provided as to how they were created.
	Collage - Use a combination of materials that are cut, torn and glued.	With suggestions from a teacher, a range of materials are combined.	Materials are generally sorted and arranged effectively.	Thoughtful combinations of materials are created.
	Collage - Sort and arrange materials.	With suggested groupings, materials are sorted.	Some interesting mixtures of materials are used to create texture.	Some interesting criteria for sorting and arranging materials are used and explained.
	Collage - Mix materials to create texture.	From a small range, materials ae mixed to create texture.		The properties of materials are used to choose materials and explain the textures they create.
	Sculpture - Use a combination of shapes.	With encouragement, a number of shapes are combined.	Shapes are combined in a number of interesting ways.	A range of interesting and sometimes unusual shape combinations are made and explained.
	Sculpture - Include lines and texture.	When supported, lines and texture are added for effect.	There are some good attempts at creating lines and texture.	Carefully chosen lines and textures are added for specific effects.
	Print - Use objects to create prints.	With suggestions from a teacher, a number of objects are used to create prints.	Objects are generally chosen, shaped or fashioned in order to make prints.	Materials are carefully selected to create shaped objects for printing.
	Print - Press, roll, rub and stamp to make prints.	There is an awareness that different techniques may be used to make prints.	Generally, experimentation with different forms of printing leads to some effective prints.	Ideas are suggested and reasons given for choosing different methods of printing.
	Textiles - Create patterns	During structured activities, patterns are created with weaving and plaiting.	Generally, experimentation with weaving and plaiting	A wide range of effective prints are created.

			produces some effective patterns.	Interesting patterns are created through thoughtful experimentation with weaving and plaiting.
	Textiles - Join materials	With the help of a teacher, gluing and stitching are experienced.	Generally, gluing effectively joins textiles and there is some experimentation with stitching.	Methods of joining materials are carefully chosen according to the properties of the materials being joined.
	Digital Media - Use a wide range of tools to create textures, lines, tools, colours and shapes	Through some effective experimentation with familiar tools, interesting pieces are created.	Through experimentation of new and familiar tools produces interesting effects and pieces.	New tools and techniques are sought out to explore and create striking effects and pieces.
Inspiration	Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.	When supported by a teacher, some notable artists are named and their work described. Attempts are made to mimic the work of notable artists.	A number of notable artists can be named and their work described and explained. Some of the techniques used by notable artists are used to experiment with effects.	A number of notable artists and their distinctive qualities are known and explained. The techniques of notable artists are evident in a wide range of work and their use is justified and explained.
Vocabulary	National Curriculum vocabulary: colour, pattern, texture, line, shape, form and space materials, creative, design, exploring, ideas, recording, experience inspire, challenge, knowledge, skills, experiment, art, craft and design. Evaluate and analyse creative works using artistic language: delicate, simple, bold, thick, rough, fine, smooth, uneven, swirling, flowing, big, small			

Milestone 2	Threshold Concepts Knowledge & Skills (Learning Objectives)	Basic/Working towards	Advancing/ Expected	Deep/ Exceeding

