

This is a progression of art skills and experiences suitable for year 7. It can be used to support planning and assessment. Additional resources are available on the Moodle + for years 8 and 9.

### KS3: Progression of Art, Craft and Design Skills and Experiences.

**Skills:** Drawing, Painting, Sculpture, Collage, Printing, Textile, Art, and Digital Media.

#### Year 7

Carefully use a basic range of materials and techniques to record with some accuracy the visual elements of line, shape, tone, colour, scale and proportion from observation and imagination.

Develop own creativity and ideas whilst using skills and experiences.

Independently select, pencils, brushes, fine or broad media and tools to effectively control a range of materials and techniques when creating their work.

Appreciate that kinds of marks can be made with different materials or controlled using suitable tools.

Work spontaneously with materials experimenting with line, shape, tone, colour, texture, form, and space.

Know how to research about the work of artists, craftspeople, and designers, selecting important visual and text-based information to help them in their own creative work.

Understand how to recognise and name different art forms including types of painting, craft, sculpture, design and architecture, photography, and digital media.

Understand about the ways in which signs and symbols are designed or used by artists in their work to convey messages.

Work safely and as part of a team, with an understanding of process and the actions required to successfully follow each technique to improve and produce good quality outcomes.

Develop  
Knowledge and Ideas

# Refine and Experiment

	<p>Using different skills and techniques work from primary, secondary sources and imagination including research, observed studies, and visualisations for 2D/3D and craft outcomes.</p> <p>Use a range of techniques to record observations in sketchbooks, journals using different media as a basis for exploring ideas.</p> <p>Experiment directly and spontaneously to artists and designers studied, enthusiastically and creatively exploring materials, processes, and techniques.</p> <p>Playfully engage in open ended research experimenting with drawing and design techniques to produce more expressive designs using different skills and experiences.</p> <p>Knowledgeably develop their own practical skills through investigation and experimentation with drawing using a range of materials and techniques with increasing control and purpose.</p> <p>Increasing attention take a role or lead a group when organising complex activities and with attention to detail, avoiding mess and responsibly clearing away after practical activities.</p> <p>Investigate how particular painting, craft and construction tools can be used to exploit and control the properties and surface characteristics of materials to convey meaning.</p>	<p>Demonstrate using drawing and skills to design to plan and make works in a variety of scales and to exploit the qualities and characteristics of different materials.</p> <p>Use an increased range of techniques to record observations in sketchbooks, journals using different media as a basis for exploring ideas.</p> <p>Develop their making skills by exploring and investigating the properties of a range materials in two and three dimensions to create work which realises their intentions.</p> <p>Experiment with ways in which they can express line, shape, tone, colour, texture, form, space and explore compositions when using a variety of 2D and 3D media and processes.</p> <p>Sustain concentration working safely with control when using different tools and exploring materials for a purpose.</p> <p>Apply technical understanding gained through the study of artists, craftspeople, and designers to interpret and inform creative actions.</p> <p>Independently improve their practical skills or understanding of the qualities of different materials and processes as they purposefully investigate and experiment for a purpose.</p> <p>Successfully explore the expressive characteristics of different media, processes, and techniques, to express personal ideas, communicate meaning and intentions.</p> <p>Work safely and effectively to improve their skills with various tools to explore the characteristics of different 2D and 3D media when making work about social issues.</p> <p>Be able to achieve proficiency in the use of virtual and paper-based drawing and design approaches (including collage, multimedia tools) to perceive, communicate and invent.</p> <p>Exploit the characteristics of design to review, modify, evolve, and improve designs through several stages.</p> <p>Confidently investigate and exploit the potential of new and unfamiliar materials, engaging in purposeful and open-ended experimentation in which their ideas and purposes are clearly apparent.</p> <p>Which tools are best/suitable to select for controlling their mark-making, painting, and surface decoration?</p> <p>Be able to mix and apply colour so they can convey concepts such as warm and cool, or express meanings and emotions.</p> <p>Know how to select and mix different colours and apply these colour media to express ideas such as the changes of colour across the seasons or times of day.</p> <p>Be able to achieve the appearance of modelled and painted surface characteristics including wet, dry, or wet on wet techniques, applying knowledge of colour or 3D media techniques to express an intention.</p> <p>Year 8 should know how to use their understanding of dry and wet techniques, colour theory, structure, and surface qualities to create and communicate moods and meaning using suitable tools.</p>	<p>Work with some independence, understanding of the artistic elements and study of artists work to inform the way they use materials as they create outcomes.</p> <p>Use a variety of techniques to record observations in sketchbooks, journals using different media as a basis for exploring ideas.</p> <p>Improve their thoughtful selection and safe handling of different materials when drawing, painting, using 3D or tactile media and digital outcomes.</p> <p>Use simple perspective to create images that illustrate the real world, solid form, and space.</p> <p>Understand how to cut, shape, mould, cast, construct and work a range of art, craft, and design materials in two and three dimensions exploiting their properties to create work.</p> <p>Work effectively and improve their proficiency in the safe handling of different materials when drawing, painting, using 3D and tactile media, lens, or light-based outcomes.</p> <p>Confidently take creative risks with drawing, designing and investigative techniques when recording observations and studies in sketchbooks, journals, and other media, as they work towards an outcome.</p> <p>Visually exploit the differences between drawing and design, using both approaches to develop personal ideas and thoroughly explore creative options.</p> <p>Experiment, explore, investigate, test, adapt and safely use a variety of materials, processes, and techniques, imaginatively, expressively, and creatively.</p> <p>Refine the technical, creative, and expressive skills informed by their study of artists and cultures to exploit the qualities of materials using all the artistic elements.</p> <p>Take creative risks as they exploit the properties of 2D, 3D and tactile media, lens or light-based media when developing ideas to realise their creative intentions.</p> <p>Confidently apply principles of 1- and 2-point perspective to create images that represent the real world and use dynamic perspective for dramatic effect.</p> <p>Explain and use their understanding of different conventions, codes, genres, styles, and traditions to inform their own judgements and strengthen next steps.</p> <p>How to increase their proficiency in the handling of different materials and purposefully use, the tools and techniques they have chosen to work with.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# Record Observations

