

Art Progression Model

Curriculum Lead: Jenny Moffitt

		Cognitive					
		Progressive stages					
		Depth of learning –Independence, Fluency, Maintenance and Generalisation assessed across stages					
		Encountering	Foundation (Shallow)	Core (Emerging)	Development (Developing)	Enrichment (Deepening)	Enhancement (Functional)
		Effective engagement in the learning process	Underpinning learning	Fundamental learning elements	Increasing understanding of learning	Deepening of application of learning	Applying learning in different contexts
C h r o n o l o g i c a l	Phase 6	Art is taught as a discrete subject when chosen as an option. Students have opportunity to work towards entry level, level 1 and GCSE art. Pupils use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through a variety of creative methods. Students are either working towards a qualification (GCSE) or taking Art as an option to develop skills and confidence. Art is used to positively impact and support pupils in terms of their social and emotional needs as well as developing key skills.					
	Phase 5	Art is taught as a discrete subject. Art is included in topic based learning across the curriculum. Phase 5 continue to develop skills from phase 4. They continue to learn about artists, in further depth, making links to their own work. New skills are developed related to the formal elements of art. Pupils begin to use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through a variety of creative methods.					
	Phase 4	Art is taught as a discrete subject for some students and is included in topic based learning across the curriculum. Pupils develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (formal elements). Pupils use a range of materials creatively to design and make products. They use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Pupils create artwork in response to learning about key artists and creative practitioners.					
	Phase 3/ Engagement	Art is taught as a discrete subject as well as through topic based learning to develop skills. Learners access art through play-based, exploration opportunities building on their engagement curriculum. Pupils explore and experiment with a variety of media and materials which support the development of key milestones. Art is taught as part of a cross-curricular approach that focuses on learners exploring and experimenting with texture, shape, colour and pattern. Art is used to encourage communication, expression, recall and developed focus.					
	Phase 2	Art is taught as a discrete subject where milestones and half termly aims are used to motivate and inspire pupils to learn. Milestones divide blocks of learning into manageable chunks for pupils following an adapted primary national curriculum. Pupils use a range of materials creatively to develop art skills. Art is implemented across the curriculum and supports development of skills such as fine motor etc. They use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Pupils begin to learn about the work of a range of artists, craft makers and designers. Progress and attainment is tracked through their PLIM.					
	Phase 1	Pupils start exploring and using media and materials which support their cognitive development as well as their independent skills. Pupils use a range of media and experiment greatly with texture, shape, colour, pattern. They work to be imaginative across their personalised curriculum. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.					

Cleaswell Hill Early Years (Cherry Garden)

Art is not a discrete curriculum subject within the [statutory EYFS framework](#). However, pupils in Early Years start exploring and using media and materials which support their cognitive development as well as their independent skills. They work to be imaginative across their personalised curriculum. Pupils sing songs, make music and dance. They experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Pupils use what they have learnt about media and materials in original ways, thinking about uses and purpose. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Sensory stories play an essential part of the curriculum.

CPD: Links with a variety of creative partners/ providers:, such as, Northern Print, New Bridge project, Baltic, Mortal Fools and Northumberland libraries. CPD for art teaching staff with NSEAD (National Society for Education in Art and Design), Culture Bridge North East, Tyne and Wear museums, Creative classrooms. Staff trained drawing therapy, drawing and talking. Links with arts award and artsmark North East.

Pupil Premium: Arts and cultural opportunities play a key role in encouraging pupils to experience a different way of thinking and support developing their wider skills and capabilities including group work, communication, resilience and self-confidence. Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes.

We prioritise the opportunities for pupils to fulfil their creative ambitions during their time at school and in clubs and satellite provision. Alongside these opportunities, there will be scope for pupils to develop technical support skills which help us to reinforce the message that pupils are not only recipients of learning activities; that they can do more than watch and listen, they can participate, experience, be curious, be makers, creators, appreciators and critics.

Art Progression Model

Content (Intent): Teachers have agreed on a coherent sequence of learning from EYFS to Key Stage 5 using the Art National Curriculum framework. Teachers reflect on what content is necessary for pupils dependent on their: cognitive, behavioral, physical, communication and sensory needs. The order of teaching is based upon ensuring acquisition of skills and enabling character traits as well as empowering and inspiring pupils through progress linked to their EHCP/PLIM. Teachers plan systematic repetition of the most crucial content to make sure it is used functionally across different contexts (depth of learning). Our art curriculum prepares all pupils to grow into positive, responsible and independent people who can work and co-operate with others while developing their knowledge and skills, so that they achieve their full potential. Art enables pupils to experience and see things in new ways, thus challenging their construction of the world. We value and mark the cultural capital that every child brings to school and support them to develop a positive sense of their own identity and culture.

Activities, Expectation and Challenge (Implementation): Lesson activities are challenging to pupils and in regards to their EHCP/PLIM targets. Pace and depth of learning is personalised, supporting pupil motivation and engagement; The art curriculum across the school aims to inspire students and to develop a love for creative learning. It ensures that all pupils enjoy art through a rich variety of activities and opportunities in school and the wider community. Teaching staff have high standards of teaching, learning and attainment across the Art Curriculum. Staff give all pupils equal opportunities to take part in all aspects of the schools art provision.