To Develop Ideas	Develop ideas from starting points throughout the curriculum.	**With support from a teacher, ideas from the curriculum are developed so that they lead to artworks.**	**Generally, a number of ideas are generated from a variety of starting points.**	**Thoughtful and reasoned ideas are developed effectively.**
	Develop ideas from starting points throughout the curriculum. Adapt and refine ideas as they progress. Comment on artworks using visual language.	When prompted, resources are collected to develop an idea. **With encouragement ideas are tried and sometimes refined.**	Generally, a good mix of sketches and other resources are collected to develop an idea. **Ideas are generally adapted and refined throughout the process of creating a piece.** Visual language is generally used correctly.	Well-chosen and appropriate information, sketches and other resources are collected and well presented to develop an idea. **Ideas are effectively adapted and refined, and reasons for the changes explained throughout the process of creating a piece.** Visual language is used effectively to comment on artworks.
Master Techniques Master Techniques	**Drawing** - Use different hardness of pencils to show line, tone and texture.	**With support from a teacher, there is some experimentation with different hardness of pencils to create effects.**	**Generally, different lines, tones and textures are created effectively by selecting different hardness of pencils.**	**Pencils are carefully selected for the effect they will create. Choices are explained.**
	Drawing - Sketch lightly.	When guided, some control of a pencil is shown when sketching.	There is a growing control of pencils when sketching.	Light sketches show good pencil control and an understanding of the process of sketching.
	Drawing - Annotate sketches to explain and elaborate ideas Drawing - Use shading to show light and shadow	**With the support of a teacher, ideas are explained.** With the support of a teacher shading is beginning to be used to show light and shadow.	**When reminded, sketches are annotated to explain ideas.** Shading effectively shows areas of light and shadow.	**Ideas are explained through the use of carefully placed annotations.** The direction of light and the shape of objects are used to decide where to shade to show light and shadow.
	Drawing - Use hatching and cross-hatching to show tone and texture.	**During supported activities, hatching and cross hatching are used.**	**Generally, texture is created effectively by using hatching and cross- hatching.**	**Hatching and cross-hatching are chosen carefully when deciding how to depict texture.**
	Painting - Use a number of brush techniques using thick and thin	There is some experimentation with brush techniques.	Brush techniques are explored to create different effects.	Brush size and techniques are carefully selected for a chosen effect.

brushes to produce shapes, textures, patterns and lines.			
Painting - Mix colours effectively.	**With support, colour mixing is effective.**	**Colours are generally mixed effectively in a number of different situations.**	**Palettes of colour are created through effective choices and careful combinations of colours.**
Painting - Use watercolour paint to produce washes for backgrounds then add detail.	During structured activities, backgrounds are created first and detail later.	Generally, backgrounds are created first before adding detail.	Effective backgrounds are created using a number of techniques.
Painting - Experiment with creating mood with colour.	**There is an awareness that mood may be created with colour.** Some experimentation with the arrangement of materials produces interesting results.	**Generally, moods are created by altering the colour palette used.** Generally, a range of materials is selected and arranged for a particular effect.	**Colour is effectively used to create mood and reasons for colour choices are explained.** Well-chosen and arranged materials produce a striking effect.
Collage - Select and arrange materials for a striking effect. Collage - Ensure work is precise.	**Work shows some precision.** With guidance, shapes are combined to create recognisable forms. **There is some attempt to add detail.**	**Work shows growing precision. Generally. Shapes are effectively combined to create specific forms.** Some effective details provide interesting effects.	**Work is consistently precise.** Shapes are carefully selected and arranged to create specific forms. **Well- chosen textures and details convey specific effects.**
Sculpture - Create and combine shapes to create recognisable forms. Sculpture - Include texture that conveys feelings, expression or movement.	There is some experimentation with print layers.	Generally, interesting effects are achieved by using layers and different colours.	Layers and a mixture of colours are used to produce some striking prints.
Print - Use layers of two or more colours. Print - Make printing blocks.	**With support, print blocks are constructed.**	**When reminded, a number of techniques for making print blocks are used.**	**A wide variety of techniques are used to make interesting and eye-catching print blocks.**
Print - Make precise repeating patterns.	With support, repeating patterns are made.	Generally, repeating patterns are precise**.**	A high level of precision and care are used to create precise repeating patterns.
Textiles - Shape and stitch materials.	**With supplied templates, and support from a teacher, textiles are shaped then stitched.**	**Generally, templates are created and textiles shaped effectively**. **There is some independent stitching.**	**A good understanding of tools and materials is used to accurately shape textiles.** Stitching is generally accurate.

