

## 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"> <li>• Can I use a range of tools within an IT programme to create different lines, colours and shapes?</li> <li>• Can I use techniques such as rolling, cutting, moulding and carving?</li> <li>• Can I mould materials to make a clay pot?</li> <li>• Can I join two clay finger pots together? <b>(Year 1: Spr 2- Do all animals need sleep?)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can I begin to talk about how artists show people's feelings in paintings and drawings?</li> <li>• Can I use pencils to create lines of different thickness in drawings? <b>(Year 1: Autumn 1- Who is your hero?)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can I talk about moods in artwork?</li> <li>• Can I identify primary and secondary colours?</li> <li>• Can I create a repeating pattern in print? <b>(Year 1: Summer 2- Why do we love to be beside the seaside?)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can I describe what can be seen and give an opinion about the work of an artist?</li> <li>• Can I ask questions about a piece of art? <b>(Year 1: Summer 2- Why do we love to be beside the seaside?)</b></li> </ul>
Year 2			
<ul style="list-style-type: none"> <li>• Can I create a printed piece of art by pressing, rolling, rubbing and stamping?</li> <li>• Can I show pattern and texture by adding dots and lines? <b>(Year 2: Summer 1- What is exciting about our town?)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can I choose and use three different grades of pencil when drawing?</li> <li>• Can I use charcoal, pencil and pastel to create art?</li> <li>• Can I use a viewfinder to focus on a specific part of an artefact before drawing it? <b>(Year 2: Summer 1- What is exciting about our town?)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can I create a colour wheel?</li> <li>• Can I use thick and thin brushes?</li> <li>• Can I mix paint to create all the secondary colours?</li> <li>• Can I create brown with paint?</li> <li>• Can I create tints with paint by adding white?</li> <li>• Can I create tones with paint by adding black? <b>(Year 2: Spring 2- How have Rosa Parks &amp; Nelson Mandela helped to make the world a better place?)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can I suggest how artists have used colour, pattern and shape?</li> <li>• Can I create a piece of art in response to the work of another artist? <b>(Year 2: Spring 2- How have Rosa Parks &amp; Nelson Mandela helped to make the world a better place?)</b></li> </ul>

### 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"> <li>• Can I use sketches to produce a final piece of art?</li> <li>• Can I use digital images and combine them with other media?</li> <li>• Can I use IT to create art which includes my own work and that of others? <b>(Year 3: Spring 1- Roald Dahl)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can I show facial expressions in art?</li> <li>• Can I use different grades of pencil to shade and to show different tones and textures? <b>(Year 3: Spring 1- Roald Dahl)</b></li> <li>• Can I sketch lightly and begin to use shading to show light and shadow?</li> <li>• Can I create a background using a wash?</li> <li>• Can I use a range of brushes to create different effects in painting? <b>(Year 3: Autumn 2- Who first lived in Britain?)</b></li> <li>• Can I sculpt clay and other mouldable materials? <b>(Year 3: Summer 1- How can we re-discover the wonders of Ancient Egypt?)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can I replicate some of the techniques used by an illustrator (Quentin Blake)? <b>(Year 3: Spring 1- Roald Dahl)</b></li> </ul>
Year 4		
<ul style="list-style-type: none"> <li>• Can I integrate digital images into artwork?</li> <li>• Can I use sketchbooks to help create facial expressions?</li> <li>• Can I use different grades of pencil to experiment with line, shape and texture? <b>(Year 4: Spring 1- A place in the Sun... Home or Abroad?)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can I use watercolour paint to produce washes for backgrounds and then add details including reflections? <b>(Year 4: Spring 1- A place in the Sun... Home or Abroad?)</b></li> <li>• Can I use a range of sketching techniques, including hatching and cross-hatching to show tone and texture in my artwork?</li> <li>• Can I use line, tone, shape and colour to represent figures and forms in movement? <b>(Year 4: Summer 1- Who lives in a home like this?)</b></li> <li>• Can I use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines?</li> <li>• Can I create collages with a range of materials using overlapping techniques?</li> <li>• Can I select and arrange materials for a striking effect? <b>(Year 4: Autumn 1- What rocks our world?)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can I identify the techniques used by different artists?</li> <li>• Can I compare the work of different artists?</li> <li>• Can I experiment with the styles used by other artists?</li> <li>• Can I discuss how different artists developed their specific techniques? <b>(Year 4: Spring 1- A place in the sun...home or abroad?)</b></li> </ul>

**Year 5**

<ul style="list-style-type: none"><li>• Can I experiment with shading to create mood and feeling?</li><li>• Can I experiment with media to create emotion in art?</li></ul> <p>(Year 5: Summer 2- To be or not to be, that is the question?)</p>	<ul style="list-style-type: none"><li>• Can I explore mixing textures (e.g. rough and smooth, plain and patterned)?</li><li>• Can I explore and discuss the combination of visual and tactile qualities in my work?</li></ul> <p>(Year 5: Autumn 1- Why should the Rainforests be important to us all?)</p> <ul style="list-style-type: none"><li>• Can I explore different styles of drawing such as realistic or impressionistic?</li></ul> <p>(Year 5: Summer 2- To be or not to be, that is the question?)</p>	<ul style="list-style-type: none"><li>• Can I research the work of an artist and use their work to replicate a style?</li></ul> <p>(Year 5: Autumn 1- Why should the Rainforests be important to us all?)</p> <ul style="list-style-type: none"><li>• Can I recognise when art is from different cultures?</li></ul> <p>(Year 5 Spring 2: Who were the Mayans and what have we learnt from them?)</p>
--	--	---

**Year 6**

<ul style="list-style-type: none"><li>• Can I explain why different tools have been used to create art?</li><li>• Can I explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art?</li></ul> <p>(Year 6: Summer 1- Have we always looked like this?)</p>	<ul style="list-style-type: none"><li>• Can I use a full range of pencils, charcoal or pastels when creating a piece of observational art?</li><li>• Can I apply a range of techniques such as blending, mixing, stippling and graffito when using oil pastels?</li></ul> <p>(Year 6: Summer 1- Have we always looked like this?)</p> <ul style="list-style-type: none"><li>• Can I sketch lightly before painting to combine line and colour?</li><li>• Can I use brush techniques and the qualities of paint to create texture?</li><li>• Can I combine colours, tones and tints to enhance the mood of a piece of art?</li></ul> <p>(Year 6: Spring 1- Why should we be proud to come from Oldham?)</p>	<ul style="list-style-type: none"><li>• Can I recognise when art is from different historical periods?</li><li>• Can I understand what a specific artist is trying to achieve in any given situation?</li><li>• Can I explain some of the features of art from historical periods?</li></ul> <p>(Year 6: Spring 1- Why should we be proud to come from Oldham?)</p> <ul style="list-style-type: none"><li>• Can I understand why art can be very abstract and what message the artist is trying to convey?</li></ul> <p>(Year 6: Summer 1- Have we always looked like this?)</p>
---	--	--