



Art – Assessment – KS1 Year B



Unit Fighting fit	Key Learning	Teacher Comments	Pupils working above – next steps	Pupils working just below – next steps	Pupils working below – next steps	% on track or above
	Substantive – Declarative Knowledge – Know what Artists - To explore the work of the artists –Keith Haring, Edgar Degas and Alberto Giacometti and use this to inform their own work. - To talk about the similarities and difference between different artists.					
	Substantive – Procedural Knowledge (Know how) Explore and develop ideas - To develop their own ideas by trying things out and changing their minds. Evaluating and developing work - To identify what they might change in their current work or develop in future work.					
	Disciplinary Knowledge (Think like) Drawing - To experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, and chalk. - Invent new lines. - Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. - Investigate textures by describing, naming, rubbing, copying. Painting - Mix primary shades and tones. - Mix secondary colours. 3D - Explore sculpture with a range of malleable media. - Experiment with constructing and joining recycled, natural and manmade materials. - Use simple 2-D shapes to create a 3-D form. - Understand the safety and basic care of materials and tools.					
	Essential vocabulary – figure, assemble, attach, mould, curve, bend					



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Wind in the willows						
	<u>Substantive – Declarative Knowledge – Know what Artists</u> To explore the work of Impressionist artists, such as Claude Monet.					
	<u>Substantive – Procedural Knowledge (Know how)</u> <u>Explore and develop ideas</u> - To explore and record their own ideas from first hand observations. <u>Evaluating and developing work</u> - To identify what they might change in their current work or develop in future work.					
	<u>Disciplinary Knowledge (Think like)</u> <u>Drawing</u> - Observe and draw shapes from observations. - Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. - Investigate textures by describing, naming, rubbing, copying. <u>Painting</u> - Use a variety of tools and techniques including different brush sizes and types. - Experiment with tools and techniques e.g. layering, mixing media, etc. - Identify primary and secondary colours by name. - Work on different scales. - Create textured paint by adding sand, etc.					
	<u>Essential vocabulary – brush strokes, vibrant colours, layers, Impressionism, landscape, texture</u>					



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Buckets and spades						
	<u>Substantive – Declarative Knowledge – Know what</u> <u>Artists</u> To talk about the similarities and differences between Abigail Mill, Jayne Huskisson and Serena Hall.					
	<u>Substantive – Procedural Knowledge (Know how)</u> <u>Explore and develop ideas</u> - To explore and record their own ideas from first hand observations. <u>Evaluating and developing work</u> - To review what they have done and say what they think and feel about it. - To review what others have done and say what they think and feel about it.					
	<u>Disciplinary Knowledge (Think like)</u> <u>Drawing</u> - Draw shapes in between objects. - Invent new shapes. - Draw on different surfaces with a range of media. <u>Collage</u> - Create images from a variety of media e.g. photocopies, material, fabric, crepe paper, magazines etc. - Arrange and glue materials to different backgrounds. - Sort and group materials for different purposes e.g. colour texture. - Fold, crumple, tear and overlap papers. <u>Printing</u> - Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. - Build repeating patterns and recognise pattern in the environment. - Make simple marks on rollers and printing palettes. - Design more repetitive patterns.					



	<u>Essential vocabulary</u> – overlap, arrange, shapes, texture, crumple, tear.					
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Art – Assessment – LKS2 Year B



<u>Unit</u> The Great Plague	<u>Key Learning</u>	<u>Teacher Comments</u>	<u>Pupils working above – next steps</u>	<u>Pupils working just below – next steps</u>	<u>Pupils working below – next steps</u>	<u>% on track or above</u>
	<u>Substantive – Declarative Knowledge – Know what</u> <u>Artists</u> To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Artists such as Damien Hirst, Escher, Paul Cezanne, Jean Basquait and Sugar skulls. (Days of the dead)					
	<u>Substantive – Procedural Knowledge (Know how)</u> <u>Explore and develop ideas</u> - Question and make thoughtful observations about starting points and select ideas to use in their work. <u>Evaluating and developing work</u> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.					
	<u>Disciplinary Knowledge (Think like)</u> <u>Drawing</u> - Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. - Experiment with ways in which surface detail can be added to drawings, e.g. use grades of pencil, biro, charcoal and chalk. - Create textures with a wide range of drawing implements. <u>Printing</u> - Create printing blocks using a relief or impressed method. - Create repeating patterns. - Print with two colour overlays.					
	<u>Essential vocabulary – distance, direction, position, pressure, block, linear</u>					



<u>Unit</u> Art of food	<u>Key Learning</u>	<u>Teacher Comments</u>	<u>Pupils working above – next steps</u>	<u>Pupils working just below – next steps</u>	<u>Pupils working below – next steps</u>	<u>% on track or above</u>
	<u>Substantive – Declarative Knowledge – Know what Artists</u> To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. (Still life from the Dutch masters, Renoir and Paul Cezanne)					
	<u>Substantive – Procedural Knowledge (Know how)</u> <u>Explore and develop ideas</u> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. <u>Evaluating and developing work</u> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.					
	<u>Disciplinary Knowledge (Think like)</u> <u>Drawing</u> - Experiment with different grades of pencil and other implements to draw different forms and shapes. - Begin to show an awareness of objects having a third dimension. - Experiment with different grades of pencil and other implements to achieve variations in tone. - Apply tone in a drawing in a simple way. - Apply a simple use of pattern and texture in a drawing. <u>Painting</u> - Mix colours and know which primary colours make secondary colours. - Use more specific colour language - Mix and use tints and shades. - Work on a range of scales e.g. thin brush on small picture etc. <u>3D</u> - Plan, design and make models from observation or imagination. - Create surface patterns and textures in a malleable material.					