	<p>Opportunities to work confidently to extend pupils practical skills by using their sketchbook, virtual tools, and other means to develop personal ideas and playfully explore creative approaches.</p> <p>Develop and extend their control of the artistic elements by adding further techniques, modifying scale, developing detail, the quality of finish or presentation.</p> <p>Thoughtfully select materials and tools to support their additional creative actions in response to artworks they have selected in line with their taste and judgement.</p> <p>Use varied drawing approaches using different skills to record from life and secondary sources to inform and develop imaginative ideas for their work.</p> <p>Explore the characteristics of each of the artistic elements (the ones appropriate to the task) with control to express personal intentions when making artworks.</p> <p>Examine a sequence of design steps to develop and improve ideas using thumbnail studies, annotation, multi-views, different compositions, maquettes or prototypes.</p> <p>Using different characteristics when using art, craft, and design skills so they can research, plan, and develop several interpretations and designs.</p> <p>Understand how to apply their experience of drawing, painting, printing, tactile and constructed processes/techniques, selecting suitable tools to enable them to record their design and make art works.</p> <p>Increase proficiency in the handling of materials and the refinement in their execution.</p>	<p>Be able to explain the purpose and intentions informing their work and respond to teacher's guidance on strengths and aspects for development that will lead to improvement.</p> <p>Improve accuracy when recording from observation, memory and imagination in sketchbooks, journals, and other media to develop their ideas towards an outcome.</p> <p>Be able to develop their ideas and plan intentions following a sequence of design steps evidenced with e.g. thumbnail studies, annotation, multiple views, compositions and maquettes.</p> <p>Be able to demonstrate how their study of visual, written and multimedia outcomes, inform their design development or investigations and extends their creative intentions.</p> <p>Be able to extend their practical and technical skills informed by their investigation of the descriptive and expressive qualities of line, shape, mark, and texture using various materials.</p> <p>Be able to work confidently to improve their understanding of the properties of different materials and how they can be manipulated to communicate specific meaning.</p> <p>Exploit the unique characteristics of the work of the artists, designers or architects studied, to inform creative actions and the selection of processes and techniques.</p> <p>Continue to Increase proficiency in the handling of materials and the refinement in their execution.</p>	<p>Show how their drawings, designs, or use of other media informs their actions to make design improvements when planning their outcomes.</p> <p>Develop their own practical skills by selecting, experimenting, and using a range of materials and techniques to create work which realises their intentions.</p> <p>Effectively control the use of a range of drawing and designing techniques when recording several observations in sketchbooks, journals, and other media as they plan for further investigations of ideas working towards an outcome.</p> <p>Exemplify how their explorations in sketchbooks or in other media enable them to design for better quality outcomes.</p> <p>Demonstrate proficiency in the handling of materials and the refinement in their execution.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# Present Responses and Evaluate

