

Art/D&T Route Map Progression

All Classes from Y1-6 will follow the same 'Art/D&T' route map. The steps of the route map will be linked to the specific art skill being covered and there is progression between how each step is approached across age ranges. Below is the progression in each route map step and the types of evidence that should be recorded for each step to clearly see the route map within creative journals/design booklets. Both these subjects are ideally approached by linking them to humanities enquiries or aspects of SMSC.

Step 1-We **Share** (key vocabulary, links to prior knowledge shared and an end composition/product shared)

KS1	Lower KS2	Upper KS2
<p>Introduce the new art skill and focus on the assessment criteria and the expectations by the end of the unit.</p> <p>Show children an example/model of what they will produce by the end of the art enquiry.</p> <p>Introduce children in Y2 to the vocabulary glossary and add key terms for the skill area.</p>	<p>Introduce the new art skill and focus on the assessment criteria and the expectations by the end of the unit.</p> <p>Show children an example/model of what they will produce by the end of the art enquiry.</p> <p>Reflect on how the specific skill has been developed across KS1.</p> <p>Add key vocabulary to the glossary within the creative journal.</p>	<p>Introduce the new art skill and focus on the assessment criteria and the expectations by the end of the unit.</p> <p>Show children an example/model of what they will produce by the end of the art enquiry.</p> <p>Reflect on how the specific skill has been developed across lower KS2</p> <p>Add key vocabulary to the glossary within the creative journal.</p>

Step 2-We **Explore** (children carry out Art/D&T appreciation activities)

KS1	Lower KS2	Upper KS2
<p>Ch comment orally and in written sentences about the work of artists, designers or crafts people who use the specific skill area within their own work.</p> <p>Children focus on the use of colour, lines/shapes, tone and their reflections on how a piece of work makes them feel.</p> <p>Children should have opportunities to talk in pairs and groups about examples after responses are modelled by adults.</p>	<p>Ch comment orally and in sentences about examples of the work of artists, designers or crafts people who use the specific skill area within their own work.</p> <p>Invite children to bring in a favourite painting or piece of sculpture. Post a piece of artwork on the class blog for children to discuss. Give out an assortment of images/pieces of artwork to sort or classify. Can children explain their reasons why particular pieces of work go together? Compare two pieces of art or sculpture, these can be the same artist or different. What things are the same or different? Can they identify any key features? Do they think the same artist created both pieces of art? Why? Why not?</p>	<p>Ch create their own written commentaries/presentations to compare and contrast the work of different artists, designers or crafts people who use the specific skill area within their own work.</p> <p>Name that artist games. Give clues about particular artist that the children have already studied and children have to guess who is being described. Match particular pieces of artwork to artist's names. Guess the title games. Give images and pupils have to give a title and explain their reasons why. Match famous Artist photographs to correct names. Produce simple art history timelines to relate what was happening in the art world to particular enquiry history periods.</p>

Step 3- We **Experiment** (Children carry out various short focussed tasks to practise specific skills)

KS1	Lower KS2	Upper KS2
<p>Children watch videos, clips or adult demonstrations of the skill/technique which is broken down into steps.</p> <p>Children practically use the modelled skill/technique to build up an ability to use it independently.</p>	<p>Children watch videos, clips or adult demonstrations of the skill/technique.</p> <p>Children develop their own notes about the skill/technique processes to support their practising.</p> <p>Children collect photographs of the practical tasks they carry out and reflect on their developing application</p>	<p>Children watch videos, clips or adult demonstrations of the skill area or create their own videos/clips to demonstrate their understanding.</p> <p>Children collect photographs of the practical tasks they carry out and reflect on their developing application in writing to evidence their growing ability to use the taught skill/technique.</p>

Children orally talk through what they are doing and sometimes make use of digital resources to record their thoughts/reflections. Photographs/samples of the tasks evidence the experimentation.	through written/digital commentaries to evidence their growing ability to use the taught skill/technique. Children start to collect ideas through sketches, samples, photographs or notes to organise and develop their ideas.	Children may split the page into different segments to develop and refine a specific skill/ technique and add annotations to explain the development process. Children collect and arrange ideas independently through sketches, samples, photographs or notes to use as inspiration/reference.
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Step 4- You **Design** a final composition (Children sketch/draw or plan a detailed overview of their final composition influenced by their experimenting)

KS1	Lower KS2	Upper KS2
A shared design will be modelled by an adult to the children and each stage discussed to pick out key parts Children will draw and label a simple design for their composition, which may or may not need to be refined.	Children will plan and record their design using the shared design modelled by an adult. Children may produce a selection of designs to choose from or may develop one design into a final piece through redrafting based on feedback. Children will annotate their design to label key parts, explain equipment or resources needed and to outline the steps needed to create it in simple sentences.	Children will select their own way of planning and recording their design using the agreed design elements. Children may produce a selection of designs to choose from or may develop one design into a final piece through redrafting Children will annotate their design to label key parts, explain equipment or resources needed and to outline the steps needed to create it.

Step 5- You **Create** a final composition (Children use their plan to develop their final composition to use and apply the taught skill/technique)

KS1	Lower KS2	Upper KS2
Children will refer to their design to develop their composition. Photographs will be collected as the composition develops for the children to use.	Children will refer to their design and collected ideas to develop their composition. Children may document the creation of their composition through the use of digital media.	Children will refer to their design and collected ideas to develop their composition. Children will document the creation of their composition through the use of digital media. Children may make notes during the create step as a way of recording their thoughts.

Step 6-We **Evaluate** our composition (This step involves the children being supported to evaluate how their composition matches their plan, how the specific skill/technique has been applied and consider their next steps within the skill area).

KS1	Lower KS2	Upper KS2
Say what they think/feel about their composition orally, possibly recording using digital media, captions, labels or simple sentences. Identify an aspect they might change in their current work or develop in future work on the skill/technique. Use the art assessment criteria to highlight what they can do, and discuss what may be needed to achieve or master all aspects of the skill/technique.	Compare ideas, methods and approaches in their own and others' work through small group and whole class discussion facilitated by an adult. Say what they think and feel about their own and others work through written reflections, annotations or self/peer assessment. Annotate work in creative journals or design books to make suggested improvements or as notes for developing the skill/technique further. Review assessment criteria.	Compare and contrast ideas, methods and approaches in their own and others' work compared to artists, designers or crafts people studied. Say what they think and feel about their own and others work through written reflections linked to inspirations/influences, annotations or self/peer assessment. Annotate work in creative journals or design books to make suggested improvements, as notes for developing the skill/technique further. Review assessment criteria.

