



## Art & Design - Art & Artists (Evaluation & analysis) Strand - Progression

What does the progression of skills and knowledge look like?



Phase	Progression objectives	Vocabulary	Formal elements
<b>EYFS</b>	<ul style="list-style-type: none"> <li>- Look at and discuss different artworks using simple sentences, expressing a simple opinion about an artwork.</li> <li>- Identify colours, objects and shapes in the artwork.</li> <li>- Discuss their own artwork using simple language.</li> </ul>	<p><b>Tier 2</b> like, dislike</p> <p><b>Tier 3</b> artist, artwork</p>	<ul style="list-style-type: none"> <li>colour</li> <li>shape</li> </ul>
<b>Key Stage 1</b>	<ul style="list-style-type: none"> <li>- Look at and discuss a range of artworks by artists, crafts people and designers across time, expressing a simple opinion about an artwork (no explanation).</li> <li>- Notice details and familiar objects/ shapes / colours in an artwork including light and dark.</li> <li>- Make simple comparisons between artists and artworks.</li> <li>- Make some links between their work and an artwork.</li> <li>- Begin to comment on how an artist/designer has used colour, pattern and shape.</li> <li>- Start to ask their own questions about an artwork.</li> <li>- Describe and discuss their own artworks, noting key details.</li> </ul>	<p><b>Tier 2</b> Like, dislike, change, edit, improve, same, different, compare,</p> <p><b>Tier 3</b> pointillism, portrait, illustrator, sculpture, sculptor, artist, artwork</p>	<ul style="list-style-type: none"> <li>colour</li> <li>tone</li> <li>shape</li> <li>pattern</li> </ul>
<b>Lower Key Stage 2</b>	<ul style="list-style-type: none"> <li>- Continue to develop their knowledge of artists and artworks, expressing an opinion about an artwork, giving simple reasons why.</li> <li>- Make comparisons with increasing confidence between artists and artworks, using the language of the formal elements studied.</li> <li>- Make links between their work and the work of more than one artist.</li> <li>- Recognise when and where an artwork was created (timeline and map).</li> <li>- Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern)</li> <li>- Ask their own questions about artworks, developing them and sharing in class discussion.</li> <li>- Describe and discuss their own artworks, explaining choices with appropriate vocabulary.</li> </ul>	<p><b>Tier 2</b> Opinion, reason, inference, influence, inspiration, similar, timeline, location, context,</p> <p><b>Tier 3</b> Impressionism, Cubism, Expressionism, cultural, sculpt</p>	<ul style="list-style-type: none"> <li>colour</li> <li>line</li> <li>value</li> <li>tone</li> <li>space</li> <li>shape</li> <li>texture</li> <li>pattern</li> </ul>
<b>Upper Key Stage 2</b>	<ul style="list-style-type: none"> <li>- Can discuss a range of key artists and artworks with increasing confidence, expressing an opinion about an artwork, support with reasons.</li> <li>- Compare multiple artworks and recognise patterns and key concepts between art movements.</li> <li>- Make clear links between their work and the work of others, noting specific influences and techniques.</li> <li>- Explain how key artworks contributed to cultural development or historical events.</li> <li>- Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other artworks.</li> <li>- Use a question matrix to develop an increasingly complex range of questions about the artworks they study.</li> <li>- Describe and discuss with confidence their own artworks, justifying their choices with appropriate vocabulary.</li> </ul>	<p><b>Tier 2</b> political, social</p> <p><b>Tier 3</b> Art movement, group, Fauvism, Abstract Expressionism,</p>	<ul style="list-style-type: none"> <li>colour</li> <li>line</li> <li>value</li> <li>tone</li> <li>space</li> <li>shape</li> <li>texture</li> <li>form</li> <li>pattern</li> </ul>

<p><b>Key Stage 3</b></p>	<p><b><u>Communicating about the work of others</u></b></p> <ul style="list-style-type: none"> <li>-Describe what you think or feel about the work of others, commenting on the technical skills within their work.</li> <li>-Discussing the formal elements and using tier 2/3, key terminology.</li> <li>-Comment on similarities and differences about the work of others.</li> <li>-Consider and discuss how artists work and understand the context and purpose.</li> <li>-Identify different media, styles and processes used by artists, craftspeople and designers. Relate these to the context in which they are made.</li> <li>-Critically engage with your own work and the work of others, identify why ideas and meaning have different interpretations.</li> </ul> <p><b><u>Responding to the work of others</u></b></p> <ul style="list-style-type: none"> <li>-Link elements of your work to others</li> <li>-Show understanding of key elements of the work of others that influence your response.</li> <li>-Research, document and present information of the style and context of other artists' work that assists the development of your own ideas</li> <li>-Produce a creative, well thought-out personal response to the work of others.</li> <li>-Create a personal, meaningful response linked to your sources.</li> </ul> <p><b><u>Communicating about your work</u></b></p> <ul style="list-style-type: none"> <li>-Describe what you think or feel about your work</li> <li>-Interpret and explain how your ideas are linked to the artist, context, culture or historical period.</li> </ul> <p><b><u>Communicating outcomes/evaluating</u></b></p> <ul style="list-style-type: none"> <li>-Evaluate your outcome by showing the links to previous work and artists, craftspeople and designers.</li> <li>-Reflecting on own progress, success and areas for development.</li> </ul>	<p><b><u>Written tasks</u></b></p> <p>Analysis, analyse, describe, communicate, cultures, cultural, response, evaluate, evaluation, artefacts, artists, designers, craftspeople, ideas, knowledge, realistic, simplified, stylised, basic, simple, inspiring, inspired, feelings, evaluate, reflect</p>	<ul style="list-style-type: none"> <li>colour</li> <li>line</li> <li>value</li> <li>tone</li> <li>space</li> <li>shape</li> <li>texture</li> <li>form</li> <li>pattern</li> </ul>
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