



St William's Catholic Academy

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

What does the progression of skills and knowledge look like?

| Phase | Progression objectives | Vocabulary | Formal elements |
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| EYFS | <ul style="list-style-type: none"> - Look at and discuss different artworks using simple sentences, expressing a simple opinion about an artwork. - Identify colours, objects and shapes in the artwork. - Discuss their own artwork using simple language. | <p>Tier 2 like, dislike Tier 3 artist, artwork</p> | <ul style="list-style-type: none"> colour shape |
| Key Stage 1 | <ul style="list-style-type: none"> - 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). - Notice details and familiar objects/ shapes / colours in an artwork including light and dark. - Make simple comparisons between artists and artworks. - Make some links between their work and an artwork. - Begin to comment on how an artist/designer has used colour, pattern and shape. - Start to ask their own questions about an artwork. - Describe and discuss their own artworks, noting key details. | <p>Tier 2 Like, dislike, change, edit, improve, same, different, compare,</p> <p>Tier 3 pointillism, portrait, illustrator, sculpture, sculptor, artist, artwork</p> | <ul style="list-style-type: none"> colour tone shape pattern |
| Lower Key Stage 2 | <ul style="list-style-type: none"> - Continue to develop their knowledge of artists and artworks, expressing an opinion about an artwork, giving simple reasons why. - Make comparisons with increasing confidence between artists and artworks, using the language of the formal elements studied. - Make links between their work and the work of more than one artist. - Recognise when and where an artwork was created (timeline and map). - Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) - Ask their own questions about artworks, developing them and sharing in class discussion. - Describe and discuss their own artworks, explaining choices with appropriate vocabulary. | <p>Tier 2 Opinion, reason, inference, influence, inspiration, similar, timeline, location, context,</p> <p>Tier 3 Impressionism, Cubism, Expressionism, cultural, sculpt</p> | <ul style="list-style-type: none"> colour line value tone space shape texture pattern |

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| <p>Upper Key Stage 2</p> | <ul style="list-style-type: none"> - Can discuss a range of key artists and artworks with increasing confidence, expressing an opinion about an artwork, support with reasons. - Compare multiple artworks and recognise patterns and key concepts between art movements. - Make clear links between their work and the work of others, noting specific influences and techniques. - Explain how key artworks contributed to cultural development or historical events. - Analyse an artwork, commenting on the use of formal elements (line, shape, texture, pattern) and comparing with other artworks. - Use a question matrix to develop an increasingly complex range of questions about the artworks they study. - Describe and discuss with confidence their own artworks, justifying their choices with appropriate vocabulary. | <p>Tier 2 political, social</p> <p>Tier 3 Art movement, group, Fauvism, Abstract Expressionism,</p> | <ul style="list-style-type: none"> colour line value tone space shape texture form pattern |
| <p>Key Stage 3</p> | <p><u>Communicating about the work of others</u></p> <ul style="list-style-type: none"> -Describe what you think or feel about the work of others, commenting on the technical skills within their work. - Discussing the formal elements and using tier 2/3, key terminology. -Comment on similarities and differences about the work of others. -Consider and discuss how artists work and understand the context and purpose. -Identify different media, styles and processes used by artists, craftspeople and designers. Relate these to the context in which they are made. -Critically engage with your own work and the work of others, identify why ideas and meaning have different interpretations. <p><u>Responding to the work of others</u></p> <ul style="list-style-type: none"> -Link elements of your work to others -Show understanding of key elements of the work of others that influence your response. -Research, document and present information of the style and context of other artists' work that assists the development of your own ideas .-Produce a creative, well thought-out personal response to the work of others. -Create a personal, meaningful response linked to your sources. <p><u>Communicating about your work</u></p> <ul style="list-style-type: none"> -Describe what you think or feel about your work .-Interpret and explain how your ideas are linked to the artist, context, culture or historical period. <p><u>Communicating outcomes/evaluating</u></p> <ul style="list-style-type: none"> -Evaluate your outcome by showing the links to previous work and artists, craftspeople and designers. -Reflecting on own progress, success and areas for development. | <p><u>Written tasks</u></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"> colour line value tone space shape texture form pattern |