		With support from a teacher, back and cross stitch are used. With support from a teacher, back and cross stitch are used.	There is a growing level of accomplishment in the use of basic back and cross stitch.	Effective pieces of artwork are produced that show the careful use of back and cross stitch.
	Textiles - Use basic cross stitch and back stitch.			
	Textiles - Colour fabric.	**There is some participation in dyeing fabric.**	**There is some experimentation with dyeing fabric.**	**There is a growing understanding that the type of fabric affects the result when dyeing.**
	Digital Media - Create images, video and sound recordings and explain why they were created	With support, image, video and sound are combined.	There is some experimentation with and explanations of combining images, video and sound.	There are some very effective examples of mixing of digital media, along with clear explanations of why they were created.
Inspiration	Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.	**Attempts are made to replicate the techniques of notable artists.** There is some evidence of pieces influenced by the work of notable artists.	**Some techniques of notable artists are replicated with growing accomplishment.** A number of ideas are developed that show a clear influence by the work of notable artists.	**Some techniques of notable artists are very effectively replicated.** Techniques of notable artists are chosen and combined to create very effective pieces.
Vocabulary	**National Curriculum vocabulary:** **Experimentation art and design techniques: drawing, painting, sculpture, collage, print, textiles, pencil, charcoal, materials paint, clay,** **creativity, experimentation, design, exploring, ideas, recording, experience, sketch books, record observations, review, revisit ideas** **great artists, architects and designers in history.** **Evaluate and analyse creative works using artistic language: thin, subtle, contrasting, dramatic, engaging, dull, flat**			

Milestone 3	Threshold Concepts Knowledge & Skills	Basic/ Working towards	Advancing/ Expected	Deep/ Exceeding

	(Learning Objectives)			
To Develop Ideas	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 qualities of materials to enhance ideas. Spot the potentials in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.	**Ideas are developed from a range of curriculum areas and developed with some imagination.** A developing sketch book shows a good range of ideas that, with support, are presented with some imagination. **Some of the qualities of materials are understood and used well to enhance ideas.** With encouragement, unexpected results are seen as possibilities. A basic understanding of visual language leads to pertinent comments on artworks.	**Imaginative ideas are generally developed well from a range of starting points.** Sketch books show a good range of imaginatively presented ideas. **The qualities of frequently used materials are put to good use to enhance ideas.** Unexpected results are often seen as an opportunity to develop an artwork in new direction. **Visual language is used well to comment and give opinions on artworks.**	**Highly imaginative ideas, which can be fully explained and reasoned are developed from a wide range of starting points.** Sketch books are used to demonstrate a broad range of highly imaginative ideas, presented in an interesting and imaginative way. **Bold experimentation and exploration of the qualities of materials enhance ideas particularly well.** Some very imaginative and striking effects are achieved through embracing the opportunities presented from unexpected results as work progresses.
Master Techniques	**Drawing** - Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Drawing - Use a choice of techniques to depict movement, perspective, shadows and reflection Drawing - Choose a style of drawing suitable for the work	**With encouragement, a variety of techniques are used to create interesting effects.** With encouragement, drawings show some good attempts to depict movement, perspective, shadows and reflection. **Some choices are made in selecting an appropriate style for an artwork.**	**Generally, appropriate techniques are used to achieve a variety of interesting effects.** Appropriate techniques are generally chosen to achieve some good depictions of movement, perspective, shadows and reflection **Generally, appropriate styles are selected to produce artworks.**	**Well-chosen combinations of techniques are used to achieve some striking and interesting effects.** Well-chosen techniques depict movement, perspective, shadows and reflection very well. **A good understanding of artistic styles is described in explaining style choices**

