

Art

What are the Key features of 'Knowledge-rich assessment for Art'?

At key stage 1, the sticky knowledge takes full account of the national curriculum's main characteristics of:

- Using materials
- Drawing
- Use colour, pattern, texture, line, shape, form and space
- A study of a range of artists

At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:

- Using sketch books
- Drawing, painting and sculpture
- Study of great artists

- There are relatively few assessment statements as these knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.

- When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for art for their age group.

Art: Key Stage 1

Using Materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
<i>use a range of materials creatively to design and make products</i>	<i>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>	<i>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>	<i>Study a range of artists, craft makers and designers</i>
Year 1			
<ul style="list-style-type: none"> • know how to use IT to create a picture • know how to use different effects within an IT paint package • know how to cut, roll and coil materials • know how to make a clay pot • know how to join two clay finger pots together (Year 1: Spr 2- Do all animals need sleep?)	<ul style="list-style-type: none"> • know how to show how people feel in paintings and drawings. • know how to use pencils to create lines of different thickness in drawings. (Year 1: Autumn 1- Who is your hero?)	<ul style="list-style-type: none"> • know how to create moods in artwork • Know the names of the primary and secondary colours. • know how to create a repeating pattern in print (Year 1: Spring 1- Is it ever cold in Africa?)	<ul style="list-style-type: none"> • describe what can be seen and give an opinion about the work of an artist • ask questions about a piece of art (Year 1: Summer 2- Why do we love to be beside the seaside?)
Year 2			
<ul style="list-style-type: none"> • know how to create a printed piece of art by pressing, rolling, rubbing and stamping (Year 2: Summer 1- What would ... find exciting about our town?)	<ul style="list-style-type: none"> • choose and use three different grades of pencil when drawing • know how to use charcoal, pencil and pastel to create art • know how to use a viewfinder to focus on a specific part of an artefact before drawing it (Year 2: Summer 1- What would ... find exciting about our town?)	<ul style="list-style-type: none"> • know how to mix paint to create all the secondary colours • know how to create brown with paint • know how to create tints with paint by adding white • know how to create tones with paint by adding black (Year 2: Spring 2- How have Rosa Parks & Nelson Mandela helped to make the world a better place?)	<ul style="list-style-type: none"> • suggest how artists have used colour, pattern and shape • know how to create a piece of art in response to the work of another artist (Year 2: Spring 2- How have Rosa Parks & Nelson Mandela helped to make the world a better place?)

Art: Key Stage 2

Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
<i>create sketch books to record their observations and use them to review and revisit ideas</i>	<i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i>	<i>great artists, architects and designers in history</i>
Year 3		
<ul style="list-style-type: none"> • know how to use sketches to produce a final piece of art • know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others • use photographs to help create reflections (Year 3: Spring 1- Roald Dahl)	<ul style="list-style-type: none"> • know how to show facial expressions in art. (Year 3: Spring 1- Roald Dahl)	
	<ul style="list-style-type: none"> • know how to use different grades of pencil to shade and to show different tones and textures • know how to create a background using a wash • know how to use a range of brushes to create different effects in painting (Year 3: Autumn 2- Who first lived in Britain?)	
	<ul style="list-style-type: none"> • know how to sculpt clay and other mouldable materials. (Year 3: Summer 1- How can we re-discover the wonders of Ancient Egypt?)	
Year 4		
<ul style="list-style-type: none"> • know how to integrate digital images into artwork. • Use sketchbooks to help create facial expressions • use sketchbooks to experiment with different texture (Year 4: Spring 1- A place in the Sun... Home or Abroad?)	<ul style="list-style-type: none"> • know how to show reflections (Year 4: Spring 1- A place in the Sun... Home or Abroad?)	<ul style="list-style-type: none"> • know how to identify the techniques used by different artists • know how to compare the work of different artists • experiment with the styles used by other artists. • know how different artists developed their specific techniques (Year 4: Spring 1- A place in the sun...home or abroad?)
	<ul style="list-style-type: none"> • know how to show facial expressions and body language in sketches and paintings • know how to use marks and lines to show texture in my art. • know how to use line, tone, shape and colour to represent figures and forms in movement (Year 4: Summer 1-Who lives in a home like this?)	
Year 5		
<ul style="list-style-type: none"> • experiment by using marks and lines to produce texture • experiment with shading to create mood and feeling • experiment with media to create emotion in art (Year 5: Summer 2- To be or not to be, that is the question?)	<ul style="list-style-type: none"> • know how to use shading to create mood and feeling • know how to organise line, tone, shape and colour to represent figures and forms in movement. • know how to express emotion in art (Year 5: Summer 2- To be or not to be, that is the question?)	<ul style="list-style-type: none"> • research the work of an artist and use their work to replicate a style (Year 5: Autumn 1- Why should the Rainforests be important to us all?)
		<ul style="list-style-type: none"> • recognise when art is from different cultures (Year 5 Spring 2: Who were the Mayans and what have we learnt from them?)
Year 6		
<ul style="list-style-type: none"> • explain why different tools have been used to create art. • explain why chosen specific techniques have been used • know how to use feedback to make amendments and improvement to art. (Year 6: Summer 1- Have we always looked like this?)	<ul style="list-style-type: none"> • use a full range of pencils, charcoal or pastels when creating a piece of observational art (Year 6: Summer 1- Have we always looked like this?)	<ul style="list-style-type: none"> • recognise when art is from different historical periods • explain the style of art used and how it has been influenced by a famous artist • understand what a specific artist is trying to achieve in any given situation • understand why art can be very abstract and what message the artist is trying to convey • explain some of the features of art from historical periods. (Year 6: Spring 1- Why should we be proud to come from Oldham?)