

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Assessment Criteria In Art

RECEPTION	3 and 4 Year Olds	<p>Physical Development</p> <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. <p>Expressive Arts and Design</p> <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.
	Children in Reception	<p>Physical Development</p> <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. <p>Expressive Arts and Design</p> <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.
	Early Learning Goal	<p>Physical Development</p> <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. <p>Expressive Arts and Design</p> <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.

Year 1- Art

	Techniques					Artists, Craftmakers and Designers
	Drawing	Painting	3D	Printing /Textiles		
	<ul style="list-style-type: none"> Use a range of materials to achieve a particular quality. (colour,pattern,line) 	<ul style="list-style-type: none"> Can they communicate something about themselves in their drawing? 	<ul style="list-style-type: none"> Can they communicate something about themselves in their painting? Can they create moods in their paintings? 	<ul style="list-style-type: none"> Can they add texture by using tools? 	<ul style="list-style-type: none"> Can they print with sponges, vegetables and fruit? Can they print onto paper and textile? 	<ul style="list-style-type: none"> Show interest in and describe what they think about others work and their own.
	<ul style="list-style-type: none"> Know the names of tools, techniques and formal elements (colour,shape,tone) 	<ul style="list-style-type: none"> Can they draw lines of different shapes and thickness, using 2 different grades of pencil? 	<ul style="list-style-type: none"> Can they paint a picture of something they can see? 	<ul style="list-style-type: none"> Can they make different kinds of shapes? 	<ul style="list-style-type: none"> Can they design and create their own printing block? (polystyrene/ string/or card) 	<ul style="list-style-type: none"> Can they ask sensible questions about a piece of art?
			<ul style="list-style-type: none"> Can they choose to use thick and thin brushes as appropriate? Can they name the primary and secondary colours? 	<ul style="list-style-type: none"> Can they cut, roll and coil materials such as clay, dough or plasticine? 	Textile <ul style="list-style-type: none"> Can they group fabrics and threads by colour and texture? Can they weave with fabric and thread? 	<ul style="list-style-type: none"> Recognise and describe some simple characteristics of different kinds of art, craft and design.
Topic		Self portraits Winter Flowers	Hot and cold Winter Flowers	Science- Materials/Houses Link	Flowers Colour	

Step	b	w	s	S+
	20%	60%	90%	100%
No. of statements required	0 - 4	5 - 12	13 - 18	19 - 20

Year 2 - Art

Unit	Techniques					Knowledge
	Skills	Drawing	Painting	Sculpture	Printing /Collage	Artists, Craftmakers and Designers
	<ul style="list-style-type: none"> Make sensible choices about what to try next on a piece of work. 	<ul style="list-style-type: none"> Use drawing to record ideas and experiences. Can they use a viewfinder to focus on a specific part of an artefact before drawing it? 	<ul style="list-style-type: none"> Choose a technique for a given purpose. Can they make tints and tones by adding white and black? 	<ul style="list-style-type: none"> Can they create a clay tile with a seaside theme.? 	<ul style="list-style-type: none"> Can they create a 2 colour print. Can they create a print like a designer? 	<ul style="list-style-type: none"> When looking at creative work express clear opinions. (“I like this because.....”)
	<ul style="list-style-type: none"> Try different activities. 	<ul style="list-style-type: none"> Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they create different tones using light and dark? 	<ul style="list-style-type: none"> Can they mix paint to create all the secondary colours? 	<ul style="list-style-type: none"> Can they create texture and pattern in clay? 	<ul style="list-style-type: none"> 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? (Individual or groupwork) 	<ul style="list-style-type: none"> Be able to talk about the materials and techniques they have used using appropriate vocabulary.
		<ul style="list-style-type: none"> Can they show patterns and texture in their drawings using different mark making tools? 	<ul style="list-style-type: none"> Refine and improve their use of colour. 			<ul style="list-style-type: none"> To know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.
Topic		All to sketch ideas/Ongoing throughout	Africa Space	Seaside	Our Environment Fruit	

Step	b	w	s	S+
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No. of statements required	0 - 4	5 - 12	13 - 18	19 - 20

End of Key Stage Statements Pupils should be taught to :	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.
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Year 3 - Art

Unit	Skills Review and revisit Ideas (Sketchbooks)	Techniques				Knowledge and Understanding Artists , Architects, Designers in History
		Drawing	Painting	Sculpture	Collage	
	<ul style="list-style-type: none"> Gather and review information. Can they use their sketches to produce a final piece of work? 	<ul style="list-style-type: none"> Can they show facial expressions in their drawings? 	<ul style="list-style-type: none"> Can they create a background using a wash? 	<ul style="list-style-type: none"> Can they begin to sculpt a design using clay? 	<ul style="list-style-type: none"> Can they make a printing block? • Can they make a 2 colour print? 	<ul style="list-style-type: none"> Reflect upon what they like and dislike about their work in order to improve it
	<ul style="list-style-type: none"> Use sketchbooks for different purposes – record information Can they write an explanation of their sketch in notes? 	<ul style="list-style-type: none"> Can they use different grades of pencil shade, to show different tones and texture? 	<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? 	<ul style="list-style-type: none"> Can they add onto their work to create texture and shape? 	Collage <ul style="list-style-type: none"> Can they cut very accurately? Can they overlap materials? Can they experiment using different colours? 	<ul style="list-style-type: none"> Can they explore work from other periods of time? Can they explore work from other cultures?
	<ul style="list-style-type: none"> Use sketchbooks for planning and shaping their ideas. 		<ul style="list-style-type: none"> Can they use a range of brushes to create different effects? E.g. applying finishing touches to vases. 			<ul style="list-style-type: none"> Can they compare the work of different artists? 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?
Topic		Movement Faces	LS Lowry	Volcanoes Environmental art	Faces	

