

Expressive Arts – Art and Design



Progression Overview (Second, Third and Fourth Level)

GUIDANCE

The Overview provides a clear and structured framework to support practitioners in identifying key indicators of progress throughout each phase of development.

Designed to complement the Fife Progression Pathways, these materials support flexible and responsive planning, while aiding the monitoring and tracking of progress across organisers and skills.

Each CfE Level has been divided into phases to show progression within the Level.

Early		First			Second			Third			Fourth		
Phase 1 – Prerequisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8	Phase 9	Phase 10	Phase 11	Phase 12	Phase 13
											Used in some curricular areas only		

Benchmark statements are emboldened and embedded within each line of progression. Typically, Benchmarks appear at Phase 1 (Early), 4 (First), 7 (Second), 10 (Third) and 13 (Fourth) to illustrate achievement of a Level.

Effective use of this documentation is supported by:

- Engagement in professional learning around Learning, Teaching and Assessment
- A collaborative, whole school/faculty agreement on consistent use for planning and assessment of knowledge, application and skills
- School-specific systems for evaluating learning and informing professional judgement

In Art & Design the Overviews have been organised using 5 thematic areas: Observed Drawing, The Design Process, Media Handling, Feedback & Evaluation, and the Visual Elements, which are also used as organisers in the [Fife Progression Pathways](#). Additionally, some Art and Design Benchmarks are pre-requisites of others. Where this occurs, Benchmarks appear in phases other than 1,4,7,10 and 13 to show the progression.

		Second			Third			Fourth
		Phase 5	Phase 6	Phase 7	Phase 8	Phase 9	Phase 10	Benchmarks for Reference
Observed Drawing		Shows understanding of the concept of depth, for example, shows a foreground, a middle ground and a background in a picture.	Captures detail with increasing precision using at least one chosen media. Begins to understand how tone can be used to create a three-dimensional form.	Records from experiences across the curriculum, showing recognition of detail, for example, observes and captures the detail seen in a natural form, such as a feather or a plant or an interesting personal item, such as a bicycle. Begins to include tone within their observed drawings to create 3D forms.	Starts to show increasing accuracy and representing what is seen. Attempts blending in a range of tones. Draws mostly in proportion. Attempts to include detail.	Shows increasing accuracy in representing what is seen. Uses of blending effectively. Draws in proportion and with accuracy. Applies detail in some sections.	With confidence shows accuracy in representing what is seen. Uses a range of materials and/or selects the most appropriate materials for the subject matter. Applies detail throughout. Blends tones with confidence. Applies a wide range of tones.	Demonstrates sensitivity and a consistent level of accuracy in representing what is seen. Fully understand Proportion. Uses accurate and convincing ellipsis that match one another. Shows 3D form expertly. Includes details throughout. Uses and applies a full range of values from the tonal scale with expertise.
Design Process		Begins to create at least one basic, design solution that demonstrates effective communication and can explain their ideas.	Follows a step-by-step process to communicate ideas in response to a specific brief. With support can work through the design process. (Research, Development and Final Product).	Creates a simple plan that explains how they will investigate and develop ideas in response to a design brief. With confidence can follow a step-by-step process to communicate ideas in response to a specific brief.	Researches, develops and communicates a solution to a design brief by working through a process.	Develops an idea within a single line of enquiry through their evaluations with more independence.	Has a good understanding of design terminology and how to apply this to their designs. For example, being able to justify their design choices e.g. materials. Gives constructive feedback to others to help them improve their designs further.	Researches, develops and communicates solutions to a design brief by working independently and systematically through a process.
Media Handling		Shows understanding of the properties of different types of paint such as watercolour, acrylic, poster paint. Applies a printmaking process, for example, makes prints from polystyrene Shows understanding of the properties of a range of modelling media, through practical exploration	Uses a range of drawing implements to produce specific effects, for example, uses different grades of pencil to create tone or uses pen and ink to create bold line.	Shows some understanding of the differences between media and how media can be combined to create effects, for example, combines wax crayon with water-based paint in a picture.	Shows understanding of media properties and the effect of techniques and technology used. Applies tone using one material confidently.	Selects and applies media and techniques. Applies tone using two materials.	Selects independently and applies media and techniques, giving reasons for their choices. Uses a range of materials and/or selects the most appropriate materials for the subject matter.	Shows depth of understanding of media properties and the effect of techniques and technology used. Selects independently and applies media and techniques with control and assurance, giving reasons for their choices.
Visual Elements		Identifies all visual elements and explore them in their own artwork.	Includes the visual elements within their own work with consideration and control.	Recognises and describes the visual elements in their own and others' work.	Uses visual elements and visual concepts to help create a desired impact. Describes the use of visual elements in their own and others work.	Shows understanding of how visual elements and visual concepts can be combined, for example, to create mood and atmosphere. In their own work and in the work of others.	Investigates, discusses and explains how artists and designers handle media, use techniques and processes, use visual elements and concepts. Applies the visual elements and concepts within their practical work as suitable for the subject matter/genre and this has the intended impact.	Demonstrates how visual elements and visual concepts can be combined to express more complex ideas, for example, in relation to social or emotional themes.
Feedback & Evaluation		Discusses how and why artists/designers use specific elements like colour or shape. Makes comparisons and reflects on their creations/own work.	Explains with supporting reasons what works well and what could be improved in their own or others' work using art and design vocabulary.	Selects, presents and discusses relevant information, from a range of sources, about the work of chosen artists and designers, for example, in relation to how and why they have used colour or shape in their work.	With some support evaluates what works well and what could be improved or different in their own and others' work, using some art and design vocabulary.	Evaluates what works well and what could be improved or different in their own and others' work, using appropriate art and design vocabulary.	With confidence and increasing independence evaluates what works well and what could be improved or different in their own and others' work, using appropriate art and design vocabulary.	Analyses and compares how artists and designers use techniques and processes, handle media and use visual elements and concepts. Evaluates and makes informed judgements about what works well and what could be improved or different in their own and others' work, using appropriate art and design vocabulary consistently.