Assessment in Art

CURRICULUM		CHARACTER	COMMUNITY
Year 1	**Working Towards**	**Expected**	**Greater Depth**
Drawing	To know that lines are marks made on a surface. These can be straight, wavy etc.	To know that lines can represent movement in drawings.	To know, independently, how to use lines to represent movement in drawings.
	To know that different drawing tools create different lines.	To know that drawing tools can be used in a variety of ways to create different lines.	To know how to purposefully select drawing tools to create different lines.
	To know that light and dark effects can be created with drawing tools.	To know that 'tone' in art means 'light and dark'.	To know how tone changes when different media is used.
	To know that shapes can be filled in.	To know that we can add tone to a drawing by shading and filling a shape.	To know that filling in a shape and adding tone can create a 3D effect.
	To know that pencil can be blended.	To know that pencil can be blended to create tone.	To know that pencil can be blended to create tone and a 3D effect.
	To know if objects and features and close together or far apart.	To know how features or objects should be placed relative to one another.	To know that space can be experimented with to create a different effect.
Print-making	To know that shapes, colours or lines can be repeated.	To know that a pattern is a design in which shapes, colours or lines are repeated.	To know that artists use patterns for a purpose.
	To know that lines are marks made on a surface.	To know that lines can be carved out of a surface.	To know that lines drawn on a surface can change dependant on media and surfaces used.
	To know that different drawing tools make different marks.	To know that different drawing tools make different marks and textures.	To know that different drawing tools are purposefully used to create different marks and textures.
Sculpture	To know that tools create lines.	To know that tools create lines in different materials.	To know and predict which lines will be created by different tools.
	To know that shapes can be 2-dimensional.	To know that shapes can be 2-dimensional and 3-dimensional.	To know that shapes can be 2-dimensional and 3-dimensional and will provide a different effect.
	To know that we can change the shape/form of paper.	To know that we can change paper by folding, rolling and scrunching.	To know that we can change paper from 2D to 3D by folding, rolling and scrunching.
	To know that some art is not flat.	To know that 3D art is called sculpture.	To know that 3D art is called sculpture.
	To know that materials can change shape and form.	To know that materials can be manipulated by rolling, pinching and kneading.	To know that a range of materials can be manipulated by rolling, pinching and kneading. Different materials will create different effects.
Painting	To know and identify primary colours.	To know that primary colours are red, yellow and blue.	To know that primary colours are red, yellow and blue. To explain what these are.

	To know that primary colours can be mixed.	To know that primary colours can be mixed to make secondary colours.	To know that primary colours can be mixed to make secondary colours. To give specific examples of primary colours which mix together to create secondary colours.
	To know that drawing tools create different lines.	To know that drawing tools can be used in a variety of ways to create different lines.	To know that drawing tools are used in a variety of ways to purposefully create different lines.
	To know that lines are marks made on a surface. These can be straight, wavy etc.	To know that lines can represent movement in drawings.	To know that lines can represent movement in drawings. These are used by artists to create a different effect.
	To know that shapes, colours or lines can be repeated.	To know that a pattern is a design in which shapes, colours or lines are repeated.	To know that artists use patterns for a purpose.

Year 2	Working Towards	Expected	Greater Depth
Drawing	To know that shading by blending and hatching helps make drawn objects look different.	To know that shading by blending and hatching helps make drawn objects look more 3D.	To know and identify the differences between blending and hatching, and to understand the effect this has on an object appearing 3D.
	To know that different pencil grades can be used.	To know that different pencil grades make different tones.	To know and select a particular pencil grade for a purpose.
	To know and with support experiment with drawing techniques such as hatching, scribbling, stippling and blending.	To know that drawing techniques such as hatching, scribbling, stippling and blending can create surface texture.	To know which drawing techniques such as hatching, scribbling, stippling and blending can be best used in different artwork to create surface texture.
	To know that space can be left between, above and below areas of art.	To know that the space between, above and below areas of art contributes to the overall effect of the piece.	To know the space between, above and below areas of art contributes to the overall effect of the piece. To experiment with space to create a different effect on the viewer.
Print-making	To know that lines can be carved out of a surface.	To know that impressed printing is when lines are carved out of a surface.	To know that the pressure used to create lines will change depending on the media.
	To know that space can be left between, above and below areas of art.	To know that the space between, above and below areas of artwork contributes to the overall effect of the piece.	To know the space between, above and below areas of art contributes to the overall effect of the piece. To experiment with space to create a different effect on the viewer.
	To know that shapes can be 2D or 3D.	To know that shapes can be geometric if they have mostly straight lines and angles.	To know that shapes can be geometric if they have mostly straight lines and angles. To know that shapes can be organic if they are natural.
	To know that designs can be made using shapes.	To know that patterns can be made using shapes.	To know that patterns can be made using repeated shapes, colours and lines.