	<p>Present interpretations that contain mood and meaning.</p> <p>Reflect on the use of the visual elements of line, shape, tone, colour, scale and proportion from observation and imagination being able to articulate an increasing visual literacy.</p> <p>Develop a critical understanding of artists, architects, and designers, expressing reasoned judgements that can inform their own work.</p> <p>To Carefully analyse and evaluate their own work and that of others against success criteria to identify how they can take actions to strengthen their work.</p> <p>Use subject appropriate critical and technical language to express ideas gathered through research and personal interpretation.</p> <p>Select from the skills and experiences used throughout Year 7 to showcase the qualities that the media can achieve.</p> <p>Respond to the selection, developments and interpretations of elements inspired by reference to the study of artists, designers, architects, and other cultures to creatively inform pupils individual designs and planning for a proposed outcome.</p> <p>Explain and show how to respond in a direct and iterative way to any artists and designers studied, making thoughtful use of their sketchbooks to test ideas that inform their making.</p> <p>Appreciate the connection of when and how to look at the works of artists studied to help them resolve creative problems to inform their own work.</p> <p>Reflect about the history of art, with reference to periods, genres, styles, or aspects of design and how they contain visual and expressive characteristics that convey meaning in ways which have inspired their own work.</p>	<p>Demonstrate that they can use their research on artists and designers to inform their creative decisions.</p> <p>Be able to share their achievement of using their study of the work of artists and designers and how it has informed their actions to improve their outcome.</p> <p>Be able to explain or show how their individual selection of an artist, designer, or craftsperson to study, has informed their personal actions, and has impacted on the realisation of their creative intentions.</p> <p>Continued development of their visual literacy and communication skills and the ability to have a critical understanding of artists, architects, and designers, expressing reasoned judgements that informs their own work.</p> <p>Continued ability to carefully analyse and evaluate their own work and that of others St success criteria to identify how they can take actions to strengthen their work.</p> <p>Be able to create imaginative responses and representations of the real world in response to their study of artists, craftspeople, and designers, remaining flexible to adapt and change the characteristics for a specific meaning.</p> <p>Ability to evaluate their own work, adapting and refining choices and actions, applying their understanding of different forms of art to improve and realise their own creative intentions.</p> <p>Discuss different aspects of their own and other's work, explaining how they refine their ideas, skills, and methods, applying what they learn to improve their own outcomes.</p> <p>Compare, analyse, and describe different ideas and approaches used by artists and designers, recognising the influence of contexts, cultures, and times on their work.</p> <p>Be able to interpret and respond to different creative forms from diverse historical periods, cultures, and times e.g. artists, craftspeople, designers, architects, digital, photographic, and graphic media artists.</p> <p>Be able to reflect and describe how their interpretations of art, craft and design from different periods and times have informed their own actions to improve.</p> <p>Be able to respond to colour, surface, form, mark, and techniques used by creative practitioners that conveys emotions and subtle moods and relate to own work.</p> <p>Be able to express their own opinions through their evaluations of several artists, how their work is a product of their culture, time, or place.</p> <p>Understand how individual experience and cultural contexts shape what artists and designers make and use this information to critically inform improvements in their own work.</p>	<p>Explain how their study of the work of artists and designers has led to improvements in their actions and informed changes to their outcomes.</p> <p>Reflect upon what they like and dislike about their work to improve it and explain what they like and what they will do next.</p> <p>Demonstrate a critical understanding of artists, architects, and designers, expressing reasoned judgements that can inform their own work.</p> <p>Analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications in their work.</p> <p>Evaluate their strengths and development needs to inform the actions that will lead to improvement.</p> <p>Show how their understanding of different creative, media and design industries informs their attitude and creative actions.</p> <p>Demonstrate how their research and investigation of diverse artists, designers and other sources has led to several different versions of an idea and how creative decisions have resulted in improvements to the proposed outcome.</p> <p>Demonstrate a confident and sensitive understanding of the of the artists studied with control of the artistic elements in the creation of effective and successful outcomes.</p> <p>Show perceptive evaluation when reviewing their strengths, development needs and actions leading to improvement.</p> <p>Provide a reasoned evaluation of purpose and meaning informing personal choices when developing their ideas, creative plans, and actions.</p> <p>Have an appreciation about the history of art, with reference to periods, genres, styles, or aspects of design and able to relate to the expressive characteristics that convey meaning in ways which have inspired their own work.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------