



Art & Design Progression Map

Subject intent

Beverley's Art curriculum offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the skills and concepts required in the National Curriculum. Art lessons are intended to engage, inspire and challenge pupils. Pupils will be equipped with the knowledge to experiment, invent and create their own works of art, craft and design. Pupils will be encouraged to think critically and develop a more rigorous understanding of art and design. Pupils will be taught how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Subject implementation

At Beverley we weave Art through termly Key Stage Projects. By using Project Based Learning (PBL), we aim for our pupils to develop real life links through various projects that our students can make connections and reference to. Our Art curriculum is high quality and is planned to demonstrate progression and encourage participation from all of our learners. We follow The Essentials Curriculum approach by Chris Quigley; Art and Design is split into three threshold concepts:

Developing ideas: This concept involves understanding how ideas develop through an artistic process.

Master techniques: This concept involves developing a skill set so that ideas may be communicated. The key areas of art are revisited every year. These are: painting, collage, sculpture, drawing, print, textiles and digital media. This ensures consolidation of key skills and techniques in those areas and creates space where children can build on prior learning.

Take inspiration from the greats: This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history. We aim to cover a range of great, diverse and modern artists, designers and photographers.

Sketchbooks are used to record ideas, create 2D work, record evaluations and display photographs of pupils creating their work. The evaluation process is a valuable aspect of Art and Design and it is weaved through each of the threshold concepts; pupils use an evaluation sheet to

communicate what they learned and what they feel they could work on in future lessons. Peer assessment is a tool used frequently to encourage communication between peers. Pupils are questioned during the creative process to encourage critical thinking and independent ideas.

As a school we recognise the importance of vocabulary across all subject areas. We understand that exposing pupils to technical terminology will allow learners to communicate about their own and other's art work, as well as communicating ideas and reflect. Key vocabulary is embedded into lessons and displayed on classroom walls.

At Beverley we promote a love of Art, and we instil a sense of pride in the pupils through showcasing their work. We have a Gallery space in the dining room and display art work throughout corridors.

Subject impact

- Pupils will have the space to make decisions, express themselves and be confident in their individuality.
- Being exposed to many diverse artists means pupils can make links between different art forms; it also shows pupils how diverse the world is, and how individuality should be celebrated.
- Pupils are given space to feel proud of their efforts in Art through various showcasing.
- Pupils confidence when discussing art is high, as well as their use of artistic terminology being strong.

Level Expected at the End of EYFS

We have selected the most relevant statements from the Delivery Matters age ranges for 0 -3 and 3 – 4 years olds as well as highlighting the statements within the ELGs which feed into the programme of study for Art.

Art & Design		
0 - 3	Expressive arts and design	<ul style="list-style-type: none"> • I can notice patterns with strong contrasts and be attracted by patterns resembling the human face. • I can start to make marks intentionally. • I can explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • I can express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
3 – 4	Expressive arts and design	<ul style="list-style-type: none"> • I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. • I can draw with increasing complexity and detail, such as representing a face with a circle and including details. • I can use drawing to represent ideas like movement or loud noises. • I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc. • I can explore colour and colour mixing.
Reception	Expressive arts and design	<ul style="list-style-type: none"> • I can explore, use and refine a variety of artistic effects to express my ideas and feelings. • I can return to and build on my previous learning, refining ideas and developing my ability to represent them. • I can create collaboratively, sharing ideas, resources and skills.
ELG	Expressive arts and design – Creating with materials	<ul style="list-style-type: none"> • I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • I can share my creations, explaining the process I have used.

The following curriculum progression map comprehensively shows the progression of writing skills and concepts from Pre Milestone 1 – Milestone 4.

For students above Milestone 3 they will follow the appropriate National Curriculum/ Accreditation routes.

