

# **Art and design Policy**

Policy produced by Go Shine CE Federation

Adopted by **Governors** -Academic year 2025/26 updated 04.09.23

Review date- As changes are made

## Intent of our curriculum

### Curriculum design

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. They should be able to talk about what they have learned in a knowledgeable and articulate way, using their 'public voice'.

The art and design curriculum aims to ensure that all pupils:

- ✓ produce creative work, exploring their ideas and recording their experiences  
become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ✓ evaluate and analyse creative works using the language of art, craft and design
- ✓ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

We provide our children with a curriculum which is engaging and stimulating and develops not just their **artistic knowledge and technique**, but builds on prior learning of concepts and the process of generating ideas and realising them in material form. Alongside this, we will ensure immersion in a topic by exploring renowned works of significant artists, designers, craft makers and architects from a range of social and cultural backgrounds.

At our school we see the Y1 to Y6 curriculum as a body of **subject specific knowledge** defined by us and the National Curriculum and so we take a **knowledge led approach**. Artistic techniques are taught discretely and explicitly using an '**instructional**' approach. Skills are an outcome of the curriculum, not its purpose. When children are 'fluent' in knowledge and techniques, they can then apply these as part of skill acquisition.

We have a **clear focus on subjects** as units to deliver the curriculum. Our **Curriculum Map** and units of work in every subject contain the knowledge that we have identified as essential in our school.

Our **Units of Work** in each subject have been carefully crafted by expert teachers across our school partnership, identifying **composite tasks** and breaking them down in to **component tasks** to ensure **sequential, layered knowledge acquisition**. These Units of Work also support our particular '**instructional**' style of teaching and help with the speedy and effective induction of new staff. This is particularly important in an inner London environment where the cost of accommodation prevents most of our staff from being able to stay with us long term.

We use a questioning approach in order to help children with **knowledge retention** and issues around **working memory** to ensure that children **know more and remember more**. Our teaching style has a strong focus on the effective retention and use of **subject specific vocabulary** using Walk The Word techniques.

All classrooms should have examples of high quality art displayed with explanation of the knowledge and techniques taught to produce the work.

Visits and Visitors are detailed on the Whole School Curriculum Map. Teachers will record evidence of visits and visitors as a photo page (with an explanation) in children's science books. It is the teacher's responsibility to book visits and visitors according to school policy. Teachers are also responsible for booking transport and completing a preliminary visit for the risk assessment prior to the visit.

## **Implementation of our curriculum**

The implementation of our curriculum is greatly supported by **carefully structured unit plans, leading pupils through component knowledge and skills to composite knowledge and skills** in all subjects.

Our pedagogical approach is based on **Rosenshine's Principles of Direct Instruction**. The brilliant clarity and simplicity of this approach supports teachers to engage with cognitive science and the wider world of educational research.

The Principles of Direct Instruction

1. Daily Review
2. Present new material using small steps
3. Ask questions
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review

## **Resources**

Art and design resources are kept in the Art Cupboard.

## **Assessment**

From Y1- Y6 children are assessed individually against the statutory outcomes for each year group. They are graded Below Expected Standard (Y?), Working towards Expected Standard Expected Standard or Greater Depth within Expected Standard. The art and design assessment statements can be found at the end of this policy document.

## **Staff training**

Staff receive termly support and training through a programme of Professional Development Meetings and 1-1 coaching opportunities, keeping their knowledge, skills and understanding up to date and relevant for delivering the curriculum.

New staff are given a mentor for 12 months.

## **Parent involvement**

Through parents' meetings, the school newsletter and the school website parents are encouraged to support their children's learning in art and design.

### **The role of the subject coordinator**

Subject leaders

- provide continuous professional development for staff
- monitor the quality of provision in the art and design curriculum and report to senior leaders
- monitor pupil outcomes in art and design and report to senior leaders
- conduct termly audits of resources and organise the ordering of materials in need of replenishment

### **Monitoring and evaluation**

The quality of provision in art and design is monitored and evaluated according to the annual school monitoring and evaluation plan.

