

# ART PROGRESSION OF SKILLS KS3

<b>GENERATING IDEAS</b>		
<b>SKILLS OF DESIGNING AND DEVELOPING IDEAS</b>		
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<p>Complete design studies for 2D, 3D and craft outcomes, including research, observed studies, and visualisations;</p> <p>Explore a sequence of design steps to develop and improve ideas using thumbnail studies, annotation, multi-views, different compositions, maquettes or prototypes;</p> <p>Use a camera, varied drawing approaches, collage and digital media to record from life and secondary sources to inform and develop imaginative ideas for their work;</p> <p>Control their selection and interpretations of elements from the study of artists, designers, architects and other cultures to creatively inform their individual designs and planning for a proposed outcome.</p>	<p>Effectively use web and book based research to inform their experience of how artists develop ideas to create outcomes in two and three dimensions to realise creative intentions;</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>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>Explain or show how their individual selection of an artist, designer or craftsman to study, informs their personal actions to realise creative intentions.</p>	<p>Independently plan and model ideas and intentions in 2D and 3D (including photography, digital processes and 3D modelling/maquettes), using their imagination to sequentially explore ideas, thinking visually and creatively;</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 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>
<b>MAKING</b>		
<b>SKILLS OF MAKING ART, CRAFT AND DESIGN</b>		
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>

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<p>Knowledgeably develop their own practical skills through investigation and experimentation using a range of materials and techniques with increasing control and purpose;</p> <p>Carefully explore the characteristics of each of the artistic elements with control to express personal intentions when making painted, printed, constructed and virtual artworks;</p> <p>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;</p> <p>Show how they can 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>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, in order 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>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>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>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>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>Understand and apply principles of perspective to create images that effectively represent the real world and visually illustrate their ideas.</p>
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<b>EVALUATING</b>		
<b>SKILLS OF JUDGEMENT AND EVALUATION</b>		
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<p>Evaluate and express an opinion about the visual images, artists' and students' work being investigated using descriptive and critical language when speaking and writing;</p> <p>Provide honest assessment and purposeful feedback to their peers describing strengths and</p>	<p>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</p>	<p>Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications in their work;</p> <p>Show perceptive evaluation when reviewing their strengths, development needs and actions leading</p>

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<p>possible next steps;</p> <p>Use the specialist language of discourse to express views and interpretations, drawing on their understanding of the creative works they study using spoken and written forms.</p>	<p>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>to improvement;</p> <p>Apply their understanding of the scope of the different creative, media and design industries when designing, making and creating.</p>
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## KNOWLEDGE

### KNOWLEDGE ABOUT ART PROCESSES AND CONTEXT

Year 7	Year 8	Year 9
<p>Know about the codes and conventions that define the different creative forms in art, craft and design so they can research, plan and develop several interpretations and designs;</p> <p>Know how to apply their experience of drawing, painting, printing, tactile and constructed processes/techniques, selecting suitable tools to enable them to design and make art works;</p> <p>Know when and how to look at the works of artists studied to help them resolve creative problems to inform their own work.</p>	<p>Know how to mix and apply colour so they can convey concepts such as warm and cool, or express meanings and emotions;</p> <p>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>Know how 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>Know about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day;</p> <p>Know how to explore the techniques used by major contemporary or historic artists, craftspeople and designers, as well as other cultures, so as to inform their creative interpretations;</p> <p>Know 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>