Accreditation routes are in parentheses eg. (Entry Level 1 – Entry Level 2)

		<p>Pre Milestone 1 Beverley Steps P4 – 5 (Working Towards Entry Level)</p>	<p>Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)</p>	<p>Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level – Entry Level 1)</p>	
Developing ideas		<ul style="list-style-type: none"> I can demonstrate preferences I can recognise a familiar object regardless of colour I can allow another person to show interest in my work 	<ul style="list-style-type: none"> I can demonstrate preferences I can show pride in my work I can select materials appropriate to the task I can select colour with purpose I can correctly use comparative terms: Big/small top/back front/back I can describe materials using terms: Shiny Dull I can walk around my model to see it from more than 1 point of view 	<ul style="list-style-type: none"> I can develop ideas from a starting point I can discuss patterns I see in the environment. I can review my own work I can review the work of peers I can respect the work of others I can begin to apply improvement I can suggest ways to improve my work I can give a simple reason for I like 	
		<p>Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2-Entry Level 3)</p>	<p>Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)</p>	<p>Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure- Level 2 Emerging)</p>	<p>Milestone 4 Beverley Steps 16+ Year 7+ (Level 2 Developing- GCSE 4+)</p>
		<ul style="list-style-type: none"> I can respond to ideas and starting points. I can explore ideas and collect visual information. I can explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> I can develop ideas from starting points throughout the curriculum. I can collect information, sketches and resources. I can adapt and refine ideas as they progress. I can explore ideas in a variety of ways. 	<ul style="list-style-type: none"> I can develop and imaginatively extend ideas from starting points throughout the curriculum. I can collect information, sketches and resources and present ideas imaginatively in a sketchbook. 	<ul style="list-style-type: none"> I can thoughtful use of my sketchbooks to test ideas that inform their making I can effectively develop and explore ideas through considerable investigation I can refine my ideas, select and employ a range of resources, media, material techniques and processes appropriately. I can present ideas and the results of my research and

			<ul style="list-style-type: none">• I can comment on artworks using visual language.	<ul style="list-style-type: none">• I can use the qualities of materials to enhance ideas.• I can spot the potential in unexpected results as work progresses.• I can comment on artworks with a fluent grasp of visual language.	<p>enquiry competently and effectively.</p> <ul style="list-style-type: none">• I can explore and experiment with ideas independently• I can analyse and evaluate images with a clear sense of purpose• I can demonstrate growing ability to review, modify and refine my work as it progresses• I can develop ideas to create purposeful imaginative work with some originality.• I can creatively explore and develop ideas through investigations.
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Mastering Techniques	Breakdown of Threshold Concept	Pre Milestone 1 Beverley Steps P4 – 5 (Working Towards Entry Level)	Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)	Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level – Entry Level 1)
	Painting	<ul style="list-style-type: none"> I can understand that there are a range of colours I can match colours 	<ul style="list-style-type: none"> I can mix colours I can select colour with purpose 	<ul style="list-style-type: none"> I can experiment with mixing colours I can name the primary colours I can name the secondary colours
	Collage	<ul style="list-style-type: none"> I can use materials to create a collage 	<ul style="list-style-type: none"> I can test paper (Tear Scrunch Screw Wave) I can use material to create a collage I can use coloured paper to create a pattern 	<ul style="list-style-type: none"> I can use or supervise the use of scissors to cut tape, string etc I can use natural materials and fabrics creatively
	Sculpture	<ul style="list-style-type: none"> I can use playdough or plasticine I can use sand, play dough or pliable material I can use glue to join materials together 	<ul style="list-style-type: none"> I can use and, play dough or pliable material I can build model with dough or clay I can use a variety of materials to make models 	<ul style="list-style-type: none"> I can warm clay or plasticine in hands I can roll or attempt to roll clay or plasticine. I can use tools with clay or plasticine I can make shapes from pliable material
	Drawing	<ul style="list-style-type: none"> I can make deliberate marks on paper I can colour over a picture I can use a variety of tools in order to make mark 	<ul style="list-style-type: none"> I can make deliberate marks on paper I can colour over a picture I can deliberately make marks with a variety of materials I can use a variety of tools in order to make marks in or on materials I can copy a simple line pattern 	<ul style="list-style-type: none"> I can look at an object and draw or make marks to represent I can illustrate a person. I can draw or make marks to represent: story event I can draw different types of line I can use the space on the paper
	Print	<ul style="list-style-type: none"> I can repeat actions in order to obtain similar effects 	<ul style="list-style-type: none"> I can use objects to do simple printing 	<ul style="list-style-type: none"> I can print a simple repeated pattern I can create simple repeat pattern