Progression through the Art and design curriculum in our school

|                       | RECEPTION  | YEAR 1   | YEAR 2  | YEAR 3  | YEAR 4  | YEAR 5  | YEAR 6  | YEAR 7 (KS3)   |
|-----------------------|--|--|---|---|---|---|---|--|
| <b>Drawing People</b> | We are learning to draw self-portraits.                            | We are learning to draw portraits.                               | We are learning to draw people using line drawing techniques.     | We are learning to draw people in a cartoon strip style.                        | We are learning to draw portraits from our imagination.                     | We are learning to draw portraits in a range of styles. | We are learning to draw figures in motion.                                    | We are learning to use a range of techniques to record our observations. |
| <b>Places</b>         | We are learning to draw places and settings using our imagination. | We are learning to draw our school environment.                  | We are learning to draw our playground.                           | We are learning to design and draw a game based in a setting.                   | We are learning to draw a pictorial map.                                    | We are learning to draw countryside landscapes.         | We are learning to draw pictorial maps.                                       |  |
| <b>Buildings</b>      |  | We are learning to draw buildings.                               | We are learning to draw buildings using resist effect techniques. | We are learning to draw buildings.  | We are learning to draw the interior of homes.                              | We are learning to draw houses (past and present).      | We are learning to draw a townscape.  |  |
| <b>Nature</b>         | We are learning to draw nature from observation.                   | We are learning to draw nature from memory (roots and branches). | We are learning to draw nature from memory.                       | We are learning to draw fruit to apply to a portrait in the style of Arcimboldo | We are learning to sketch a natural object from the inside to outside edge. | We are learning to draw techniques for trees.           | We are learning to draw shells from observation.                              |  |
| <b>Objects</b>        |  | We are learning to draw objects from observation                 | We are learning to draw fruit and vegetables from observation.    | We are learning to design a seat.   | We are learning to design an award.   | We are learning to draw in 3D.                          | We are learning to create an image featuring contrasting patterns and shapes. |  |

|                            |  |  |  |  |  |  |  |  |
|----------------------------|--|--|--|--|--|--|--|--|
| <b>Painting Colour</b>     | We are learning to mix paint to create a desired colour.<br><br>We are learning to match colours using paint.                | We are learning to mix colour.   | We are learning to mix and match colours.<br><br>We are learning to create the colour green.                         |  | We are learning to compose a range of landscapes.  |  | We are learning to create a range of colours and tones.<br><br>We are learning to change shade by using water. | We are learning to use a range of techniques to paint a picture. |
| <b>Painting Techniques</b> | We are learning to explore how water changes paint.<br><br>We are learning to use a range of tools to make marks with paint. | We are learning to explore different ways of using brushes.<br><br>We are learning to explore ways to represent water using paint. | We are learning to mix and apply paint in different ways.<br><br>We are learning to change the consistency of paint. | We are learning to explore making different patterns with paint. |  | We are learning to paint using a variety of tools and techniques.<br><br>We are learning techniques for flowers.   |  |  |
| <b>Painting Styles</b>     | We are learning to paint in the style of artists.  | We are learning to use watercolours.   | We are learning to contribute to a shared painting.  | We are learning to contribute to a shared painting.              | We are learning to compose a landscape using watercolours.<br><br>We are learning to paint landscapes inspired by the Fauve artists. | We are learning to paint from observation.<br><br>We are learning to paint using our imagination.<br><br>We are learning to paint a picture inspired by a well-known painting. | We are learning to create still life compositions  |  |
| <b>Sculpture</b>           | We are learning to construct 3D models.  | We are learning to construct a former.   | We are learning to model with clay.  | We are learning to create surface texture with clay.             | We are learning to construct a mask using  | We are learning to construct and abstract sculpture.   | We are learning wire sculpting techniques.   |  |

