



# 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.

COMPONENT 2

### 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.

COMPONENT 1

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### 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.

### 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.

COMPONENT 1

### 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.

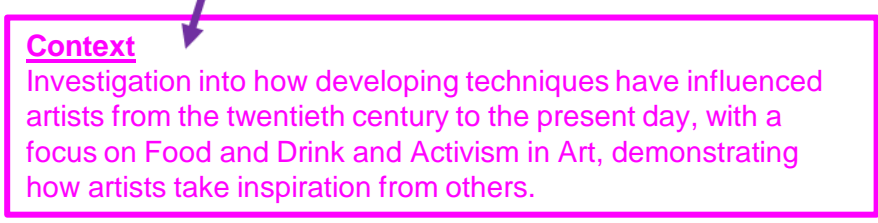
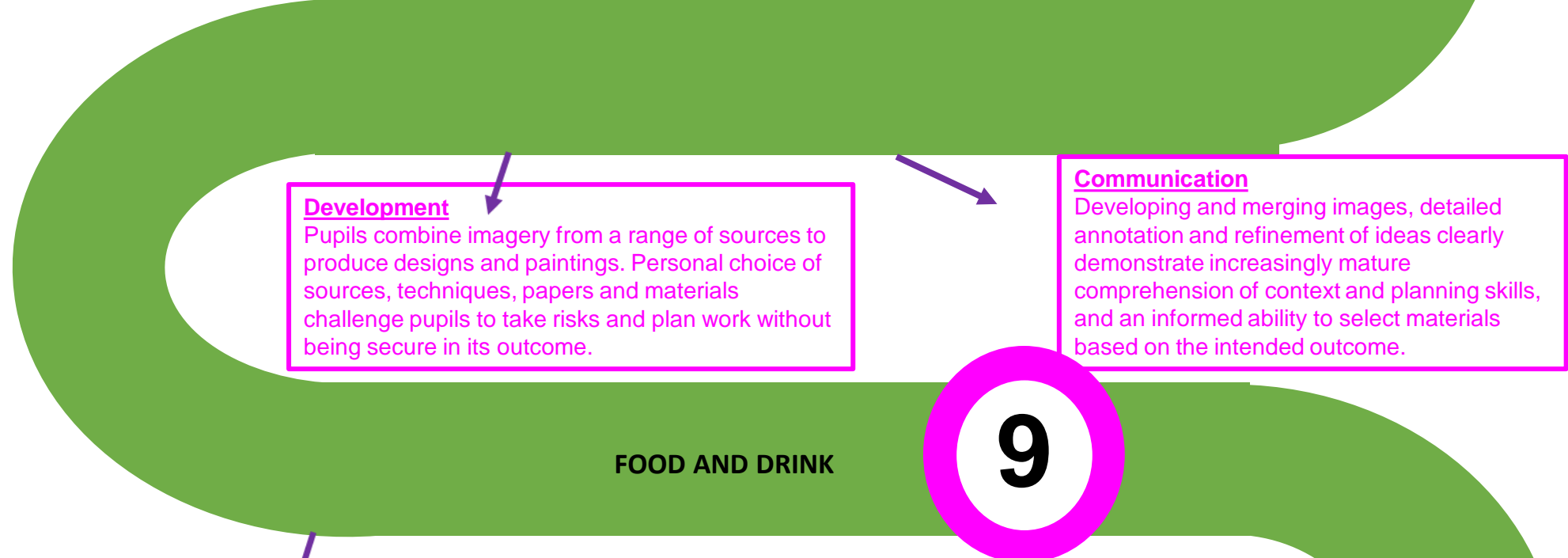
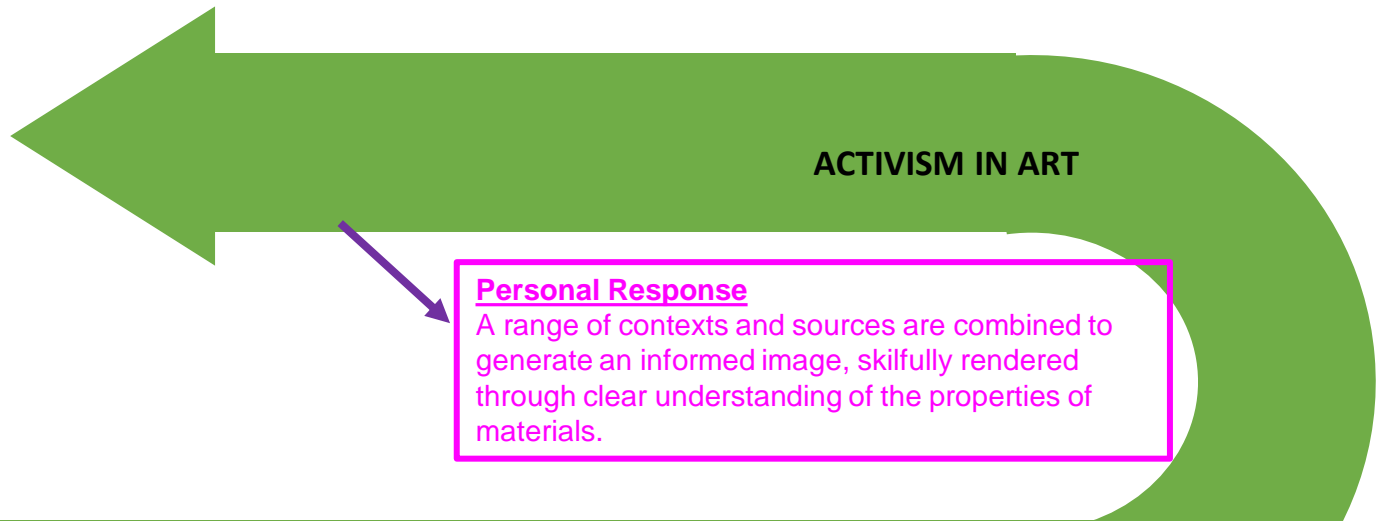
SUPPORTING EVIDENCE