	Textiles				<ul style="list-style-type: none"> I can do Simple weaving
	Digital media				<ul style="list-style-type: none"> I can use a simple computer drawing package I can change a colour in a pattern on the computer
	Breakdown of Threshold Concept	Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2-Entry Level 3)	Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)	Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure- Level 2 Emerging)	Milestone 4 Beverley Steps 16+ Year 7+ (Level 2 Developing- GCSE 4+)
	Painting	<ul style="list-style-type: none"> I can use thick and thin brushes I can mix primary colours to make secondary. I can add white to colours to make tints and black to colours to make tones I can create a colour wheel 	<ul style="list-style-type: none"> I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines I can mix colours effectively. I can use watercolour paint to produce washes for backgrounds then add detail. I can experiment creating mood with colour 	<ul style="list-style-type: none"> I can sketch (lightly) before painting to combine line and colour I can create a colour palette based upon colours observed in the natural or built world I can use the qualities of watercolour and acrylic paints to create visually interesting pieces I can combine colours, tones and tints to enhance the mood of a piece I can use brush techniques and the qualities of paint to create texture I can develop a personal style of painting, drawing upon ideas from other artists 	<ul style="list-style-type: none"> I can plan a painting confidently I can investigate and develop my painting skills I can use painting skills with increased control and purpose I can explore the characteristics of paint with control to express my personal intentions I can work responsibly safely and respectfully with paints and other materials I consider the formal elements when painting

Collage	<ul style="list-style-type: none"> • I can use a combination of materials that are cut, torn and glued • I can sort and arrange materials • I can mix materials to create texture 	<ul style="list-style-type: none"> • I can select and arrange materials for a striking effect • I can ensure work is precise • I can use coiling, overlapping, tessellation, mosaic and montage 	<ul style="list-style-type: none"> • I can mix textures (rough and smooth, plain and patterned) • I can combine visual and tactile qualities • I can use ceramic mosaic materials and techniques 	<ul style="list-style-type: none"> • I can investigate and experiment with collage, using a wide range of materials. • I can choose materials thoughtfully and purposefully • I can use materials with increased independence and control • I can work responsibly safely and respectfully with collage materials
sculpture	<ul style="list-style-type: none"> • I can use a combination of shapes • I can include lines and texture • I can use rolled up paper, straws, paper, card and clay as materials • I can use techniques such as rolling, cutting, moulding and carving 	<ul style="list-style-type: none"> • I can create and combine shapes to create recognizable forms (e.g. shapes made from nets or solid materials) • I can include texture that conveys feelings, expression or movement. • I can use clay and other mouldable materials • I can use materials to provide interesting detail 	<ul style="list-style-type: none"> • I can show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations • I can use tools to carve and add shapes, texture and pattern • I can combine visual and tactile qualities • I can use frameworks (such as wire or moulds) to provide stability and form 	<ul style="list-style-type: none"> • I can investigate and experiment with a wide range of materials • I choose materials thoughtfully and purposefully • I can use materials with increased independence and control • I can work responsibly safely and respectfully when creating sculptures
drawing	<ul style="list-style-type: none"> • I can draw lines of different sizes and thickness • I can colour (own work) neatly following the lines • I can show pattern and texture by adding dots and lines 	<ul style="list-style-type: none"> • I can use different hardnesses of pencils to show line, tone and texture • I can annotate sketches to explain and elaborate ideas • I can sketch lightly (no need to use a rubber to correct mistakes) 	<ul style="list-style-type: none"> • I can use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) • I can use a choice of techniques to depict movement, perspective, shadows and reflection 	<ul style="list-style-type: none"> • I can confidently apply 1 and 2 point perspective to represent images of the real world • I can use drawing techniques confidently and purposefully • I can use drawing materials with increased