|   |  |  |   |  |  |  |   |  |
|---|--|--|---|--|--|--|---|--|
|   |  | We are learning to model form.   | We are learning to apply clay techniques.   | We are learning to make a clay relief.   | paper laminate techniques.   |  | We are learning to create an armature.<br><br>We are learning to model form using plaster-impregnated bandage.  |  |
| <b>Application of the key skills in other contexts</b><br><b>Printing</b> | We are learning to explore the prints that different objects make.<br><br>We are learning to explore the prints we can make using parts of our body. | We are learning to use the parts of our body to create a desire print.<br>We are learning techniques to print in clay.<br><br>We are learning to explore different ways to make prints on paper. | We are learning to use roller and ink techniques to create prints.<br><br>We are learning to blend colours when printing.<br><br>We are learning to print using pens.<br><br>We are learning to print using a range of objects. | We are learning to make monoprints.<br><br>We are learning to print using marbling techniques<br><br>We are learning to make and use a pounce to print.<br><br>We are learning to make plater cast prints. | We are learning to print in different ways using string.<br><br>We are learning to print using a range of objects.<br><br>We are learning to make prints using plastic clay.<br><br>We are learning to make prints using polyprints. | We are learning to explore surfaces when printing.<br><br>We are learning to make prints using a process inspired by the intaglio method.<br><br>We are learning to print using blocks of varying textures and to analyse their affects. | We are learning to print designs inspired by Victorian style.<br><br>We are learning to design a motif for a printed pattern.<br><br>We are learning about printing using technology. | We are learning to be proficient in handling a range of materials.<br><br>We are learning to be proficient in craft and design techniques. |

|                      |   |  |  |  |   |   |   |  |
|----------------------|---|--|--|--|---|---|---|--|
| <b>Collage</b>       | We are learning to make collages.   | We are learning to about to use a range of materials in art.   | We are learning to create collages inspired by nature.         | We are learning to make collages using different types of paper.                                     | We are learning to create collaborative collages.   |   | We are learning to create collaborative collages.                                     |  |
| <b>Textiles</b>      | We are learning to use different materials to create images.  | We are learning to weave on a loom.  | We are learning to practise and develop our weaving technique. | We are learning a range of techniques to stitch.   | We are learning to decorate fabric using printing techniques.   | We are learning to techniques to work with wool.  | We are learning different techniques to manipulate fabric.                            |  |
| <b>Digital Media</b> | We are learning to use drawing tools on a computer.<br><br>We are learning to develop our control when using digital media drawing tools. | We are learning to create digital pictures.<br><br>We are learning to develop our understanding of digital drawing software. | We are learning to create portraits using digital media tools. | We are learning to explore digital images.<br><br>We are learning to create simple digital collages. | We are learning to create layered digital images.<br><br>We are learning to edit photographic portraits.<br><br>We are learning to manipulate images using digital media. | We are learning to edit digital images.<br><br>We are learning to create art using printed media. | We are learning to create digital collages featuring a range of tools and techniques. |  |

|   |  |   |   |  |   |   |  |   |
|---|--|---|---|--|---|---|--|---|
| <p><b><u>Knowledge of great artists, architects and designers</u></b></p> | <p>We are learning to paint in the style of different artists.</p> <p>We are learning to say what we like about great artists' work.</p> | <p>We are learning to explore ways artists have represented water using paint.</p> <p>We are learning to comment and ask questions about the work of great artists, architects and designers.</p> | <p>We are learning to discuss and ask questions the work of great artists, architects and designers.</p> <p>We are learning about the techniques used by great artists.</p> <p>We are learning to about famous public sculptures.</p> | <p>We are learning to draw portraits in the style of Arcimboldo.</p> <p>We are learning to discuss the work of great artists, architects and designers.</p> <p>We are learning about the techniques used by great artists.</p> | <p>We are learning to look closely at and discuss famous artists' self-portraits.</p> <p>We are learning about great artists' use of colour and texture in their paintings.</p> <p>We are learning to paint landscapes inspired by the Fauve artists.</p> <p>We are learning to discuss the work and techniques used by great artists, architects and designers.</p> <p>We are learning about the techniques used by great artists.</p> | <p>We are learning to explore the use of flowers in art.</p> <p>We are learning to reproduce a well-known painting (by Georgia O'Keefe).</p> <p>We are learning to explore the abstract art of Kandinsky.</p> <p>We are learning to comment, pose questions and critique the work of great artists, architects and designers.</p> <p>We are learning to draw comparisons between our work and that of great artists.</p> <p>We are learning about the techniques used by great artists.</p> | <p>We are learning about famous still life paintings.</p> <p>We are learning to analyse the work of great artists, architects and designers.</p> <p>We are learning to analyse famous set designers' work.</p> <p>We are learning to draw comparisons between our work and that of great artists.</p> <p>We are learning about the techniques used by great artists.</p> | <p>We are learning about the history of art, craft, design and architecture.</p> <p>We are learning about major movements in art.</p> |
|---|--|---|---|--|---|---|--|---|

