

Expressive Arts – Art and Design



Progression Overview (Early, First and Second 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.

	Early		First			Second		
	Phase 1 – Prerequisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
Observed Drawing	Engages in opportunities to explore and experience different materials. Shows curiosity and uses memory to generate visual information. Records from simple experiences across the curriculum.	Records from experiences across the curriculum, for example, through observing and remembering, makes a model or drawing based on an aspect of the natural environment such as natural items from the seashore, the countryside, a forest.	Creates images and objects inspired by their environment or provided stimuli.	Records directly from experiences across the curriculum, for example, observes and sketches a view from a window, features of the built environment, pets, self or others.	Presents images and objects created, for example, positions a simple frame over a picture or arranges an object on a simple stand and observes from different angles.	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. Explores 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. Beginning to include tone within their observed drawings to create 3D forms.
Design Process	Begins to solve simple design problems through play. E.g. building towers from different materials.	Solves simple design problems (e.g., a simple container for an agreed purpose) using trial and error, working both independently and collaboratively.	Recognises different types of design in a real work context. For example: Fashion, Book Covers etc.	Identifies and discusses simple properties of design. For example: User friendly- shoes need to be waterproof, hardwearing and comfortable.	Solves at least one design problem related to real-life, showing some evidence of planning, for example, designs a simple item to be worn on the head or body. E.g. through simple sketches, using templates.	Creates 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.
Media Handling	Engages in opportunities to explore and experience different materials. Begins to talk about colour, textures and media. Using simple words e.g. red, sticky, wet, dry.	Uses a variety of available materials and technology. Experiments with materials and links them to visual elements and using simple language to discuss the material qualities.	Identifies and names most visual elements; begins exploring a range of media effects.	Chooses and uses technology and a range of media.	Shows some understanding of the qualities and limitations of selected media, for example, uses pencil instead of a large brush to make fine marks, uses chalks instead of pencil to fill larger spaces.	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 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.
Visual Elements	Begins to recognise visual elements for example: - Can name colours - Explore textures - Spot patterns in nature.	Recognises colour, line, shape and at least one more of the visual elements: form, tone, pattern, texture. Shows understanding that line can have different qualities, for example, thick, thin, broken, wavy.	Recognises and names most of the visual elements. For example: Primary colours, identifying light and dark tones.	Shows understanding of basic colour theory, for example, which secondary colours are made from mixing primary colours. Shows understanding of the concept of scale, for example, represents mountains as bigger than people.	Recognises and names most of the visual elements: line, shape, form, colour, tone, pattern, texture. Can use most or all of the visual elements within their artwork.	Confidently 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.
Feedback & Evaluation	Shows interest in their own and others artwork with encouragement. Listens appropriately to the views of others and shares views on own work.	Shares thoughts and feelings in response to the work of at least one artist and one designer, giving reasons for likes and dislikes. Shares views and listens appropriately to the views of others on their own or others' work.	Identifies a simple strength and next step in their own art work and design work.	Shares personal thoughts and feelings in response to work by an artist and a designer.	Shares views and listens appropriately to views of others, suggesting what works well and what could be improved in their own and others' work, using some art and design vocabulary.	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.