

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	sculpture	craft	
Painting and mixed media colour splash			<ul style="list-style-type: none">• Name primary colours.• Mix primary colours to make secondary colours• Mix shades of secondary colours.• Use primary and secondary colours to make a picture inspired by Jasper Johns• To paint a plate in the style of Clarice Cliffs.		<ul style="list-style-type: none">• To explore colour by creating lego prints.	<ul style="list-style-type: none">• Reflect on the work of Jasper Johns and Clarice Cliffs
Drawing-making your mark new scheme + Lesson 1 of formal elements of art old scheme	<ul style="list-style-type: none">• Create different lines using chalk, string and pencil• To explore line and mark-making to create effects• Use shape, lines and textures to sketch a fruit or vegetable.				<ul style="list-style-type: none">• To create abstract collage using shapes.	<ul style="list-style-type: none">• To reflect on the work of <u>Beatriz Milhazes'</u> and Kandinsky.• To reflect on the work of Bridget Riley
Sculpture Lesson 1, 3,	<ul style="list-style-type: none">• Sketch a pattern from observations, using lines, curls and circles			<ul style="list-style-type: none">• Use etching tools to create my patterns• To create a pattern in clay/salt dough	<ul style="list-style-type: none">• Select natural materials (leaves)• Arrange leaves meaningful way to make a collage.	<ul style="list-style-type: none">• To describe similarities and difference with the work of two artists (Goldsworthy and Morris)

Step	b	w	s	s+
	20%	60%	90%	100%
No. of statements required	0 - 5	6 - 12	13 - 17	18 - 19

Year 2 - Art

Unit	Techniques				Knowledge
	Drawing	Painting	Sculpture	craft	Artists, Craftmakers and Designers
African Art	<ul style="list-style-type: none"> Use drawing to record ideas and experiences. Can they show patterns and texture in their drawings using different mark making tools? Can they use pencil and charcoal to create pattern effects. 	<ul style="list-style-type: none"> Choose a technique for a given purpose. Can they make tints and tones by adding white and black? Refine and improve their use of colour. 			<ul style="list-style-type: none"> When looking at creative work express clear opinions. ("I like this because.....") To know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. To reflect on the work of Martin Bulinya
Sculpture and Clay -Design a house tile Kapow	<ul style="list-style-type: none"> To use observational drawings of houses to inspire a tile design. To experiment with tone using pencil, chalk and charcoal 		<ul style="list-style-type: none"> To make a clay pot using pinching techniques Create texture and pattern in clay. Create a clay tile with a materials theme. Be able to talk about the materials and techniques they have used using appropriate vocabulary. 		<ul style="list-style-type: none"> Using ideas from the work of artist Rachel Whiteread to make links with my own work. Evaluate my finished tile and say how it reflects my artist and original design.
Seed and growth Mixed media and printing	<ul style="list-style-type: none"> To explore mark making using a variety of tools to sketch seeds and fruit. 	<ul style="list-style-type: none"> Refine and improve their use of colour through printing. 		<ul style="list-style-type: none"> Create a 2 colour print. Use repeated patterns in their print? (Individual or groupwork) Make sensible choices about what to try next on a piece of work. 	<ul style="list-style-type: none"> Evaluate my finished print and say how it reflects the work of designers and printmakers.

Step	b	w	s	s+
	20%	60%	90%	100%
No. of statements required	0 - 7	8 - 16	17 - 20	21-23