# Art and design

## Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets].**

## Subject content

### Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products 1a, 1b, 1c, 2a, 2b, 2c, 1d, 1e, 1f, 2d, 2e, 2f
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 1a, 2a, 1b, 2b, 1c, 2c, 1b, 1f, 2b, 2d, 2f, 1d, 1e, 2d, 2e
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 1b, 2a, 1c, 2c, 1a, 1b, 1f, 2a, 1c, 1d, 1e, 1f, 2b, 2c, 2d
- 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. - 1b, 1d, 1e, 1f, 2c, 2d, 2e, 2f

### Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas - 3a, 4a, 5a, 6a (all units A-F)
- 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] 3a, 4a, 5a, 6a
- about great artists, architects and designers in history. ↓  
3b, 4b, 5b, 6b

3c, 4c, 5c, 6c

3d, 3f, 4a, 4b, 4c, 4e, 4f, 5b, 5c, 5d, 6b

4d, 5c, 5e, 6d, 6e, 6f  
6b

A = Autumn 1  
B = Autumn 2  
C = Spring 1  
D = Spring 2  
E = Summer 1  
F = Summer 2

**Art Assessment Statements**  
**Year 1**

**Name:**

**Expected standard Year 1**

| Statements of assessment   | February | July |
|--|----------|------|
| <b>Disciplinary knowledge</b>  |          |      |
| I can observe closely and identify key qualities of objects and the natural world  |          |      |
| I can work collaboratively, sharing my ideas and expressing my opinions  |          |      |
| I can reflect on my own artwork in relation to those of others and consider how I might change and improve them  |          |      |
| I can talk about artists' work from a variety of periods and cultures, including the work of children's book illustrators <i>eg. Quentin Blake, Vincent Van Gogh, Renoir, Tony Cragg</i> |          |      |
| <b>Substantive knowledge</b>   |          |      |
| I can draw from observation <i>eg. Self-portraits, buildings, natural and man-made objects</i>   |          |      |
| I can draw from memory and imagination <i>eg. Trees and nature, school environment</i>   |          |      |
| I can create texture in objects through marks, lines and patterns using a variety of drawing tools <i>eg. Oil pastels, pencil, felt-tips, coloured pencils</i>                           |          |      |
| I can mix colours <i>eg. different shades of red, primary colours mixed to create secondary colours</i>  |          |      |
| I can explain how some artists represent water in their painting and identify some similarities and differences between them <i>eg. Van Gogh, Renoir, Hokusai</i>                        |          |      |
| I can use paint and different sized brushes to represent nature <i>eg. water, greenery, flowers</i>  |          |      |
| I can use watercolour paint to create a painting   |          |      |
| I can sculpt a 'former' by constructing, shaping and connecting 3D shapes and forms using recycled materials and paper mâché.  |          |      |
| I can make prints in clay  |          |      |
| I can make prints on paper   |          |      |
| I can make a collage using a range of materials <i>eg. wool, paper materials</i>   |          |      |
| I can use the digital software tools on '2paint a picture' to create a digital artwork   |          |      |