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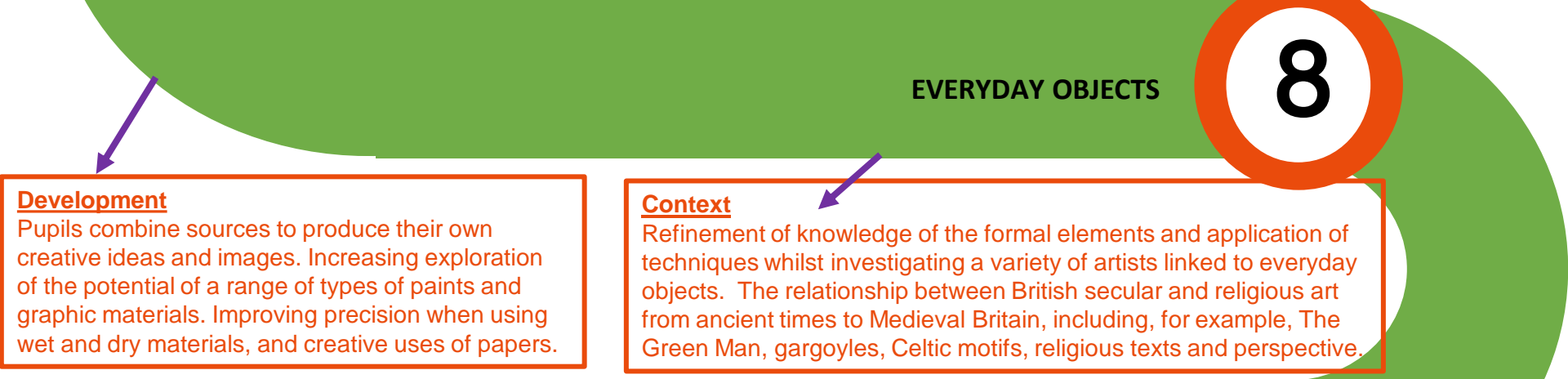
### KEY STAGE 4

