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| **Walton-le-Dale Art Department Progress Ladder** | | | | | | | | | | | |
| **Step** | **Strand 1: Research & Analysis**  **(K)** | **Strand 2: Develop Ideas**  **(K) (S)** | **Strand 3: Refine Ideas**  **(K) (S)** | **Strand 4: Drawing**  **(S)** | **Strand 5: Record**  **(K)** | **Strand 6: Realisation**  **(S)** | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| **Descriptor** | **Being able to describe artworks and use them to help develop ideas for my own work. Being able to use subject specific language accurately.** | **Using research to develop a range of ideas related to theme.** | **Being able to effectively control materials and the relevant processes and techniques to explore and refine ideas.** | **Being able to use a variety of lines to describe texture, tone and shape. Being able to place parts in the correct place and in the right proportion.** | **Being able to keep an accurate record of the learning journey taken to develop, refine and realise ideas, including annotation.** | **Being able to make a final piece that realises my intentions.** |
| **1** | I can collect some images and other information. I can answer simple questions about artists. | I can create an idea. I can look at the work of artists and attempt to use a similar style or material to that artist. | I can control materials well enough to communicate ideas. | I can draw objects and ideas using simple lines and some tone/texture. | I can ensure I put all my work in one place and label it. | I can make a final piece that attempts to look like my design ideas. | 101 |  |  |  |  |
| **2** | I can collect relevant images and other information. I can write effectively sentences about the artists we have studied. | I can develop a few ideas. I can respond to a number of artists and try to use their style/techniques in my own ideas. | I can control materials to communicate my ideas. | I can draw objects and ideas using line, and some tone and/or texture | I can attempt to put most of my work in order and annotate it. I can check and correct my spelling. | I can make a final piece that attempts to use an artist’s technique and generally looks like I intended. | 102 | 101 |  |  |  |
| **3** | I can collect a range of relevant images and other information related to my theme. I can write about the artists and artwork. | I can create ideas using my research and artists’ styles and techniques to inspire my own work. | I can communicate ideas effectively through my control of materials. | I can draw objects from observation and create ideas using line, and attempt to place them in the correct proportion. | I can put all my work in order and annotate it. Try to ensure my spelling and sentence construction are correct. | I can make a final piece that looks like I intended and uses an artist’s technique. | 103 | 102 | 101 |  |  |
| **4** | I can collect and create a range of interesting images and other information related to my theme. I can write full and descriptive sentences about the artists and artworks. | I can create effective ideas using my research and the work of artists to inspire my own work imaginatively. | I can explore different ways to control materials to help improve how I communicate my ideas. | I can accurately draw objects from observation and create ideas using line, and apply straightforward proportion. I can add textural details and tone where relevant. | I can put all my research, analysis, investigations artwork and ideas in order and annotate to explain my thinking. I can spell and construct sentences and paragraphs well. | I can make a final piece that looks like I intended and uses an artist’s techniques effectively. | 104 | 103 | 102 | 101 |  |
| **5** | I can generate research related to my theme from a variety of sources. I can analyse artists’ work both technically and conceptually. | I can create exciting, different and original ideas. I can use artists’ techniques and concepts to support the development of my ideas. | I can explore a range of materials and make judgements about which ones best help me communicate my ideas. | I can accurately draw objects from observation and create ideas using line, in proportion and add textural and tonal details to add more realism to my drawing. | I can organise and order all my work to show my learning journey effectively. I can annotate to explain and give insight into my thinking, using correct grammar and specialist terms (Tier 3 Vocab). | I can make a final piece that looks like I intended, uses artists’ techniques and communicates my intentions effectively. |  | 104 | 103 | 102 |  |
| **6** | I can research a range of aspects related to my theme. I can create observant and in-depth analysis of the work of artists and artefacts. | I can create a wide range of imaginative ideas. I can effectively connect my ideas to my research and the artists I have studies. | I can explore a range of materials and choose the best ones to help me communicate ideas relating to my artists’ and own ideas. | I can accurately draw objects from observation and create ideas using line, in proportion and use texture and tone accurately and subtly to add detail to make it look more realistic. | I can clearly organise my work in a way that creatively explains my learning journey. I can annotate in a way that gives perspective insight into my thinking, using correct grammar and appropriate specialist terms (Tier 3 Vocab). | I can create final outcomes that look like I intended, communicate my intentions effectively and use artists’ techniques and concepts imaginatively. |  |  | 104 | 103 | 101 |
| **7** | I can research my theme in interesting and diverse ways. I can write about artists and artworks with depth and intelligence, making effective connections with the wider theme. | I can create a wide range of imaginative and interesting ideas related to my theme. I can skilfully connect my ideas to my research and the work of the artists analysed. | I can investigate a range of materials and related processes to discover the best way to refine my ideas so they are imaginative and effective. | I can accurately draw objects from observation and create ideas using relevant visual language to communicate creatively and imaginatively. | I can independently and creatively organise my work to perceptively reveal my learning journey. I can annotate with insight and imagination, using correct grammar and appropriate specialist terminology (Tier 3 Vocab). | I can intelligently create personal outcomes that look as I intended and make sophisticated and consistent connections to the artists and sources I researched and analysed. |  |  |  | 104 | 102 |
| **8** | I can research my theme intelligently and sensitively. I can write about artists and artworks insightfully making interesting connections with the wider theme. | I can create a diverse range of ideas that explore the theme both technically and conceptually and make strong and perceptive connections to my research and artists analysis. | I can investigate a diverse range of materials, techniques and processes and select the best ones for creatively refining my ideas. | I can accurately and fluently draw objects from observation and create ideas using the relevant language creatively and with originality. | I can imaginatively and creatively organise my work in a way that reveals the complicated and exploratory learning journey I have taken. I can creatively annotate to provide insight and elaboration. I can use correct grammar and specialist terminology (Tier 3 Vocab). | I can imaginatively and fluently create personal and original outcomes which make sophisticated and eloquent connections with the research and analysis I undertook. |  |  |  |  | 103 |
| **9** | I can explore my theme in a variety of insightful and imaginative ways. I can write eloquently, perceptively and creatively about the work of artists and artworks and make relevant wider connections. | I can create a diverse range of sophisticated and perceptive ideas. I can intelligently connect my ideas to my artists and my research with insight and creativity. | I can explore a diverse range of approaches to refining my ideas using materials, techniques and processes in sophisticated and insightful ways. | I can fluently and creatively draw from observation and generate creative and sophisticated ideas. I use relevant visual language with flair and imagination. | I can imaginatively and creatively organise my work in a sophisticated and original way to imaginatively communicate my learning journey. I can creatively and fluently annotate to explain intentions and give insight to my thinking using relevant and erudite, specialist terminology (Tier 3 Vocab). | I can create exciting and imaginative outcomes that fully realise my intentions and utilise all my research and analysis in sophisticated, imaginative and original ways. |  |  |  |  | 104 |

**KEY**

(K) = Knowledge

(S) = Skills