**February assessment point**    **On track to** \_\_\_\_\_

**July assessment point** \_\_\_\_\_

**Art Assessment Statements**  
**Year 2**

**Name:**

**Expected standard Year 2**

| Statements of assessment  | February | July |
|---|----------|------|
| <b>Disciplinary knowledge</b>   |          |      |
| I can observe closely and identify key qualities of objects and the natural world   |          |      |
| I can work collaboratively, sharing my ideas and expressing my opinions   |          |      |
| I can reflect on my own artwork in relation to those of others and consider how I might change and improve them   |          |      |
| I can talk about artists' work from a variety of periods and cultures using the language of art, craft and design techniques <i>eg. Keith Haring, Vincent Van Gogh, Paul Klee, Edvard Munch</i> |          |      |
| <b>Substantive knowledge</b>  |          |      |
| I can use line drawing techniques, such as continuous line, to draw from observation <i>eg. Self-portraits, buildings, natural and man-made objects</i>   |          |      |
| I can draw using a variety of techniques and styles <i>eg. Wax resist effect technique</i>  |          |      |
| I can use line drawing techniques to show movement <i>eg. Figures in movement</i>   |          |      |
| I can draw from memory and imagination <i>eg. Trees and nature</i>  |          |      |
| I can explain some of the different functions of drawing <i>eg. Capturing movement, observational drawing, imaginative drawing</i>  |          |      |
| I can mix primary colours to make secondary colours   |          |      |
| I can use paint to mix different shades of a colour from observation <i>eg. adjusting blue or yellow paint quantities in mixtures of green</i>  |          |      |
| I can use water to change the consistency of paint  |          |      |
| I can contribute to a shared painting   |          |      |
| I can manipulate clay into sculpture using my fingers and sculpting tools <i>eg. twisting, coiling, pinching, rolling</i>   |          |      |
| I can sculpt from observation and apply detail and texture using clay tools <i>eg. sea creatures</i>  |          |      |
| I can print using roller and ink techniques   |          |      |
| I can create a collage by cutting, tearing and ripping materials  |          |      |
| I can weave on a simple loom  |          |      |
| I can use the digital software tools in 'Paint' to modify a portrait to create an expressive portrait   |          |      |

**February assessment point**    **On track to** \_\_\_\_\_

**July assessment point** \_\_\_\_\_

**Art Assessment Statements**  
**Year 3**

**Name:**

**Expected standard Year 3**

| Statements of assessment   | February | July |
|--|----------|------|
| <b>Disciplinary knowledge</b>  |          |      |
| I can use my sketchbook to review, adapt and refine my ideas and recognise that artists and designers often use drawing as a starting point                                    |          |      |
| I can talk about colour and composition in my own work and in artists' paintings, expressing opinions with appropriate vocabulary <i>eg. shade, colour variation, abstract</i> |          |      |
| I can reflect on my own artwork in relation to those of others and consider how I might change and improve them  |          |      |
| I can explore and be inspired by the work of famous artists and begin to compare my work to that of famous artists <i>eg. Arcimboldo</i>                                       |          |      |
| I can discuss and ask questions about great artists', architects and designers' work <i>eg. Henri Rousseau, Max Ernst, Renzo Piano (Shard architect)</i>                       |          |      |
| <b>Substantive knowledge</b>   |          |      |
| I can draw from memory and imagination <i>eg. figures in cartoon style, imaginative places</i>   |          |      |
| I can draw from observation considering shape, proportions and colour <i>eg. buildings</i>   |          |      |
| I can show line, tone, shape, pattern and texture using a wide range of marks with varied angle, speed, pressure and sharpness   |          |      |
| I can draw using a variety of drawing tools <i>eg. oil pastels, felt-tip pens, pencil, coloured pencils</i>  |          |      |
| I can look at, recognise and talk about drawing from different contexts and cultures and consider their purposes <i>eg. drawing to capture thoughts and ideas</i>              |          |      |
| I can use paint and brush techniques to create patterns <i>eg. dot painting</i>  |          |      |
| I can contribute to a shared painting  |          |      |
| I can sculpt from observation and apply detail and texture using clay tools <i>eg. imprinting patterns onto clay</i>   |          |      |
| I can design and make a clay relief  |          |      |
| I print using a range of printing techniques <i>eg. monotype printing, marbling, stencil prints</i>  |          |      |
| I can experiment freely with a range of stitches <i>eg. cross stitch, back stitch, running stitch</i>  |          |      |
| I can use technical knowledge of stitching to investigate stitch shape, colour, texture and pattern with some form of accuracy   |          |      |
| I can create a collage by overlapping, ripping, cutting and tearing  |          |      |
| I can create, modify and edit simple digital images using digital software <i>eg. pixlr.com</i>  |          |      |

