



Art and Design Assessment Document

Using this document:

- Please use this guidance to assess each individual child's achievement within all areas of art and design.
- This should also be used as a tool, to inform your planning.
- The aim is for **all** children to **master** the objectives within the appropriate year group, whilst at the same time, having the opportunity for **deeper learning** within these key areas.
- These planned opportunities will enable you to effectively assess the children's achievements, at different points of the academic year.

We aim for all children to acquire the ability to implement the following fundamental characteristics of art and design:

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craft makers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

The learning objectives are in question format for each year group Please use your knowledge of the children to decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals.

Breadth of Study:

Art in EYFS		
Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
Reception	Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.

	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Use experiences and ideas as the inspiration for artwork • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wider range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> • Use experiences, other subjects across the curriculum and ideas as the inspiration for artwork • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)

- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

- Learn about the greatest artists, architects and designers in history.

		Key Stage 1	
		Year 1	Year 2
<p>Develop Ideas: - This concept involves understanding how ideas develop through artistic process.</p>	<ul style="list-style-type: none"> • Can they respond to ideas and starting points? • Can they explore ideas and collect visual information? • Can they explore different methods and materials as ideas develop? 		
	<p>Master Techniques: - This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Can they communicate something about themselves in their drawing? • Can they create moods in their drawings? • Can they draw using pencil and crayons? • Can they draw lines of different shapes and thickness, using 2 different grades of pencil? <p>Painting</p> <ul style="list-style-type: none"> • Can they communicate something about themselves in their painting? • Can they create moods in their paintings? • Can they choose to use thick and thin brushes as appropriate? • Can they paint a picture of something they can see? • Can they name the primary and secondary colours? <p>Printing</p> <ul style="list-style-type: none"> • Can they print with sponges, vegetables and fruit? • Can they print onto paper and textile? • Can they design their own printing block? • Can they create a repeating pattern? <p>Textiles</p> <ul style="list-style-type: none"> • Can they sort threads and fabrics? • Can they group fabrics and threads by colour and texture? • Can they weave with fabric and thread? 	<p>Drawing</p> <ul style="list-style-type: none"> • Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it? <p>Painting</p> <ul style="list-style-type: none"> • Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black? <p>Printing</p> <ul style="list-style-type: none"> • Can they create a print using pressing, rolling, rubbing and stamping? • Can they create a print like a designer? <p>Sketchbooks</p> <ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work?

<p>Take Inspiration from The Greats: - This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>	<p>3D</p> <ul style="list-style-type: none"> • Can they add texture by using tools? • Can they make different kinds of shapes? • Can they cut, roll and coil materials such as clay, dough or plasticine? <p>Collage</p> <ul style="list-style-type: none"> • Can they cut and tear paper and card for their collages? • Can they gather and sort the materials they will need? <p>Digital Media</p> <ul style="list-style-type: none"> • Can they use a simple painting program to create a picture? • Can they use tools like fill and brushes in a painting package? • Can they go back and change their picture? 	<p>3D/Textiles</p> <ul style="list-style-type: none"> • Can they make a clay pot? • Can they join two finger pots together? • Can they add line and shape to their work? • Can they join fabric using glue? • Can they sew fabrics together? • Can they create part of a class patchwork? <p>Collage</p> <ul style="list-style-type: none"> • Can they create individual and group collages? • Can they use different kinds of materials on their collage and explain why they have chosen them? • Can they use repeated patterns in their collage? <p>Digital Media</p> <ul style="list-style-type: none"> • Can they create a picture independently? • Can they use simple IT mark-making tools, e.g. brush and pen tools? • Can they edit their own work? • Can they take different photographs of themselves displaying different moods? • Can they change their photographic images on a computer?
	<ul style="list-style-type: none"> • Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they ask sensible questions about a piece of art? 	<ul style="list-style-type: none"> • Can they link colours to natural and man-made objects? • Can they say how other artist/craft maker/designer have used colour, pattern and shape? • Can they create a piece of work in response to another artist's work?

		Lower Key Stage 2	
		Year 3	Year 4
<p>Develop Ideas: - This concept involves understanding how ideas develop through artistic process.</p>	<ul style="list-style-type: none"> • Can they develop ideas from starting points throughout the curriculum? • Can they collect information, sketches and resources? • Can they adapt and refine ideas as they progress? • Can they explore ideas in a variety of ways? • Can they comment on artworks using visual language? 		
	<p>Master Techniques: - This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Can they show facial expressions in their drawings? • Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? • Can they use different grades of pencil shade, to show different tones and texture? <p>Painting</p> <ul style="list-style-type: none"> • Can they predict with accuracy the colours that they mix? • Do they know where each of the primary and secondary colours sits on the colour wheel? • Can they create a background using a wash? • Can they use a range of brushes to create different effects? <p>Printing</p> <ul style="list-style-type: none"> • Can they make a printing block? • Can they make a 2 colour print? <p>Sketchbooks</p> <ul style="list-style-type: none"> • Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketch books about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketch books? <p>3D/Textiles</p> <ul style="list-style-type: none"> • Can they add onto their work to create texture and shape? • Can they work with life size materials? 	<p>Drawing</p> <ul style="list-style-type: none"> • Can they begin to show facial expressions and body language in their sketches? • Can they identify and draw simple objects, and use marks and lines to produce texture? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with? <p>Painting</p> <ul style="list-style-type: none"> • Can they create all the colours they need? • Can they create mood in their paintings? • Do they successfully use shading to create mood and feeling? <p>Printing</p> <ul style="list-style-type: none"> • Can they print using at least four colours? • Can they create an accurate print design? • Can they print onto different materials? <p>Sketchbooks</p> <ul style="list-style-type: none"> • Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? • Can they produce a montage all about themselves? • Do they use their sketch books to adapt and improve their original ideas?