	Essential vocabulary – opaque, translucent, delicate, still life, frame					
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<u>Water, water,</u>	<u>Substantive – Declarative Knowledge – Know what</u> <u>Artist</u> To explore the roles and purposes of artists such as Constable, Hokusai, Claude Monet and Adriana Brinsmead-Stockham, working in different times and styles.					
	<u>Substantive – Procedural Knowledge (Know how)</u> <u>Explore and develop ideas</u> - Question and make thoughtful observations about starting points and select ideas to use in their work. <u>Evaluating and developing work</u> - Adapt their work according to their views and describe how they might develop it further. - Annotate work in a journal.					
	<u>Disciplinary Knowledge (Think like).</u> <u>Drawing</u> - Use journals to collect and record visual information from different sources. - Begin to show an awareness of objects having a third dimension. - Experiment with different grades of pencil and other implements to create lines and marks <u>Painting</u> - Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. - Work on a range of scales e.g. thin brush on small picture etc. - Create different effects and textures with paint according to what they need for the task.					



Essential vocabulary – representational, watery, textural,
proportion, perspective





Art – Assessment – UKS2 Year B



<u>Unit Survival</u>	<u>Key Learning</u>	<u>Teacher Comments</u>	<u>Pupils working above – next steps</u>	<u>Pupils working just below – next steps</u>	<u>Pupils working below – next steps</u>	<u>% on track or above</u>
	<u>Substantive – Declarative Knowledge – Know what Artists</u> To explore the roles and purposes of artist Andy Warhol (animal prints), craftspeople and designer such as Roberto Cavalli (animal prints) working in different times and cultures.					
	<u>Substantive – Procedural Knowledge (Know how)</u> <u>Explore and develop ideas</u> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. <u>Evaluating and developing work</u> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.					
	<u>Disciplinary Knowledge (Think like)</u> <u>Drawing</u> - Experiment with wet media to make different marks, lines, patterns, textures and shapes. - Explore colour mixing and blending techniques with coloured pencils. - Show an awareness of how paintings are created ie. Composition. <u>Painting</u> - Develop a painting from a drawing. - Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. - Create imaginative work from a variety of sources e.g. observational drawing, themes.					
	<u>Essential vocabulary – preliminary, detailed, camouflage, distinctive, perspective, natural</u>					



<u>Unit</u> Britten's Got Talent	<u>Key Learning</u>	<u>Teacher Comments</u>	<u>Pupils working above – next steps</u>	<u>Pupils working just below – next steps</u>	<u>Pupils working below – next steps</u>	<u>% on track or above</u>
	<u>Substantive – Declarative Knowledge – Know what Artists</u> To explore the roles and purpose of artist Wassily Kandinsky working in a different time and culture.					
	<u>Substantive – Procedural Knowledge (Know how)</u> <u>Explore and develop ideas</u> - Question and make thoughtful observations about starting points and select ideas to use in their work. <u>Evaluating and developing work</u> - Adapt their work according to their views and describe how they might develop it further. - Annotate work in a journal.					
	<u>Disciplinary Knowledge (Think like)</u> <u>Drawing</u> - Work in a sustained and independent way to create a detailed drawing. - Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. - Use dry media to make different marks, lines, patterns and shapes within a drawing. <u>Painting</u> - Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. - Be able to identify and work with complementary and contrasting colours.					
	<u>Essential vocabulary – bold, vibrant, modern, composition, series, emotion</u>					



<u>Unit</u> <u>Beside the</u> <u>seaside</u>	<u>Key Learning</u>	<u>Teacher Comments</u>	<u>Pupils working</u> <u>above – next</u> <u>steps</u>	<u>Pupils working</u> <u>just below –</u> <u>next steps</u>	<u>Pupils working</u> <u>below – next</u> <u>steps</u>	<u>% on</u> <u>track or</u> <u>above</u>
	<u>Substantive – Declarative Knowledge – Know what Artists</u> To explore the roles and purposes of artists such as Alfred Wallis, L.S Lowry, Abigail Mill and Impressionist painter Cezanne from different times and cultures.					
	<u>Substantive – Procedural Knowledge (Know how)</u> <u>Explore and develop ideas</u> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. <u>Evaluating and developing work</u> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Identify artists who have worked in a similar way to their own work.					
	<u>Disciplinary Knowledge (Think like)</u> <u>Drawing</u> - Develop close observation skills using a variety of view finders. <u>Textiles</u> - Use fabrics to create 3D structures - Use different grades of threads and needles - Experiment with batik techniques - Experiment with a range of media to overlap and layer creating interesting colours and textures and effects. <u>Collage</u> - Add collage to a painted, printed or drawn background. - Use a range of media to create collages. - Use collage as a means of extending work from initial ideas.					
	<u>Essential vocabulary – mixed-media,</u>					