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	Techniques				Knowledge and Understanding Artists , Architects, Designers in History	Sketchbooks
	Drawing	Painting	Sculpture	Craft		
Pre-historic Art Kapow	<p>Use knowledge of shape to draw animals</p> <p>Create a large scale copy of a smaller sketch.</p> <p>Apply and blend charcoal to create form, shape and simple tone.</p>	<p>To experiment with the pigments in natural products to make different colours.</p> <p>Experiment with techniques to create different textures.</p> <p>Create a painting of an animal inspired by cave paintings.</p> <p>Add fine detail using smaller brushes</p> <p>Can they use a range of brushes to create different effects?</p>			Identify what pre historic paintings have in common and why they were painted	<p>Begin to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Begin to adapt, refine and reflect on their work and others.</p>
Craft weaving and tie dye Kapow Lesson 1,2,3 option 1, lesson 4				<p>Create a mood board.</p> <p>To create tie-dyed materials</p> <p>To understand warp and weft.</p> <p>To learn what paper weaving is and create a piece of art using this method.</p> <p>To weave using different materials.</p>		
Outdoor Art Sculpture Goldsworthy	<ul style="list-style-type: none"> Can they use different grades of pencil shade, to show different tones and texture? 		<p>To source and collect natural materials from our local environment.</p> <p>To create a sculpture using natural materials in the style of Goldsworthy.</p> <p>Use photography to record artwork created in our locality.</p>	.	<ul style="list-style-type: none"> Reflect on and compare the work of Goldsworthy. 	
Celebrating Lowry	<p>Sketch and draw moving figures.</p> <p>Use mixed media techniques to re-create an industrial scene inspired by Lowry picture.</p>				<ul style="list-style-type: none"> Reflect on the work of Lowry particularly his figures and industrial artwork. 	

Step	b	w	s	s+
	20%	60%	90%	100%
No. of statements required	0 - 7	8 - 13	13 - 22	23-24

Year 4 - Art

	Techniques				Knowledge and Understanding Artists , Architects, Designers in History	Sketch books
	Drawing	Painting	Sculpture	craft		
<p>Musical Sculpture original scheme lesson 1 and 2</p> <p>Musical Collage two collage lessons</p>	<ul style="list-style-type: none"> To create observational drawings of musical instruments. 		<ul style="list-style-type: none"> To create a musical instrument from recycled materials To decorate musical instruments from recycled materials 	<p>To create a music collage inspired by Picasso</p> <p>To make textures collages from a variety of media and by folding, crumpling and tearing materials.</p>	<p>To reflect on the work of Picasso reflecting on his musical influences</p>	<ul style="list-style-type: none"> Continue to adapt, refine and reflect on their work and others. Use sketches and drawing to adapt and improve understanding and ideas.
<p>Art and design skills lesson 1,2,3,5</p>	<p>Create still life sketch using HB and 2 B pencils to make outlines and tones.</p>	<p>To apply an understanding of tint to recreate a traditional design style.</p> <p>Make tints; using undiluted ink to add detail and using a water wash to add lighter tones.</p> <p>Use colour mixing and brush strokes inspired by Cezanne to create a piece of art.</p>		<p>To create an image using an artistic process- lenticular printing</p>	<p>To reflect on the work of Luz Perez Ojeda.</p> <p>To reflect on Chinese willow patterns.</p> <p>To analyse paintings by the artist Paul Cézanne and remember key facts about his work.</p>	
<p>Liverpool Landmarks Art</p>	<ul style="list-style-type: none"> Sketch ideas and include technical aspects in their work, e.g. architectural design. (Liverpool links) Explore studies of buildings shading using different media. 	<ul style="list-style-type: none"> To apply technical skills in painting to improve the quality of their work. To understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. 			<p>To research architects linked with historical landmarks in Liverpool eg: (Liver Building-Walter Aubrey Thomas, Port of Liverpool building Thornley and Hobbs, Cunard Building-William Edward Willink and Philip Coldwell Thicknesse)</p> <p>Collect own photographs and architectural studies to extend knowledge.</p>	

Step	b	w	s	S+
	20%	60%	90%	100%
No. of statements required	0 - 6	7 - 13	14 - 20	21-23