Assessment and Progression (Impact): Pupils make good progress and achieve highly by accessing appropriate content (age and stage) taught well. The art curriculum follows a progression model that identifies the most useful skills, concepts and knowledge for cumulative sufficiency. Assessment checks content is retained long term, identifying those pupils that need further support which is related back to PLIM targets. Teachers are aware of previous learning, current learning and future learning. There is a solid understanding of the sequence of learning and an individual pupils pathway, allowing challenging, relevant targets to be set. Phases 4, 5 and 6 have termly assessments which allow tracking of progress and areas for development.

English, Communication and Reading: Range of resources sourced to support pupils and staff. Pupils use appropriate texts and visual support. Pupils develop understanding through real life and practical situations and with support from outside agencies and partners. Pupils have a plethora of opportunities for interactions and asking questions. Human Library concept supports diversity and equality.

Art Action Plan

Area	Deep Dive	Action	Time (aim)	Who	Impact
Whole School	Evidence of all phases successfully giving pupils art and creative opportunities on a daily basis in CHS. Art is being taught primarily as a discrete subject. Art has links to all areas of the curriculum. There is fluidity in the curriculum between phases and class groups. Sequential learning is evident.	Promote art for well being Recruit staff to support running of art/ creative lunch time clubs, which can cater for the needs of all pupils. Co-planning within creative subjects.	Ready for Sept 2020	JM All teachers	Stronger, more sequential learning across school. Further development of creative skills. Creative opportunities outside of lessons which will support well being. Deeper understanding of skills and opportunities.
Phase 6	Vocational Options and accreditations. Student-directed learning. Topic based learning. Students working towards personal goals. Developing individual skills to produce high standard of work.	Art further used across the curriculum. Art extra curricular groups, in particular for qualifications. Teachers share knowledge and skills. Planning shared with phase teachers.	Ready for Sept 2020	Phase Leaders to arrange	Strong, successful, sequential learning and planning between phase 5 and 6. Teachers are ambitious and make necessary adjustments to maximise opportunities and enjoyment. Teachers implement learnt knowledge. Students confidence is developed across the curriculum.
Phase 5	Vocational Options and accreditations. Student-directed learning. Topic based learning. Development of key skills.	Plan and discuss with Phases 3,4,6. Planning created and developed between creative subjects. Planning shared with phase teachers.	Ready for Sept 2020	Phase Leaders to arrange JM, KH,AJ	Strong, successful, sequential learning and planning between phase 4 and 5, and 5 and 6. Teachers are ambitious and make necessary adjustments to maximise opportunities and enjoyment. Teachers implement learnt knowledge. Students confidence is developed across the curriculum.
Phase 4	Clear links to KS2 art and design National curriculum. Used to develop understanding with in art context as well as addressing key skills for personal development. Clear links to PLIM targets.	Plan and discuss with Phase 2 and 5 Planning created and developed between creative subjects. Planning shared with phase teachers.	Ready for Sept 2020	Phase Leaders to arrange. JM, KH,AJ	Strong, successful, sequential learning and planning between phase 4 and 5, and 4 and 2. Teachers are ambitious and make necessary adjustments to maximise opportunities and enjoyment. Teachers implement learnt knowledge. Students confidence is developed across the curriculum.
Phase 3 Engagement	Art is being taught to support understanding across each personalised curriculum. Taught in line with PLIM and MAPP to ensure meaningful progression. Pupils are using a range of media and experiment with texture, shape, colour, pattern ; developing motor skills, communication, engagement.	Plan and discuss with Phases 1 and 5. Planning meetings with creative subject leads. Planning shared with phase teachers.	Ready for Sept 2020	Phase Leaders to arrange	Strong, successful, sequential learning and planning between phase 3 and 1, as well as where appropriate with other phases. Teachers are ambitious and make necessary adjustments to maximise opportunities and enjoyment. Teachers implement learnt knowledge. Students confidence is developed across the curriculum.
Phase 2	Pupils developing skills alongside termly milestones. Art is successfully being used to support students meet PLIM targets. Clear links to national curriculum KS1 and 2 art and design. Discrete lesson once a week, linked with their DT work as well as milestone.	Plan and discuss with Phase 4 Planning meetings with creative subject leads. Planning shared with phase teachers.	Ready for Sept 2020	Phase Leaders to arrange P.F.H. H.A.P. V.C.J.W. JM, KH,AJ	Strong, successful, sequential learning and planning between phase 2 and 4, and 2 and 1. Teachers are ambitious and make necessary adjustments to maximise opportunities and enjoyment. Teachers implement learnt knowledge. Students confidence is developed across the curriculum.
Phase 1	Pupils experimenting with range of media and experimenting. Particular focus on motor skills. Using communication to create artwork. Clear links to weekly class targets as well as PLIM. Time spent on developing one skill before moving onto next, eg. Holding a paint brush correctly.	Plan and discuss with Phases 2 and 3 Planning meetings with creative subject leads. Planning shared with phase teachers.	Ready for Sept 2020	Phase Leaders to arrange	Strong, successful, sequential learning and planning between phase 1, 2 and 3. Teachers are ambitious and make necessary adjustments to maximise opportunities and enjoyment. Teachers implement learnt knowledge. Students confidence is developed across the curriculum.