	<ul style="list-style-type: none"> • I can show different tones by using coloured pencils 	<ul style="list-style-type: none"> • I can use shading to show light and shadow • I can use hatching and cross hatching to show tone and texture • I can use shading to show light and shadow • I can use hatching and cross hatching to show tone and texture 	<ul style="list-style-type: none"> • I can choose a style of drawing suitable for the work (e.g. realistic or impressionistic) • I can use lines to represent movement 	independence and control
Print	<ul style="list-style-type: none"> • I can use repeating or overlapping shapes. • I can mimic print from the environment (e.g. wallpapers) • I can use objects to create prints (e.g. fruit, vegetables or sponges) • I can press, roll, rub and stamp to make prints 	<ul style="list-style-type: none"> • I can use layers of two or more colours • I can replicate patterns observed in natural or built environments • I can make printing blocks (e.g. from coiled string glued to a block) • I can make precise repeating patterns 	<ul style="list-style-type: none"> • I can build up layers of colours • I can create an accurate pattern, showing fine detail • I can use a range of visual elements to reflect the purpose of the work 	<ul style="list-style-type: none"> • I can investigate and experiment with print, combining methods, colours and/or other materials • I can use materials confidently • I can use materials with increased independence and control
Textiles	<ul style="list-style-type: none"> • I can use weaving to create a pattern • I can join materials using glue and/or a stitch • I can use plaiting • I can use dip dye techniques 	<ul style="list-style-type: none"> • I can shape and stitch materials • I can use basic cross stitch and back stitch • I can colour fabric • I can create weavings • I can quilt, pad and gather fabric 	<ul style="list-style-type: none"> • I can show precision in techniques • I can choose from a range of stitching techniques • I can combine previously learned techniques to create pieces 	<ul style="list-style-type: none"> • I can investigate and experiment with textiles materials and processes • I can use materials (sewing machine, sewing needles, etc) with increased independence and control • I can create textiles pieces with confidence • I can work responsibly safely and respectfully

					when creating textiles pieces
	Digital media	<ul style="list-style-type: none"> • I can use a wide range of tools to create different textures, lines, tones, colours and shapes 	<ul style="list-style-type: none"> • I can create images, video and sound recordings and explain why they were created 	<ul style="list-style-type: none"> • I can enhance digital media by editing (including sound, video, animation, still images and installations) 	<ul style="list-style-type: none"> • I can investigate and experiment with digital media programmes /applications

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	<ul style="list-style-type: none"> • I can look at the work of others • I can show indication of what tools are used for 	<ul style="list-style-type: none"> • I can show an awareness of the purpose of familiar tools • I can be aware of other artists work 	<ul style="list-style-type: none"> • I can identify two different pictures from different cultures • I can respect the work of others 	
	<p>Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2-Entry Level 3)</p>	<p>Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)</p>	<p>Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure- Level 2 Emerging)</p>	<p>Milestone 4 Beverley Steps 16+ Year 7+ (Level 2 Developing- GCSE 4+)</p>
	<ul style="list-style-type: none"> • I can describe the work of notable artists, artisans and designers • I can use some of the ideas of artists studied to create pieces 	<ul style="list-style-type: none"> • I can replicate some of the techniques used by notable artists, artisans and designers • I can create original pieces that are influenced by studies of others 	<ul style="list-style-type: none"> • I can give details (including own sketches) about the style of some notable artists, artisans and designers • I can show how the work of those studied was influential in both society and to other artists • I can create original pieces that show a range of influences and styles 	<ul style="list-style-type: none"> • I can demonstrate a broad understanding of context and culture which informs developing responses. • I can understand the relationship between process and product • I can demonstrate the necessary skills to effectively record and respond to observations and experiences. • I can make connections with the work of others, which inform personal responses and support the realisation of my intentions.

					<ul style="list-style-type: none">• I can investigate a wide range of work of other artists• I can use the work of other artists to inform my own work• I can give examples of work from famous artists• I can demonstrate analytical, critical & contextual understanding.• I can compare and contrast my own work to a famous artist• I can accept and learn from creative risks.• I can provide a reasoned evaluation of the purpose and meaning of my own work• I can analyse and comment on others work.• I can combine my knowledge, skills and understanding in an appropriate and accomplished manner• I can apply technical knowledge and skills to realise my intentions
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					<ul style="list-style-type: none">• I can use the qualities of materials and processes effectively and confidently• I demonstrate a confident understanding and use of the formal elements• I can confidently manipulate and exploit a wide range of relevant resources.
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This Progression Map complements the Curriculum Map, which covers subject content over time.
These are planned in Key Stages and can be found on TEAMS.