Year 5 - Art

Unit					Knowledge and Understanding Artists , Architects, Designers in History	Sketchbooks
	Drawing	Painting	Sculpture	Printing/textile		
Sketching line, tone and colour to represent figures Henry Rousseau Sketching shade to create feeling	<ul style="list-style-type: none"> Select appropriate grade of pencil Use variety of pencils to show variation in tone and shade. Use drawing techniques to show pattern and texture. Develop observational sketching from memory and imagination. Explore oil pastel techniques. 	<ul style="list-style-type: none"> Experiment with mixing a variety of colours. Experiment with painting techniques e.g wash, blocks of colour. 		<ul style="list-style-type: none"> Use photograph and textural paint techniques to create collages of tropical forest flora and fauna 	<ul style="list-style-type: none"> Reflect on the work of Rousseau. e.g trace, give opinions, match, half pictures, make colour families. 	<ul style="list-style-type: none"> To continue to create sketch books to record their observations and use them to review and revisit ideas Use sketch books to develop techniques and control of materials. Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.
Beowulf eyes sculpture	Look at dragon or reptile eye images. Study the shape, colours and textures. Using these images as inspiration for sketching ideas.		Use a range of clay techniques e.g roll, smooth, flatten, carve. Design and make a dragon's eye adding texture.			
Architecture	Apply observational drawing skills to interpret forms accurately to draw houses/buildings.			To apply composition skills to develop a drawing into print. To apply an understanding of architecture to design a building following a brief. I can develop new ideas inspired by the style of an artist.	<i>To reflect on and find out about the work of architect Zaha Hadid.</i> Create a sketchbook response to what they have learned about Hundertwasser and his work.	

Step	b	w	s	s+
	20%	60%	90%	100%
No. of statements required	0 -7	8-13	14 - 19	20-22

Year 6 - Art

Unit	Techniques				Knowledge and Understanding	Sketch books
	Drawing	Painting	Sculpture	craft	Artists , Architects, Designers in History	
Sketching Faces 2 lessons Still Life Kapow lesson 2-4	Practice techniques needed to sketch portraits. Use sketching skills to sketch features of faces. Use sketching skills to ensure features are in proportion in portraits. Use charcoal to draw a still life study showing light and shadow. Draw using negative medium to show light and tone.	<ul style="list-style-type: none"> Mix acrylic to create different hues and darker and lighter tones. Paint still life using acrylic paint paying attention to line and layout, hues and tone. 			<ul style="list-style-type: none"> Compare still life art of Carmargo, Cezanne and Funke. Use concepts from Camargo's work to create still life in charcoal. 	<ul style="list-style-type: none"> To continue to create sketch books to record their observations and use them to review and revisit ideas Use sketch books to develop techniques and control of materials. Adapt, refine and reflect on their work and others. Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.
War Art	<ul style="list-style-type: none"> To learn a range of pastel techniques 	<ul style="list-style-type: none"> To use pastels to create images inspired by war poetry 				
Zentangle patterns Kapow art and design skills lesson 2 and 3	<ul style="list-style-type: none"> To apply an understanding of line and repeated pattern to create zentangle patterns. Create a range of patterns using observation, imagination and memory. Experiment with different lines and marks 			<ul style="list-style-type: none"> Create a repeated zentangle patterns through printing. To use zentangle patterns to produce a card or ornament. 	<ul style="list-style-type: none"> To reflect on the work of Maria Thomas 	
Local Watercolour Landscape		To experiment with a range of watercolour techniques. Photograph local landscapes reflect on these and select suitable ones for painting. To create a water colour of a local landscape.			To reflect on the work of Turner. To compare and contrast a range of watercolours landscapes from different artists. Use ideas from landscape artists to their won watercolour landscapes.	

Can art help us understand the Vikings? Drawing and 3D	Use research to inspire drawings from memory and imagination. Sketch a portrait of a Viking warrior.		Use sculpting tools or wire to create form. Develop skills to attach clay or modrock to recreate facial features. Create a 3D sculpture of a Viking head.		<ul style="list-style-type: none"> Explain art from other periods of history. To explore Viking art and identify its key characteristics and features. 	
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Step	b	w	s	s+
	20%	60%	90%	100%
No. of statements required	0 - 9	10 - 14	15 - 29	30-34

End of Key Stage Statements Pupils should be taught to :	<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? 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.
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