**February assessment point**    **On track to** \_\_\_\_\_

**July assessment point** \_\_\_\_\_

**Art Assessment Statements**  
**Year 4**

**Name:**

**Expected standard Year 4**

| Statements of assessment   | February | July |
|--|----------|------|
| <b>Disciplinary knowledge</b>  |          |      |
| I can use my sketchbook to review, adapt and refine my ideas and recognise that artists and designers often use drawing as a starting point  |          |      |
| I can reflect on my own artwork in relation to those of others and consider how I might change and improve them  |          |      |
| I can explore and be inspired by the work of famous artists and begin to compare my work to that of famous artists <i>eg. Vincent Van Gogh, Frida Kahlo, William Dargie, Faith Ringgold, Georges Braque, Virginiai McGowan</i> |          |      |
| I can discuss, comment and ask questions about great artists', architects and designers' work <i>eg. traditional Greek art, Andy Warhol</i>  |          |      |
| <b>Substantive knowledge</b>   |          |      |
| I can draw from observation and include distinguishing details and features in my work <i>eg. furniture inside buildings</i>   |          |      |
| I can show tone by using a range of pencil types and selecting pencils according to the mark they make <i>eg. soft 6B pencil for dark marks compared to harder 2B pencil for lighter marks</i>                                 |          |      |
| I can draw by combining observation, imagination and memory <i>eg. self-portraits from the future</i>  |          |      |
| I can use drawing to develop spatial concepts by considering the relationship between inside and outside <i>eg. interior and exterior drawing of modern houses including furniture, maps</i>                                   |          |      |
| I can use paint to show texture in landscapes using a range of painting techniques <i>eg. daubing, sweeping, dash, stipple, dribble, scrape</i>  |          |      |
| I can use paint to mix different shades of a colour from observation <i>eg shades of colour of grass in landscape paintings</i>  |          |      |
| I can use watercolour paint to show texture and colour shades in landscapes  |          |      |
| I can explain how Fauve artists used colour in their landscape paintings and can use paint to replicate this distinct style <i>eg. using broad, short brushstrokes and a range of colour shades to create natural forms</i>    |          |      |
| I can create a sculpture using paper laminate techniques   |          |      |
| I can explain some of the conventions of Indian painting and mask-making by comparing ideas and methods used by crafts people from different cultures <i>eg the Ramayana story</i>   |          |      |
| I can print using objects  |          |      |
| I can print onto fabric to create a pattern <i>eg using string printing blocks</i>   |          |      |
| I can create a digital collage with layered digital images using digital software <i>eg. pixlr.com</i>   |          |      |
| I can explain the ways in which artists create still-life paintings  |          |      |

