

Art Assessment Document							
Essential Opportunities Key Stage 1				Essential Opportunities Key Stage 2			
-to use a range of materials creatively to design and make products -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - 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.				-to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history			
Essential Learning Objectives		End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6
Core Skills	Drawing	-Extend the variety of drawings tools . * Explore different textures * Observe and draw landscapes . *Observe patterns *experiment with lines and 2D shapes.	* experiment and develop skill and control with a range of drawing materials. * draw a way of recording experiences and feelings * discuss tone and use of light and dark. * Explore drawing techniques.	* Develop drawing skills by drawing from direct observation. * applying and using geometry and tonal shading when drawing . *Use a range of drawing media.	*Draw still life from observation and for mark making. *Further develop understanding of geometry and mathematical proportion when drawing.	*Further develop drawing from observation. *Draw using perspective, mathematical processes, design, detail and line.	*Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life
	Painting	*Develop skill and control when painting. *Paint with expression.	*Further improve skill and control when painting. *Paint with creativity and expression.	*Increase skill and control when painting. *Apply greater expression and creativity to own paintings.	*Develop skill and control when painting. *Paint with expression. *Painting painting by artists.	*Control brush strokes and apply tints and shades when painting. *Paint with greater skill and expression.	*Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.
	Craft, design, materials and technique	*Learn a range of materials and techniques such as clay-etching, printing and collage.	*Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.	*Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.	*Make art from recycled materials, create sculptures, print and create using a range of materials. *Learn how to display and present work	*Create mixed media art using found and reclaimed materials. * Select materials for a purpose.	*Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.
	Form	*Learn about form and space through making sculptures and developing language.	*Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.	*Further develop their ability to describe 3D form in a range of materials, including drawing.	*Develop their ability to describe and model form in 3D using a range of materials *. Analyse and describe how artists use and apply form in their work.	Further extend their ability to describe and model form in 3D using a range of materials.	*Express and articulate a personal message through sculpture. * Analyse and study artists' use of form.
	Pattern	*Understand patterns in nature, design and make patterns in a range of materials.	Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. *Create patterns of their own.	*Construct a variety of patterns through craft methods. *Further develop knowledge and understanding of pattern	Create original designs for patterns using geometric repeating shapes . *Analyse and describe how other artists use pattern.	*Construct patterns through various methods to develop their understanding.	*Represent feelings and emotions through patterns. *Create sophisticated artwork using their knowledge of pattern
	Colour	*Remember the primary colours and how to mix them to create secondary colours. *Create shades of a colour and choose and justify colours for purpose.	*Mix, apply and refine colour mixing for purpose using wet and dry media. *Describe their colour selections.	Increase awareness and understanding of mixing and applying colour, including use of natural pigments. *Use aspects of colour such as tints and shades, for different purposes	Analyse and describe colour and painting techniques in artists work. *Manipulate colour for print.	*Select and mix more complex colours to depict thoughts and feelings.	*Mix and apply colours to represent still life objects from observation. *Express feelings and emotions through colour. *Study colours used by Impressionist painters.
	Line	*Use, express and experiment with line for purpose, then use appropriate language to describe lines.	*Draw lines with increased skill and confidence. *Use line for expression when drawing portraits.	*Express and describe organic and geometric forms through different types of line.	*Learn and apply symmetry to draw accurate shapes. *Analyse and describe how artists use line in their work.	*Extend and develop a greater understanding of applying expression when using line.	*Deepen knowledge and understanding of using line when drawing portraits. *Develop greater skill and control. *Study and apply the techniques of other artists
	Shape	*Identify, describe and use shape for purpose.	*Compose geometric designs by adapting the work of other artists to suit their own ideas.	*Identify, draw and label shapes within images and objects. *Create and form shapes from 3D materials.	*Create geometric compositions using mathematical shapes. *Analyse and describe the use of shape in artist's work.	*Composing original designs by adapting and synthesising the work of others. *Analyse and evaluate artists' use of shape.	*Fluently sketch key shapes of objects when drawing. *Create abstract compositions using knowledge of other artists' work.
	Texture	*Use materials to create textures.	*Identify and describe different textures. *Select and use appropriate materials to create textures.	*Analyse and describe texture within artists' work.	*Use a range of materials to express complex textures.	*Develop understanding of texture through practical making activities.	*Understand how artists manipulate materials to create texture.
	Tone	*Understand what tone is and how to apply this to their own work.	*Experiment with pencils to create tone. *Use tone to create form when drawing.	*Develop skill and control when using tone. *Learn and use simple shading rules.	*Use a variety of tones to create different effects. *Understand tone in more depth to create 3D effects. *Analyse and describe use of tone in artists' work.	*Develop an increasing sophistication when using tone to describe objects when drawing. *Analyse artists' use of tone.	*Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. *Manipulate tone for halo and chiaroscuro techniques.
	Artists, craftspeople, designers	-The work of a range of artists, craft makers and designers throughout history -Describe the differences and similarities between different practices and disciplines, and make links to their own work	The work of a range of artists, craft makers and designers throughout history -Describe the differences and similarities between different practices and disciplines, and make links to their own work	-The work of a range of artists, craft makers and designers throughout history -Describe the differences and similarities between different practices and disciplines, and make links to their own work	-The work of a range of artists, craft makers and designers throughout history -Describe the differences and similarities between different practices and disciplines, and make links to their own work	-The work of a range of artists, craft makers and designers throughout history -Describe the differences and similarities between different practices and disciplines, and make links to their own work	-The work of a range of artists, craft makers and designers throughout history -Describe the differences and similarities between different practices and disciplines, and make links to their own work
	Sketch books	*To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to	*To use sketchbooks more effectively through further teacher modelling.	*To use sketchbooks to generate ideas and record thoughts and observations.	*Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.	*Develop a greater understanding of vocabulary when discussing their own and others' work. *Regularly	*Use the language of art with greater sophistication when discussing own and others art.

		experiment with materials.	*Use sketchbooks to record thoughts and ideas and to experiment with material	*Make records of visual experiments.		analysing and reflecting on their intentions and choices.	*Give reasoned evaluations of their own and others work which takes account of context and intention
	Evaluating	*Recognise and describe key features of their own and other's work. *Describe what they feel about their work and the art of others	*Compare other's work, identifying similarities and differences. *Describe choices and preferences using the language of art.	*Discuss own and other's work using an increasingly sophisticated use of art language (formal elements). *Reflecting on their own work in order to make improvements.	*Build a more complex vocabulary when discussing your own and others' art. *Use their own and other's opinion of work to identify areas of improvement.	*Develop a greater understanding of vocabulary when discussing their own and others' work. *Regularly analysing and reflecting on their intentions and choices.	*Use the language of art with greater sophistication when discussing own and others art. *Give reasoned evaluations of their own and others work which takes account of context and intention.
	Working Towards Expected						
	Working at Expected						