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Painting	To know that different amounts of paint and water can change the effect.	To know that different amounts of paint and water can be used to mix hues of secondary colours.	To know that different amounts of paint and water can be used to mix hues of secondary colours. To know the impact water has on different types of paint.
	To know that colours can be mixed.	To know that colours can be mixed to 'match' real life objects or to create things from your imagination.	To know that colours can be mixed to 'match' real life objects or to create things from your imagination, and to use this knowledge to independently mix colours for artwork.
	To know that different artists use different colours.	To know that colour can be used to show how it feels to be in a particular place, e.g. the seaside.	To know that colour can be used to show how it feels to be in a particular place, and to explain why they have chosen particular colours in their artwork.
	To know that different lines can be used.	To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.	To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To create different lines (thin, thick, straight, wavy etc) to create a varied style of artwork.
	To know that different brushes can create different lines.	To know that different brushes can create different types of lines.	To know that different brushes can create different types of lines, and to independently select these to change the overall effect of the piece.
	To know that adding black makes a colour darker.	To know that adding black creates a shade.	To know that adding black can create shade in different ways depending on the media.
Textiles	To know that collage materials can be placed into a shape.	To know that collage materials can be shaped to represent shapes in an image.	To know how collage materials can be shaped to represent shapes in an image. To justify the process.
	To know that shapes can be regular or irregular.	To know that shapes can be organic (natural) and irregular.	To know how different materials can shapes which are organic (natural) and irregular.
	To know that shapes can be 2D or 3D.	To know that shapes can be geometric if they have mostly straight lines and angles.	To know which materials can create shapes which are geometric with mostly straight lines and angles.
	To know that designs can be made using shapes.	To know that patterns can be made using shapes.	To know that patterns can be made using repeated shapes, colours and lines.
	To know that collage materials can be used to look like real-life objects.	To know that collage materials can be chosen to represent real-life textures.	To know that collage materials can be chosen to represent real-life textures, and to independently select materials which create the most realistic effect.
	To know that collage materials can be overlapped.	To know that collage materials can be overlapped and overlaid to add texture.	To know which collage materials can be overlapped and overlaid to effectively add texture.
	To know that different lines can be used.	To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.	To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. To create different lines (thin, thick, straight, wavy etc) to create a varied style of artwork.

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Year 3	Working Towards	Expected	Greater Depth
Drawing	To know that shapes can show the space around and between objects.	To know that negative shapes show the space around and between objects.	To know that negative shapes show the space around and between objects. To know that positive shapes show the main object within a composition.
	To know what the height and width of an object is.	To know that proportion means the height, width and dimension of an object.	To know how changing the proportion of an object can change the overall effect of a piece of artwork.
	To know that different tools can create different lines.	To know that different tools can create different types of lines.	To know and purposefully use different tools to create different types of lines.
	To know some basic rules for shading when drawing, e.g. blending tones smoothly.	To know some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps.	To know and confidently apply the rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps.
	To know that shading is when a pencil is blended.	To know that shading is used to create different tones in an artwork and can include hatching, cross hatching, scribbling and stippling.	To know that shading is used to create different tones in artwork. To independently select the correct technique to create a specific effect.
	To know that shading techniques can make objects look more realistic.	To know that shading techniques can make objects look 3D.	To know that shading techniques can make objects look 3D. To select the correct techniques depending on the artwork.
	To know that shade means to add black.	To know that tint means to add white, shade means to add black and tone means how light or dark a colour is.	To know that tint means to add white, shade means to add black and tone means how light or dark a colour is. To explain what impact these have on the overall effect of the artwork.
Painting	To know that complementary colours are different to primary and secondary colours.	To know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or clash is created.	To know that when complementary colours are placed next to each other, a strong contrast or clash is created. To understand that artists select their colours to create an impact on the viewer.
	To know that prehistoric people used natural paints.	To know that paint colours can be mixed using natural substances, and that prehistoric people used these paints.	To know how paint colours can be mixed using natural substances, and to provide examples of where these may have been used in the past.
	To know that different tools can create different lines.	To know that different tools can create different types of lines.	To know that different tools can create different types of lines, and that artists change the size and composition of their lines depending on the artwork.
	To know that texture in an artwork can be real (what the surface actually feels like).	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to

