



# Holy Trinity Progression Map of Key Concepts for

## Art

SPRING TERM ONWARDS  
Externally Set Assignment

### Communication

Pupils have a highly developed ability to clearly present their understandings and opinions on a range of contexts and sources, providing a rationale for the selection of those taken onward. Self-critique demonstrates an ability to adjust and amend concepts in response to the reviews of their trials.

### Personal Response

A highly personal art piece that communicates secure links and connections to the starting point and developments through the creative journey. Amendments to the intention are a result of continuing reflection and analysis, and are directly relevant to the suggested final outcome.

### Development

A range of given and introduced contexts, inspire consistently informed, clear and skilful demonstrations of a wide range of techniques, processes and materials, including some personal methods and/or combinations.

### Context

Pupils demonstrate an intelligent, rigorous interrogation of contexts and sources from their starting point. They are able to source and link additional contexts to those provided in order to pursue a personal inquiry. Translations are sophisticated and connect more than one context or combine materials and/or techniques.

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STARTING POINT 3

### Communication

Artwork demonstrates highly developed ability to respond to both contexts and a range of responses to those suggested or similar styles/genres etc. Research and annotation increasingly demonstrate focussed investigation and exploration of contexts, and potential intentions are both challenging and reflective of a personal style.

### Personal Response

A clearly personal interpretation of the starting point, including strong references to the creative journey. Amendments to the intention are informed and improve the final outcome.

### Development

Applying contextual studies and combining new and established skills/materials/processes, pupils clearly demonstrate progression across skills sets, and an increasingly diverse exploration of materials and techniques.

### Context

Purposeful investigations into a range of suggested artists, movements, genres or cultures help to develop personal skills and strengths, and to introduce new materials and processes. Translations demonstrate a confidence to apply principles to alternative subjects or materials.

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STARTING POINT 2

### Communication

Artwork clearly demonstrates understanding of the context(s), rationale and range of responses to a similar theme or motif, whilst annotation demonstrates focussed, meaningful reflections, evaluations and suggested/potential aims.

### Personal Response

Interpret plans and aims to produce an artwork that reflects the context and personal development.

### Development

Using contextual investigations and understanding of materials, techniques and papers to develop a personal style and use of materials that is clearly inspired by the starting point.

### Context

Developing contextual studies through focussed studies into artists, movements, genres or cultures: studies will include translations and/or pastiches.

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STARTING POINT 1

### KEY STAGE 4

Coursework will comprise three projects, each with a distinct 'starting point'.

Starting points will be taken from previous years' ESAs, and will provide all pupils with wide ranging opportunities to experience creating work based on the natural world, man-made structures and the human condition.

**Textiles**  
 Batik – understanding the process of using wax resist to create a multi-layered surface pattern

**Personal Response**  
 A range of contexts and sources are combined to generate an informed image, skilfully rendered through clear understanding of the properties of materials.

**Development**  
 Pupils combine imagery from a range of sources to produce fantasy creatures, designs and paintings. Personal choice of sources, techniques, papers and materials challenge pupils to take risks and plan work without being secure in its outcome.

**Communication**  
 Developing and merging images, detailed annotation and refinement of ideas clearly demonstrate increasingly mature comprehension of context and planning skills, and an informed ability to select materials based on the intended outcome.

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**STEAMPUNK – A Contemporary Genre**

**Context**  
 Investigation into how developing techniques have influenced artists from the twentieth century to the present day, with a focus on SteamPunk, but also introducing elements of other twentieth and twenty-first century genres and movements to demonstrate how artists take inspiration from others.

**Textiles**  
 Consideration of the basic principle of knitting and the properties of wool, through knitting using a Lucet – a traditional Celtic tool

**Communication**  
 Annotation explores contexts (where, when why, who, how) and provides an insight into personal preferences. Self-critique is both reflective and suggests ways forward.

**Personal Response**  
 Planning demonstrates a progression of ideas and/or composition options. Outcomes clearly demonstrate a personal reflection of the context and associated imagery, and materials are chosen sympathetically.

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**BYGONE BRITAIN**

**Development**  
 Pupils combine sources to produce their own creative ideas and images. Increasing exploration of the potential of a range of types of paints and graphic materials. Improving precision when using wet and dry materials, and creative uses of papers.

**Context**  
 The relationship between British secular and religious art from ancient times to Medieval Britain, including, for example, The Green Man, gargoyles, Celtic motifs and religious texts.

**Textiles**  
 Using a needle and thread, and exploring some properties of woven fabric through sewing a Yo-yo flower

**Communication**  
 Artwork and annotation demonstrate understanding of both context and rationale for the creation of the artwork studied. Pupils can reflect on their work and produce preliminary self-critiques.

**Personal Response**  
 Planned outcomes are clearly influenced by the context and techniques studied, but pupils are able to demonstrate choices of imagery, symbolism, materials and composition.

**Baseline Assessment – Portrait: The Human Face**

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**Identity**

**Development**  
 Experiencing a range of wet and dry materials and techniques (pencil, paint, collage, clay, mixed media...) focussing on improving fine motor skills and the ability to select materials according to their properties.

**Context**  
 Global art through portraiture. How peoples, for example some Polynesian, African, Mexican cultures demonstrate/express their beliefs and values through their representation the human face.