	<ul style="list-style-type: none"> • Can they create pop-ups? • Can they use more than one type of stitch? • Can they join fabric together to form a quilt using padding? • Can they use sewing to add detail to a piece of work? • Can they add texture to a piece of work? <p>Collage</p> <ul style="list-style-type: none"> • Can they cut very accurately? • Can they overlap materials? • Can they experiment using different colours? • Can they use mosaic? • Can they use montage? <p>Digital Media</p> <ul style="list-style-type: none"> • Can they use the printed images they take with a digital camera and combine them with other media to produce art work? • Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? • Can they use the web to research an artist or style of art? 	<ul style="list-style-type: none"> • Do they keep notes about the purpose of their work in their sketch books? <p>3D/Textiles</p> <ul style="list-style-type: none"> • Can they experiment with and combine materials and processes to design and make 3D form? • Can they begin to sculpt clay and other mouldable materials? • Can they use early textile and sewing skills as part of a project? <p>Collage</p> <ul style="list-style-type: none"> • Can they use ceramic mosaic? • Can they combine visual and tactile qualities? <p>Digital Media</p> <ul style="list-style-type: none"> • Can they present a collection of their work on a slide show? • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research?
<p>Take Inspiration from The Greats: - This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>	<ul style="list-style-type: none"> • Can they compare the work of different artists? • Can they explore work from other cultures? • Can they explore work from other periods of time? • Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work? 	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Can they explain art from other periods of history?

		Upper Key Stage 2	
		Year 5	Year 6
<p>Develop Ideas: - This concept involves understanding how ideas develop through artistic process.</p>	<ul style="list-style-type: none"> • Can they develop and imaginatively extend ideas from starting points throughout the curriculum? • Can they collect information, sketches and resources and present ideas imaginatively in a sketch book? • Can they use the qualities of materials to enhance ideas? • Can they spot the potential in unexpected results as work progresses? • Can they comment on artworks with a fluent grasp of visual language? 		
	<p>Master Techniques: - This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Can they identify and draw simple objects, and use marks and lines to produce texture? • Do they successfully use shading to create mood and feeling? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with? <p>Painting</p> <ul style="list-style-type: none"> • Can they create a range of moods in their paintings? • Can they express their emotions accurately through their painting and sketches? <p>Printing</p> <ul style="list-style-type: none"> • Can they print using a number of colours? • Can they create an accurate print design that meets given criteria? • Can they print onto different materials? <p>Sketchbooks</p> <ul style="list-style-type: none"> • Do they keep notes in their sketch books as to how they might develop their work further? • Do they use their sketch books to compare and discuss ideas with others? 	<p>Drawing</p> <ul style="list-style-type: none"> • Do their sketches communicate emotions and a sense of self with accuracy and imagination? • Can they explain why they have combined different tools to create their drawings? • Can they explain why they have chosen specific drawing techniques? <p>Painting</p> <ul style="list-style-type: none"> • Can they explain what their own style is? • Can they use a wide range of techniques in their work? • Can they explain why they have chosen specific painting techniques? <p>Printing</p> <ul style="list-style-type: none"> • Can they overprint using different colours? • Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? <p>Sketchbooks</p> <ul style="list-style-type: none"> • Do their sketch books contain detailed notes, and quotes explaining about items? • Do they compare their methods to those of others and keep notes in their sketch books? • Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketchbooks?

	<p>3D/Textiles</p> <ul style="list-style-type: none"> • Do they experiment with and combine materials and processes to design and make 3D form? • Can they sculpt clay and other mouldable materials? • Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. <p>Collage</p> <ul style="list-style-type: none"> • Can they use ceramic mosaic to produce a piece of art? • Can they combine visual and tactile qualities to express mood and emotion? <p>Digital Media</p> <ul style="list-style-type: none"> • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? • Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? • Can they create digital images with animation, video and sound to communicate their ideas? 	<ul style="list-style-type: none"> • Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books? <p>3D/Textiles</p> <ul style="list-style-type: none"> • Can they create models on a range of scales? • Can they create work which is open to interpretation by the audience? • Can they include both visual and tactile elements in their work? <p>Collage</p> <ul style="list-style-type: none"> • Can they justify the materials they have chosen? • Can they combine pattern, tone and shape? <p>Digital Media</p> <ul style="list-style-type: none"> • Do they use software packages to create pieces of digital art to design? • Can they create a piece of art which can be used as part of a wider presentation?
<p>Take Inspiration from The Greats: - This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information? 	<ul style="list-style-type: none"> • Can they make a record about the styles and qualities in their work? • Can they say what their work is influenced by? • Can they include technical aspects in their work, e.g. architectural design?

Characteristics of Mastery & Depth

Interdependence	Can apply the skill or knowledge without recall to the teacher.
Fluency	Can apply the skill and knowledge with a high level of confidence.
Application	Can apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
Consistency	Will be consistent in their use of the skills and understanding
Synthesise	Can organise ideas, information, or experiences into new, more complex interpretations and relationships and make decisions as to when to use different skills
Re-visit	Can come back to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.