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		textured, as in a drawing using shading to recreate a fluffy object.	appear textured, as in a drawing using shading to recreate a fluffy object. To provide examples of artists who have experimented with texture.
Sculpture	To know that 3D forms are when objects or artwork is not flat.	To know that 3D forms are wither organic (natural) or geometric (mathematical shapes like a cube).	To know that 3D forms are wither organic (natural) or geometric (mathematical shapes like a cube). To provide real-life examples.
	To know that some artwork can appear not real.	To know that organic forms can be abstract.	To know that organic forms can be abstract. To provide real-life examples and examples from familiar artists.
	To know that lines can be carved out of a surface.	To know that impressed printing is when lines are carved out of a surface and that different tools will create different types of lines.	To know that impressed printing is when lines are carved out of a surface and to independently select a range of tools to create a different effect on the overall piece of artwork.
	To know how to construct a pinch pot.	To know how to construct a pinch pot and a coil pot.	To know how to independently construct a pinch pot and a coil pot.
Print-making and collage	To know that pattern can be natural (like a giraffe's skin).	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). To provide real-life examples and examples from familiar artists.
	To know that there is a starting point for a repeating pattern.	To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. To provide examples from familiar artists and to experiment with patterns to create an impact on the viewer.
	To know that objects can be arranged in different ways.	To know that consideration should be given to the size of space between and around artwork.	To know and explain the impact changing the size of space between and around artwork can have.
	To know that two colours can be applied when printing.	To know that 2-colour printing requires a different method.	To know that 2-colour printing requires a different method, and to independently explain the steps to following this method.
	To know that lines can be carved out of a surface.	To know that impressed printing is when lines are carved out of a surface and that different tools will create different types of lines.	To know that impressed printing is when lines are carved out of a surface and to independently select a range of tools to create a different effect on the overall piece of artwork.

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Year 4	Working Towards	Expected	Greater Depth
Painting	To know that adding black to a colour make this darker.	To know that adding black to a colour creates a shade.	To know that adding black to a colour creates a shade, and to understand how this can change the feel of the overall piece of artwork.
	To know that adding white to a colour makes this lighter.	To know that adding white to a colour creates a tint.	To know that adding white to a colour creates a tint, and to understand how this can change the feel of the overall piece of artwork.
	To know what primary and secondary colours are.	To know that tertiary colours are two secondary colours mixed together.	To know that tertiary colours are two secondary colours mixed together. To provide examples of famous artwork where tertiary colours have been used.
	To know that using lighter and darker colours can create a 3D effect.	To know that using lighter and darker tints and shades of a colour can create a 3D effect.	To know that using lighter and darker tints and shades of a colour can create a 3D effect, and can change the effect of the overall piece of artwork.
	To know that different tools create different types of lines.	To know which tools are appropriate for creating different types of lines with a range of media.	To know which tools are appropriate for creating different types of lines with a range of media, and to provide examples of artists who experiment with lines.
	To know that light and dark can be used to create contrast in an artwork.	To know that tone can be used to create contrast in an artwork.	To know that tone can be used to create contrast in an artwork, and to provide examples of artists who experiment with tone.
	To know that hue means colour with support.	To know that hue means colour.	To know that hue means colour, and to compare to shade, tint and tone.
Print-making	To know that symmetry is when artwork looks the same on both sides.	To know that symmetry can be used to create repeating patterns.	To know that symmetry can be used to create repeating patterns. To explain how artwork that isn't symmetrical can change the overall effect of the piece.
	To know that patterns can change in ways you wouldn't expect.	To know that patterns can be irregular and change in ways you wouldn't expect.	To know that patterns can be irregular and change in ways you wouldn't expect. To explain how this makes the viewer feel.
	To know that artwork can be produced on a different scale (big, small etc.)	To know how producing artwork on a different scale or material can affect the outcome.	To know and independently produce artwork of a different scale and using a different material.
	To know that three colours can be applied when printing.	To know that 3 colour printing requires a different method.	To know that 3 colour printing requires a different method. To explain the steps to 3 colour printing.
Sculpture	To know that simple structures can be made stronger.	To know that simple structures can be made stronger by adding layers, folding and rolling and by using appropriate techniques.	To know that simple structures can be made stronger by adding layers, folding and rolling and by using appropriate techniques. To explain how this will vary depending on the media used.