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

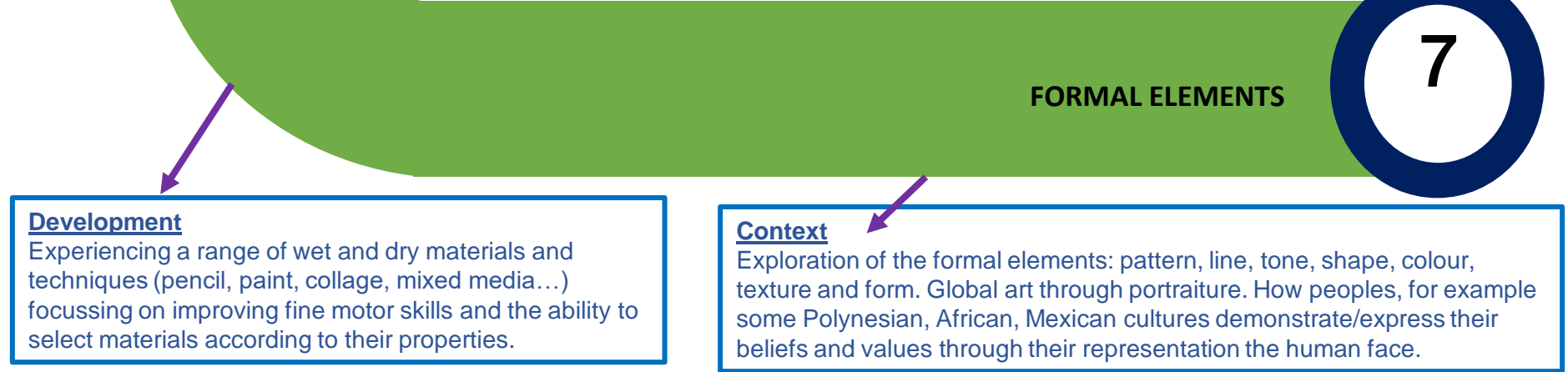
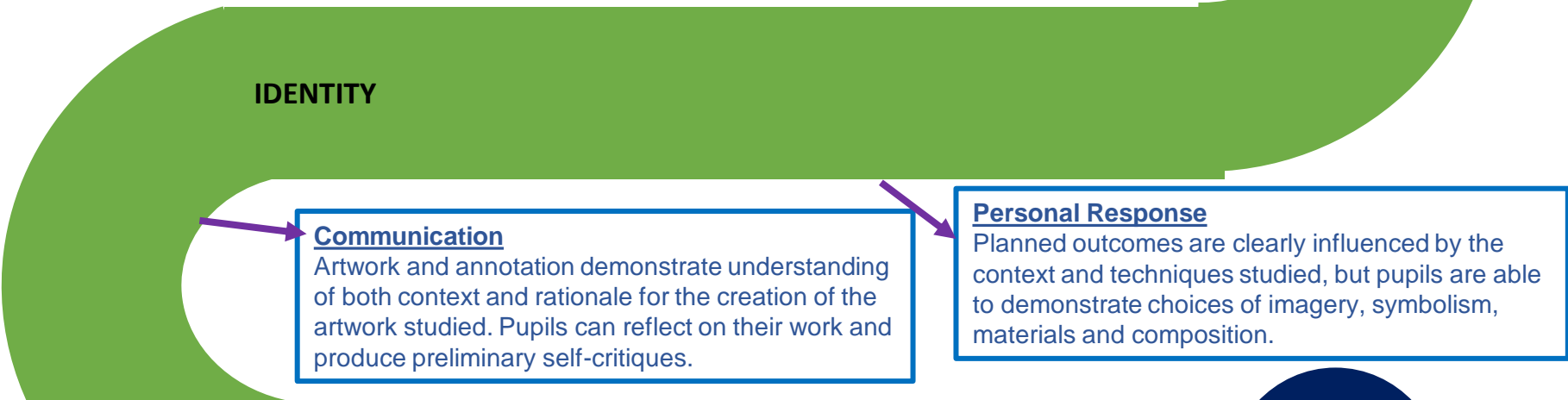
Starting points will provide all pupils with wide ranging opportunities to experience creating work based 'Old and New' on and 'natural forms'.



