Year/Grade			ART PROGRESS MAP: Learning and Assessment Objectives			
Y 7	**Y 8**	**Y 9**	**Develop ideas from sources** **I can:**	**Refine work** **I can:**	**Record observations** **I can:**	**Present a personal and meaningful response** **I can:**
		9	• develop my ideas in a sophisticated manner, through focused, sustained and perceptive investigations of wide-ranging sources. • use this comprehensive understanding to transform my thinking and practical work.	• develop a range of sophisticated ideas, through purposeful selection and rigorous, creative experimentation and by subtly refining and modifying my work as it progresses.	• gather, select and organise information that has been generated from my extensive research and, through perceptive and rigorous reflection. • record my ideas with considerable finesse and confidence.	• produce personal, original and imaginative outcomes that realise my intentions in a sophisticated and coherent manner and show an excellent understanding of the visual language.
	9	8	• critically engage with a wide range of other artists' work, identifying why ideas and meanings are subject to different interpretations. • use this understanding to extend my own thinking and practical work.	• extend my ideas and sustain my investigations by responding to new possibilities and meanings through my extensive experimentation and exploration of materials, techniques and processes.	• gather wide-ranging research appropriate to my intentions. • respond to these sources in a mature and confident manner expressing my observations in a range of media; drawing could include line, colour, tonal and textural studies.	• show I am in command of my creative practice, recognising and using a variety of strategies to develop ideas that clearly reflect my intentions.
9	8	7	• analyse and comment on my own and others' work, appreciating how codes and conventions are used to express ideas in different genres, styles and traditions.	• express my ideas in often original ways. • utilise what I have learned from taking creative risks, in the development of my ideas.	• research, document and present information in ways that are appropriate to my intentions.	• think carefully about the final selection of my work and the method of its presentation.

			• explain how my understanding of the work of others affects my own ideas, values and practice.		• record my ideas and observations, with increasing sensitivity, in a range of media and in a variety of different methods – sketchbooks, study sheets, tablets etc.	• produce meaningful responses that reveal a creative development of work and show a confident command of the visual language.
8	7	6	• analyse and comment on my own and others' work. • place an artwork in its context. • use this understanding to generate ideas of my own in an increasingly confident manner.	• take some creative risks when exploring, experimenting with materials, techniques and processes as I respond to my ideas.	• record my ideas and observations in a confident manner, through independent and sustained research that is relevant to my intentions.	• produce imaginative, coherent outcomes that clearly grow out of my research and experimentation and reveal a thorough understanding of the visual language
7	6	5	• identify why ideas and meanings in other artists' work are subject to different interpretations. • use this understanding to extend my practical work.	• show good control of a range of materials and techniques and my ideas are refined and explored in a measured way as my work progresses.	• respond to my sources, using my research, with increasing skill and reflection as my work progresses.	• demonstrate within the body of my work, a clear progression of ideas that realises my intentions and shows a reasonable understanding of the visual language.
6	5	4	• explore the context of a particular art work and analyse it in reasonable depth. • use this understanding to generate ideas of my own.	• appreciate the potential of different materials. • evaluate my work and make appropriate refinements.	• gather resources, both primary and secondary, and respond to them in different materials in line with my intentions.	• produce a personal response with some expertise in using the visual language and an acknowledgement of artists and artwork that have been influential in my journey.

5	4	3	• select an artist's work and analyse it to some extent and use this understanding to generate an idea of my own.	• experiment with different materials in a competent but somewhat predictable fashion to realise my ideas.	• explore a range of methods to convey my ideas – thumb-nail studies, different compositions and annotation to describe my intentions.	• use my knowledge of the visual language to articulate my ideas in an increasingly skilful manner in my final outcome(s.)
4	3	2	• comment on the ideas, methods and approaches used in other artists' work and place these works in context.	• appreciate the range of possibilities that different materials can offer. • use them with increasing skill.	• improve the accuracy of my studies when recording from either observation, memory and imagination.	• produce an individual response that has been informed, to some extent, by the artists I have studied.
3	2	1	• describe similarities and differences between my own and other artists' work.	• work responsibly, with an awareness of personal safety when using materials, tools and equipment and moving around the classroom.	• appreciate the opportunities that arise from using primary sources that are appropriate to my ideas.	• produce a response with some understanding of the visual language that also realises my intentions.
2	1		• make a few comments on differences between other artists' work.	• experiment with a few materials to express my ideas.	• gather visual resources and respond to them in several materials.	• produce a response with a basic awareness of visual language.
1			• describe, in a basic way, what I think and feel about other artists' work.	• experiment with a basic materials.	• use different materials in a basic manner to record my ideas.	• produce a basic personal response.