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	To know that pieces of clay can be joined.	To know that pieces of clay can be joined using the 'scratch and slip' technique.	To know that pieces of clay can be joined using the 'scratch and slip' technique. To explain why this step is important.
	To know that basic shapes can combine to form different shapes.	To know how to use basic shapes to form more complex shapes and patterns.	To know and use basic shapes to form more complex shapes and patterns.
	To know how to replicate a natural surface using media.	To know how to use texture to achieve a specific effect or to replicate a natural surface.	To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.
Drawing	To know that lines can be lighter or darker, or thicker or thinner.	To know that lines can be lighter or darker, or thicker or thinner and that this can add expression to a drawing.	To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.
	To know that the size, shape and arrangement of space between and around artwork can be experimented with.	To know that consideration should be given to the size, shape and arrangement of space between and around artwork.	To know and explain the impact changing the size, shape and arrangement of space between and around artwork can have.
	To know that scale means the size of the artwork.	To know that scale means the size of the artwork or the objects within the artwork.	To know that scale means the size of the artwork or the objects within the artwork. To independently experiment with this to change the overall effect of the piece of artwork.
	To know that using lighter and darker colours can create a 3D effect.	To know that using lighter and darker tints and shades of a colour can create a 3D effect.	To know that using lighter and darker tints and shades of a colour can create a 3D effect. To provide examples of artists who experiment with tints and shades.
	To know that shading is when a pencil is blended and hatching is when small lines are created.	To know that shading is used to create different tones in artwork and can include hatching, cross hatching, scribbling, circling and blending and stippling.	To know that shading is used to create different tones in artwork and can include hatching, cross hatching, scribbling, circling and blending and stippling. To select the correct technique depending on what the intended impact is.
	To know that adding black to a colour creates a darker colour.	To know that adding black to a colour creates a shade.	To know that adding black to a colour creates a shade, and to understand how this can change the feel of the overall piece of artwork.
	To know that adding white to a colour creates a lighter colour.	To know that adding white to a colour creates a tint.	To know that adding white to a colour creates a tint, and to understand how this can change the feel of the overall piece of artwork.

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Year 5	Working Towards	Expected	Greater Depth
Drawing and collage	To know that a shape can be filled with a solid flat colour to represent an object.	To know that a silhouette is a shape filled with a solid flat colour that represents an object.	To know that a silhouette is a shape filled with a solid flat colour that represents an object. To provide examples of why negative space is used by artists.
	To know that lines can be used to control what the viewer looks at.	To know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw eye into the centre of a drawing.	To know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw eye into the centre of a drawing. To consider this when creating their own artwork.
	To know that light and dark can help show the foreground and background in an artwork.	To know that tone can help show the foreground and background in an artwork.	To know that tone can help show the foreground and background in an artwork. To understand this is a purposeful decision taken by artists.
	To know how shading can be used to create mood.	To know how shading can be used to create mood and feeling.	To know how shading can be used to create mood and feeling. To provide examples within their own artwork.
	To know how to select their own paper size.	To know how to select their own paper size or scale.	To know how to select their own paper size or scale. To purposefully adapt their paper size or scale to have an intended impact on the viewer.
Printmaking	To know that different artists create different patterns.	To know that artists create pattern to add expressive detail to artworks.	To know that artists create pattern to add expressive detail to artworks, e.g. Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.
	To know which tools to use when lino printing with support.	To know which tools to use when lino printing.	To know which tools to use when lino printing, and to make comparisons with foam printing.
	To know how to print using different materials with support.	To know how to print using different materials.	To know how to print using different materials, and to understand the effect these will produce.
	To know which media should be used when printing with support.	To know which media should be used when printing.	To know which media should be used when printing, and to explain why some media won't be suitable.
Sculpture	To know how to apply plaster onto a mould with support.	To know how to apply plaster onto a mould.	To know how to apply plaster onto a mould created by the child.
	To know how to construct 3D artwork on an armature with support.	To know how to construct 3D artwork on an armature.	To know how to and independently construct 3D artwork on an armature.
	To know how to create texture on different materials with support.	To know how to create texture on different materials.	To know how to create texture on different materials, and to understand how this will vary by media.
	To know that the size of 3D artwork changes the effect of the piece.	To know that the size and scale of 3D artwork changes the effect of the piece.	To know that the size and scale of 3D artwork changes the effect of the piece, and to experiment with this when creating different artwork.