**February assessment point**    **On track to** \_\_\_\_\_

**July assessment point** \_\_\_\_\_

**Art Assessment Statements**  
**Year 5**

**Name:**

**Expected standard Year 5**

| Statements of assessment   | February | July |
|--|----------|------|
| <b>Disciplinary knowledge</b>  |          |      |
| I can use my sketchbook to review, adapt and refine my ideas and recognise that artists and designers often use drawing as a starting point  |          |      |
| I can make comparisons and see contrasts when discussing things I have observed  |          |      |
| I can reflect on my own artwork in relation to those of others and consider how I might refine, adapt and develop my own work  |          |      |
| I can comment on similarities and differences in artists' work across different times and cultures with an increasingly specialist vocabulary <i>eg. Vincent Van Gogh, Picasso</i>   |          |      |
| I can discuss, comment and ask questions about great artists', architects and designers' work and use my understanding of their work to make value judgements about my own artwork and those of others <i>eg. Jim Dine, Edgar Degas, Rembrandt</i> |          |      |
| <b>Substantive knowledge</b>   |          |      |
| I can use line drawing and shading techniques to draw in 3D.   |          |      |
| I can use drawing to communicate how objects and buildings have changed over time <i>eg. homes</i>   |          |      |
| I can use a range of drawing tools and techniques to represent nature realistically <i>eg. oil pastel, pen and ink techniques for drawing trees</i>  |          |      |
| I can translate images into drawing through observation and planning <i>eg. setting out objects in the background, foreground, middle-distance of page</i>   |          |      |
| I can draw by combining observation, imagination and memory <i>eg. drawing self-portraits in a range of styles</i>   |          |      |
| I can identify some features of flower paintings and explain why flowers feature so prominently in works of art and decoration across cultures   |          |      |
| I can use paint to mix different shades of a colour from observation <i>eg. painting a flower</i>  |          |      |
| I can use painting styles, colours and techniques to create my own art inspired by a well-known painting <i>eg. Georgia O'Keeffe's 'Poppy'</i>   |          |      |
| I can explain how Kandinsky uses visual qualities in his compositions <i>eg. how he makes some shapes look 3D, the composition of the shapes</i>   |          |      |
| I can create, design and construct an abstract sculpture inspired by the work of Kandinsky   |          |      |
| I can create art on a range of paper surfaces using printing techniques <i>eg. monotype printing, intaglio printing</i>  |          |      |
| I can create a range of stitches using a needle and thread (wool) <i>eg. running stitch, back stitch, chain stitch, French knot</i>  |          |      |
| I can weave using a twig loom  |          |      |
| I can use digital image manipulation techniques to edit and digitise my artwork using digital software <i>eg. pixlr.com</i>  |          |      |

**February assessment point**    **On track to** \_\_\_\_\_

**July assessment point** \_\_\_\_\_

**Art Assessment Statements**  
**Year 6**

**Name:**

**Expected standard Year 6**

| Statements of assessment   | February | July |
|--|----------|------|
| <b>Disciplinary knowledge</b>  |          |      |
| I can use my sketchbook to review, adapt and refine my ideas and recognise that artists and designers often use drawing as a starting point  |          |      |
| I can communicate my thinking and represent ideas through collaboration  |          |      |
| I can reflect on my own artwork in relation to those of others and consider how I might refine, adapt and develop my own work  |          |      |
| I can comment on similarities and differences in artists' work across different times and cultures with an increasingly specialist vocabulary eg <i>shade, tone, composition, proportion</i>   |          |      |
| I can analyse the work of great artists, architects and designers and use my understanding of their work to make value judgements about my own artwork and those of others eg. <i>William Morris, Frida Kahlo, Claude Monet, Vincent Van Gogh, Camille Pissarro, Patrick Caulfield</i> |          |      |
| <b>Substantive knowledge</b>   |          |      |
| I can observe and draw figures in motion   |          |      |
| I can draw from observation exploring and recording detailed texture, shape, position relationships and perspective eg. <i>drawing shells from observation</i>   |          |      |
| I can use drawing to create images and experiment with ideas by combining observation, imagination and memory drawing eg. <i>drawing an object from observation and creating a contrasting background pattern</i>  |          |      |
| I can explain what some of the items included in Willem Kalf's 'Still Life with Drinking Horn' represent and can discuss some of the conventions of still-life paintings eg. <i>inanimate objects arranged purposely</i>   |          |      |
| I can create tints and shades with paint by adding white, black and water to different colours   |          |      |
| I can arrange and paint my own still life composition  |          |      |
| I can sculpt with wire   |          |      |
| I can model form by creating an armature and using plaster-impregnated bandage to make a sculpture   |          |      |
| I can select appropriate printing techniques to recreate a pattern eg. <i>neoprene block printing</i>  |          |      |
| I can manipulate fabric using a range of techniques eg. <i>ruching, smocking, hemming, swaging, pleating</i>   |          |      |
| I can explain how printed pattern has been used historically and culturally in different ways and for different purposes   |          |      |
| I can weave on a card loom   |          |      |
| I can use digital image manipulation techniques to create a digital collage using digital software eg <i>pixlr.com</i>   |          |      |

**February assessment point**    **On track to** \_\_\_\_\_

**July assessment point** \_\_\_\_\_