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Year 4 - Art

	Skills Review and revisit Ideas (Sketchbooks)	Techniques				Knowledge and Understanding Artists , Architects, Designers in History
		Drawing	Painting	Sculpture	Printing	
	<ul style="list-style-type: none"> Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? 	<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? 	<ul style="list-style-type: none"> Can they create all the colours they need? Can they create mood in their paintings? 	<ul style="list-style-type: none"> Do they experiment with and combine materials and processes to design and make 3D form? Can they begin to sculpt clay and other mouldable materials? 	<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? 	<ul style="list-style-type: none"> Can they experiment with different styles which artists have used?
	<ul style="list-style-type: none"> Use sketches and drawing to adapt and improve understanding and ideas. 	<ul style="list-style-type: none"> Can they organise line, tone, shape and colour to represent figures and forms in movement? 	<ul style="list-style-type: none"> Apply technical skills in painting to improve the quality of their work. Do they successfully use shading to create mood and feeling? 		Collage <ul style="list-style-type: none"> Can they combine visual and tactile qualities? 	<ul style="list-style-type: none"> Can they explain art from other periods of history?
	<ul style="list-style-type: none"> Do they keep notes about the purpose of their work in their sketch books? 	<ul style="list-style-type: none"> Can they explain why they have chosen specific materials to draw with? 			Textile <ul style="list-style-type: none"> Can they use early textile and sewing skills as part of a project? 	<ul style="list-style-type: none"> To know and demonstrate how tools they have chosen to work with, should be used effectively and with safety.
Topic		Liverpool Link Flowers	Liverpool Link Flowers	Castles	Flowers Romans	

Step	b	w	s	S+
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Year 5 - Art

Unit	Skills Review and revisit Ideas (Sketchbooks)					Knowledge and Understanding Artists , Architects, Designers in History
		Drawing	Painting	Sculpture	Printing/textile	
	<ul style="list-style-type: none"> Do they keep notes in their sketch books as to how they might develop their work further? 	<ul style="list-style-type: none"> Can they explain why they have chosen specific materials to draw with? 	<ul style="list-style-type: none"> Can they create all the colours they need? 	<ul style="list-style-type: none"> Do they experiment with and combine materials and processes to design and make 3D form? (Andy Goldsworthy Simon Watts) 	<ul style="list-style-type: none"> Can they print using a number of colours? Can they create an accurate print design that meets a given criteria? 	<ul style="list-style-type: none"> Can they experiment with different styles which artists have used?
	<ul style="list-style-type: none"> Do they use their sketch books to compare and discuss ideas with others? 	<ul style="list-style-type: none"> Can they show reflections? 	<ul style="list-style-type: none"> Can they create mood in their paintings? 	<ul style="list-style-type: none"> Can they sculpt clay and other mouldable materials? 	<ul style="list-style-type: none"> Using finger prints as well as hand and foot prints, can you create an interesting piece of art work (Salvador Dali) 	<ul style="list-style-type: none"> 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 organise line, tone, shape and colour to represent figures and forms? 	<ul style="list-style-type: none"> Can they express their emotions accurately through their painting and sketches? 		Textile <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Can they explain art from other periods of history?
		<ul style="list-style-type: none"> Do they successfully use shading to create mood and feeling? (older persons face) 				
Topic		Environmental Art Faces	Space	Environmental Art Egyptians	Rainforest	

Step

b

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	20%	60%	90%	100%
No. of statements required	0 - 4	5 - 12	13 - 18	19 - 20

Year 6 - Art

Unit	Skills Review and revisit Ideas (Sketchbooks)	Techniques				Knowledge and Understanding Artists , Architects, Designers in History
		Drawing	Painting	Sculpture	Printing	
	<ul style="list-style-type: none"> Do their sketch books contain detailed notes, and quotes explaining about items? to research the work of artists who have specialised in animals and plants before sketching or drawing their own. 	<ul style="list-style-type: none"> Do their sketches communicate emotions and a sense of self with accuracy and imagination? 	<ul style="list-style-type: none"> Can they explain what their own style is? 	<ul style="list-style-type: none"> Can they create models on a range of scales? 	<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? 	<ul style="list-style-type: none"> Can they make a record about the styles and qualities in their work?
	<ul style="list-style-type: none"> Do they compare their methods to those of others and keep notes in their sketch books? 	<ul style="list-style-type: none"> Can they explain why they have chosen specific drawing techniques? 	<ul style="list-style-type: none"> Can they use a wide range of techniques in their work? Can they use water colour painting to create a landscape or still life painting which shows light and shadow? 	<ul style="list-style-type: none"> Can they create work which is open to interpretation by the audience? 	Collage <ul style="list-style-type: none"> Can you create a picture of your face using collage including colour and proportion? Can they combine pattern, tone and shape? 	<ul style="list-style-type: none"> Can they say what their work is influenced by? e.g. watercolour Cezanne and Constable
	<ul style="list-style-type: none"> Do they combine graphics and text based research of commercial design, for example, magazines to influence the layout of their sketch books? 		<ul style="list-style-type: none"> Can they explain why they have chosen specific painting techniques? 		Textile <ul style="list-style-type: none"> Can they include both visual and tactile elements in their work? 	<ul style="list-style-type: none"> Can they include technical aspects in their work, e.g. architectural design?
Topic		Faces Animals Local Landscapes	Faces Animals Local Landscapes	People in Action	Remembrance Vikings	

Step	b	w	s	S+
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End of Key Stage Statements

Pupils should be taught to :

- Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books? 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

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.