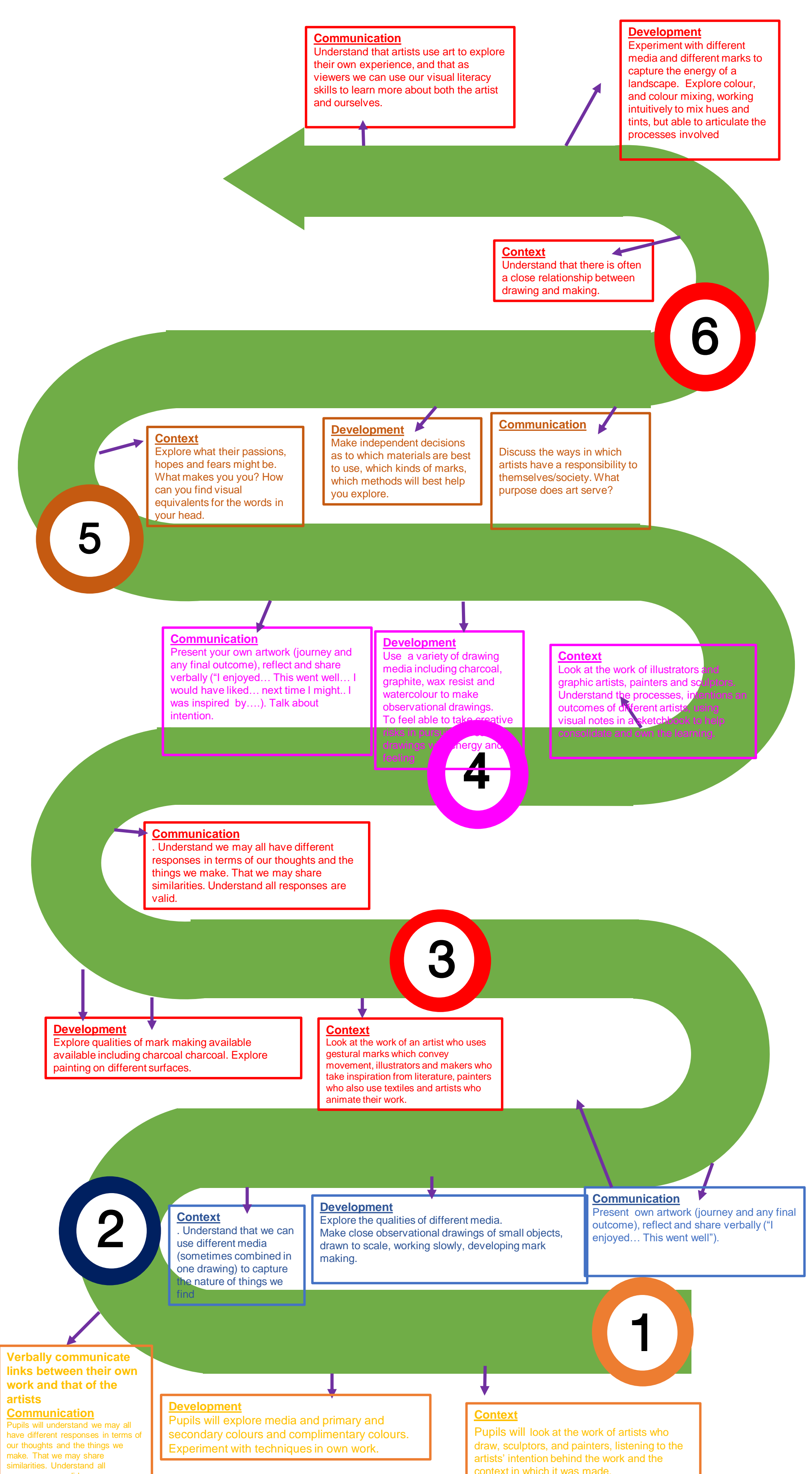
**9**



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**7**



**Communication**  
Discuss work produce and use simple terms to explain likes and dislikes. Explain in simple terms some of the processes used.

**Development**  
Experiment with different media and different marks to capture our world around us. Explore colour, and colour mixing, and talk in simple terms about processes

**Context**  
Understand that we can make marks and used different media including mixed media to represent what we see in our world.

**Context**  
Understand that we can make marks and use different media represent what we se in our world.

**Development**  
Make supported and experimental decisions as to which materials and marks are best to use.

**Communication**  
Discuss work produced and talk about other peoples work.

**EYFS  
1**

**EYFS2**