### PROGRESSION THROUGH MEDIA

Drawing	Painting	3D work	Collage	Printing	Photography	Textiles
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Uses line to represent objects seen, remembered or imagined	Explores mark-making using thick brushes, foam and sponge brushes	Becomes aware of form, feel, texture, pattern and weight	Sorts according to specific qualities, e.g. warm, cold, shiny, smooth	Repeating patterns, random or organised, with range of blocks	Is aware that there are famous or specialist photographers	Sorts, collects, discusses and pulls apart cloths and threads
Explores tone using different grades of pencil, pastel and chalk	Experiments with and enjoys colour	Experiments with basic tools on rigid and plastic materials	Engages in more complex activities, e.g. cutting and sewing a variety of materials	Extends repeating patterns - overlapping, using two contrasting colours etc	Develops an awareness of scale, perspective, movement and colour in photography	Stitches and cuts threads and fibres
Uses line and tone to represent things seen, remembered or observed	Creates pattern using different tools and colours	Compares and recreates form and shape to natural and made environments	Has experience of adhesives and decides on the most effective for a given task	Explores and recreates patterns and textures with an extended range of materials - e.g. sponges, leaves, fruit,	Develops an awareness of mood, emotions and feelings in photography	Simple weaving with strong wool through a stiff card loom
Explores shading, using different media	Uses colour and marks to express mood	Creates texture using rigid and plastic materials and a variety of tools	Develops skills of overlapping and overlaying	Explores images through monoprinting on a variety of papers	Alters images through collage, jigsaws, positive and negative shapes	Weaves paper, progressing from one to two colours
Draws familiar things from different viewpoints	Represents things observed, remembered or imagined, using colour/tools	Uses stimuli to create simple 2D and 3D images using a variety of tools and materials	Develops awareness of contrasts in texture and colour	Explores images and recreates texture using wallpaper, string, polystyrene etc	Experiences a variety of lenses - cameras, telescopes, binoculars	Able to discriminate between materials

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Uses line, tone and shade to represent things seen, remembered or imagined	Introduces different types of brushes for specific purposes	Recreates 2D images in a 3D piece (eg the houses of the three little pigs)	Experiments with creating mood, feeling, movement and areas of interest	Explores colour mixing through printing, using two colours and a variety of materials	Is aware of the use of lenses and their effects on images	Prints on fabrics
Is happy to experiment with line, tone and shade	Explores the effect on paint of adding water, glue, sand, sawdust	Shows an awareness of texture, form and shape by recreating an image in 3D form	Interprets stories, music, poems and other stimuli	Uses printing to represent the natural environment	Experiences the effect of light and magnification on transparencies	Simple stitching - uses a long needle to make straight stitches
Uses a range of materials to produce line, tone and shade	Introduces primary and secondary colours with the addition of black and white and other hues	Begins to look at colour and pattern in 3D structures, transferring the knowledge to their own work	Uses the natural environment or townscapes as a stimulus	Compares own image and pattern making with that of well-known artists (William Morris)	Explores creative slide-making using felt pens, feathers, gauzes and food dyes	Uses contrasting colours in stitching and weaving
Selects appropriate media and techniques to achieve a specific outcome	Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes	Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour	Selects and uses materials to achieve a specific outcome	Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper)	Is aware of processes by which photographs and slides are developed	Dyes fabrics using tie-dye, batik etc
	Uses different methods, colour and	Looks at 3D work from a variety of	Embellishes, using a variety of	Recreates images through relief	Makes a flick book to give the	Develops an awareness of the

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	a variety of tools and techniques to express mood	genres and cultures and develops own response through experimentation	techniques, including drawing, painting and printing	printing using card	impression of movement	natural environment through colour matching
	Investigates symbols, shapes, form and composition	Recreates images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape painting, focus on textures	Develops experience in embellishing, using more advanced stitching and appliqué techniques	Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief	Understands that camcorders and videos are forms of photography and the principles of how they work	Uses plaiting, pinning, stapling, stitching and sewing techniques
	Uses techniques, colours, tools and effects to represent things seen, remembered or imagined	Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings	Applies knowledge of different techniques as a form of expression	Recreates a scene remembered, observed or imagined, through collage printing	Creates simple images on photographic paper by placing shapes and materials on paper and fixing. Explores negative and positive	Stitching - using various needles to produce more complex patterns
	Explores the effect of light and colour, texture and tone on natural and man-made objects		Designs an artefact, using knowledge of techniques, for a specific outcome	Designs prints for fabrics, book covers and wallpaper. Carries out screen printing	Superimposes using a combination of techniques and photographs	Experiments with soft sculpture; cuts and joins patterns, embellishing the components