(e.g. realistic or impressionistic). **Painting** - Sketch (lightly) before painting to combine line and colour.	When reminded, light sketches are used first before painting.	Light sketching forms the basis of paintings that show a good combination of line and colour.	An excellent combination of line and colour is achieved by producing accurate and light sketches before painting.
Painting - Create a colour palette based upon colours observed in the natural or built world.	**With some reminders of colour mixing knowledge, appropriate colour palettes are created**.	**Colour palettes are created using a good understanding of colour mixing.**	**Realistic colour palettes are created through close observation and an excellent knowledge of colour mixing.**
Painting - Use the qualities of watercolour and acrylic paints to create visually interesting pieces.	The qualities of paints are sometimes used to create interest	Experimentation with the qualities of paints is used to create visual interest.	The qualities of paints are understood well and used to create some excellent points of visual interest.
Painting - Combine colours, tones and tints to enhance the mood of a piece.	**The mood of a painting is sometimes apparent**.	**A good understanding of how to achieve various effects is used to create mood.**	**A thorough understanding of how to achieve effects leads the viewer of a painting to readily understand the mood of a painting.**
Painting - Use brush techniques and the qualities of paint to create texture.	There is some experimentation in creating texture.	A good combination of brush choice and the qualities of paints is used to create interesting textures	A wide variety of brush techniques and a thorough understanding of the qualities of paints is used to create striking textures
Painting - Develop a personal style of painting, drawing upon ideas from other artists.	**A personal style is beginning to develop**	**A growing range of work demonstrates a personal style.**	**A definite personal style is developing across many pieces of work**
Collage - Mix textures (rough and smooth, plain and patterned).	With support and encouragement a variety of textures is used.	Generally, choices in techniques reflect well the purpose of a work, which can be explained	A very well-chosen mix of textures is chosen and arranged to create striking effects.
Sculpture - Show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations.	**Some interesting effects that create discussion points are achieved in sculpture.**	**Techniques are generally precise. Generally, techniques are combined to good effect.**	**Accuracy and detail provide many interesting qualities that provoke interesting discussions.**

	Sculpture - Use tools to carve and add shapes, texture and pattern.	Tools are used with some accomplishment.	A good range of techniques is generally used.	Experimentation with tools, along with a good understanding of the properties of materials, leads to excellent effects
	Print - Build up layers of colours. Print - Create an accurate pattern, showing fine detail. Print - Use a range of visual elements to reflect the purpose of the work.	**Layers of colour are beginning to be used to good effect**. Some accurate patterns are achieved when creating simple prints **The purpose of work is beginning to be apparent to the viewer**. Techniques show some precision	**A good awareness of a range of artists is described and explained**	**An impressive understanding of the qualities of inks and paint is used to alter the opacity of layers, which creates some very striking effects** Highly accurate and precise patterns are produced in a range of simple and complex print designs.
	Textiles - Show precision in techniques Textiles - Combine previously learned techniques to create pieces	**With encouragement, techniques are combined**.	**There is a growing understanding of art movements, cultural, religious and social contexts**.	**Well-chosen techniques and detailed explanations reflect very well the purpose of work.** Techniques are precise and show a high level of control. Well-chosen techniques are combined to create striking pieces.
	Enhance digital media by editing (including sound, video, animation, still images and installations).	There is some enthusiastic experimentation with techniques.	Many good examples of original works that are clearly influenced by styles or movements are developing	Bold experimentation and well-chosen techniques are used to create striking effects
Inspiration	Give details (including own sketches) about the style of some notable **artists**, artisans and designers.	**There is a growing awareness of the style of notable artists across the centuries.**	**A good awareness of a range of artists is described and explained**.	**The work of notable artists across the centuries is understood well and described with excellent detail.** There is an in-depth understanding that artworks may

Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.	There is some awareness of the context in which artworks are produced. **Some good examples of original works that mimic some styles of others are developing.**	There is a growing understanding of art movements, cultural, religious and social contexts. **Many good examples of original works that are c that are clearly influenced by styles or movements are developing**.	be viewed within the context in which they were created. **Highly original works that lend elements of a variety of styles and movements are developing**.
Vocabulary	National Curriculum vocabulary: - mastery of art and design techniques creativity, experimentation, increasing awareness of different kinds of art, craft and design. - sketch books, observations, exploring, ideas, recording, experience, review, revisit - great artists, architects and designers in history. Evaluate and analyse creative works using artistic language: vibrant, colourful, bright, dark, realistic, unrealistic, complex, simple, natural, unnatural, busy, plain		