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Painting	To know that artists use colour to represent feelings in an artwork.	To know that artists use colour to create an atmosphere or to represent feelings in an artwork.	To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.
	To know that tertiary colours are two secondary colours mixed.	To know that tertiary colours are two secondary colours mixed and can be used to experiment with mood.	To know that tertiary colours are two secondary colours mixed and can be used to experiment with mood. To provide examples of which artists experiment with colour to convey different emotions.
	To know that space can be used to make an object appear different in size.	To know that blocking out space projects an image forward.	To know that blocking out space projects an image forward. To apply this understanding to their own artwork.
	To know that objects can be arranged differently on a page.	To know that composition means the arrangement of objects in artwork.	To know that composition means the arrangement of objects in artwork, and to purposefully place objects within artwork to create an impact on the viewer.
	To know that the size of artwork changes the effect of the piece.	To know that the size and scale of artwork changes the effect of the piece.	To know that the size and scale of artwork changes the effect of the piece, and to experiment with this when creating different artwork.
	To know that different paints produce a different effect.	To know the properties of different paints.	To know the properties of different paints, and to purposefully select paint to create a particular effect.

Year 6	Working Towards	Expected	Greater Depth
Drawing	To know that some artwork uses shades of just one colour.	To know that a 'monochromatic' artwork uses tints and shades of just one colour.	To know that a 'monochromatic' artwork uses tints and shades of just one colour. To provide examples of artists who experiment with 'monochromatic' artwork.
	To know that colours can have a meaning.	To know that colours can by symbolic and have meanings that vary according to your culture or background.	To know that colours can by symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.
	To know that composition is when an object is placed on a page.	To know how an understanding of shape and space can support creating effective composition.	To know how an understanding of shape and space can support creating effective composition. To purposefully adapt composition to change the overall effect of the piece of artwork.
	To know that pattern can be created with different shapes, colours and lines.	To know that pattern can be create in many different ways.	To know that pattern can be create in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of Van Gogh) or in repeated shapes within a composition.

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Sculpture	To know that different sculptural materials will produce a different effect.	To know that different sculptural materials have different properties.	To know that different sculptural materials have different properties, and to independently select materials based on their suitability for the artwork.
	To know that line can be applied to other art forms.	To know how line is used beyond drawing and can be applied to other art forms.	To know how line is used beyond drawing and can be applied to other art forms. To provide examples of artists who apply lines to different art forms.
	To know the layout of the images, text and the background space can be changed.	To know and consider the layout of the images, text and the background space.	To know and consider the layout of the images, text and the background space. To explain their reasoning for the layout of their images and artwork.
	To know how to include visual (what you can see) elements to their work.	To know how to include visual (what you can see) and tactile (how it feels) elements to their work.	To know how to include visual (what you can see) and tactile (how it feels) elements to their work. To explain why visual and tactile elements are used by a range of artists.
	To know which skill to apply based on what they want to produce, e.g. slip, coil, slab with support.	To know which skill to apply based on what they want to produce.	To know which skill to apply based on what they want to produce, e.g. slip, coil, slab.
	To know how to produce patterns and texture in malleable materials with support.	To know how to produce patterns and texture in malleable materials.	To know how to produce patterns and texture in malleable materials. To understand that different materials will need different methods for producing patterns and texture.
Textiles	To know that the size of artwork changes the effect of the piece.	To know that the size and scale of artwork changes the effect of the piece.	To know that the size and scale of artwork changes the effect of the piece, and to experiment with this when creating different artwork, justifying their decisions.
	To know shapes can be created using a range of media (Batik, painting)	To know which shapes can be created using a range of media (Batik, painting)	To know which shapes can be created using a range of media (Batik, painting) by describing the properties of each media.
	To know the spatial properties of different media.	To know the spatial properties of different media and amend designs as a result.	To know the spatial properties of different media and amend designs as a result, understanding this process is one artists have to consider.