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**ART KNOWLEDGE, SKILLS & UNDERSTANDING**

***Churchfield Primary School***

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**National Curriculum Content**

**Purpose of Study & Aims**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## Aims

The national curriculum for art and design aims to ensure that all pupils:

* produce creative work, exploring their ideas and recording their experiences
* become proficient in drawing, painting, sculpture and other art, craft and design techniques
* evaluate and analyse creative works using the language of art, craft and design
* know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

**Key Stage 1**

* 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.

**Key Stage 2**

Pupils should be taught 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.

Pupils should be taught:

* 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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| **YEAR 1 ART** | | | |
| **Drawing** | **Painting** | **Printing** | **Textiles** |
| * Can they communicate something about themselves in their drawing? * Can they create moods in their drawings? * Can they draw using pencil and crayons? * Can they draw lines of different shapes and thickness, using 2 different grades of pencil? | * Can they communicate something about themselves in their painting? * Can they create moods in their paintings? * Can they choose to use thick and thin brushes as appropriate? * Can they paint a picture of something they can see? * Can they name the primary and secondary colours? | * Can they print with sponges, vegetables and fruit? * Can they print onto paper and textile? * Can they design their own printing block? * Can they create a repeating pattern? | * Can they sort threads   and fabrics?   * Can they group fabrics and threads by colour and texture? * Can they weave with fabric and thread? |
| **3D** | **Collage** | **Use of IT** | **Knowledge** |
| * Can they add texture   by using tools?   * Can they make different kinds of shapes? * Can they cut, roll and coil materials such as clay, dough or plasticine? | * Can they cut and tear paper and card for their collages? * Can they gather and sort the materials they will need? | * Can they use a simple painting program to create a picture? * Can they use tools like fill and brushes in a painting package? * Can they go back and change their picture? | * Can they describe what they can see and like in the work of another artist? * Can they ask sensible questions about a piece of art? |

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| **YEAR 2 ART** | | | |
| **Drawing** | **Painting** | **Printing** | **Sketchbooks** |
| * Can they use three different grades of pencil in their drawing (4B, 8B, HB)? * Can they use charcoal,   pencil and pastels?   * Can they create different tones using light and dark? * Can they show patterns and texture in their drawings? * Can they use a viewfinder to focus on a specific part of an artefact before drawing it? | * Can they mix paint to create all the secondary colours? * Can they mix and match   colours, predict outcomes?   * Can they mix their own brown? * Can they make tints by adding white? * Can they make tones by adding black? | * Can they create a print using pressing, rolling, rubbing and stamping? * Can they create a print like   a designer? | * Can they begin to demonstrate their ideas through photographs and in their sketch books? * Can they set out their ideas, using ‘annotation’ in their sketch books? * Do they keep notes in their sketch books as to how they have changed their work? |
| **3D/Textiles** | **Collage** | **Use of IT** | **Knowledge** |
| * Can they make a clay pot? * Can they join two finger pots together? * Can they add line and shape to their work? * Can they join fabric using glue? * Can they sew fabrics together? * Can they create part of a class patchwork? | * Can they create individual and group collages? * Can they use different kinds of materials on their collage and explain why they have chosen them? * Can they use repeated patterns in their collage? | * Can they create a picture independently? * Can they use simple IT mark- making tools, e.g. brush and pen tools? * Can they edit their own work? * Can they take different photographs of themselves displaying different moods? * Can they change their photographic images on a computer? | * Can they link colours to natural and man-made objects? * Can they say how other artists have used colour, pattern and shape? * Can they create a piece of work in response to another artist’s work? |

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| **YEAR 3 ART** | | | |
| **Drawing** | **Painting** | **Printing** | **Sketchbooks** |
| * Can they show facial expressions in their drawings? * Can they use their sketches to produce a final piece of work? * Can they write an explanation of their sketch in notes? * Can they use different grades of pencil shade, to show different tones and texture? | * Can they predict with accuracy the colours that they mix? * Do they know where each of the primary and secondary colours sits on the colour wheel? * Can they create a background using a wash? * Can they use a range of brushes to create different effects? | * Can they make a printing block? * Can they make a 2 colour print? | * Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? * Can they make notes in their sketch books about techniques used by artists? * Can they suggest improvements to their work by keeping notes in their sketch books? |
| **3D/Textiles** | **Collage** | **Use of IT** | **Knowledge** |
| * Can they add onto their work to create texture and shape? * Can they work with life size   materials?   * Can they successfully join two pieces together? * Can they use more than one type of stitch? * Can they join fabric together to form a quilt using padding? * Can they use sewing to add detail to a piece of work? * Can they add texture to a   piece of work? | * Can they cut very accurately? * Can they overlap materials? * Can they experiment using different colours? * Can they use mosaic? * Can they use montage? | * Can they use the printed images they take with a digital camera and combine them with other media to produce art work? * Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? * Can they use the web to research an artists or style of art? | * Can they compare the work of different artists? * Can they explore work from   other cultures?   * Can they explore work from other periods of time? * Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work? |

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| **YEAR 4 ART** | | | |
| **Drawing** | **Painting** | **Printing** | **Sketchbooks** |
| * Can they begin to show facial expressions and body language in their sketches? * Can they identify and draw simple objects, and use marks and lines to produce texture? * Can they organise line, tone, shape and colour to represent figures and forms in movement? * Can they show reflections? * Can they explain why they have chosen specific materials to draw with? | * Can they create all the colours they need? * Can they create mood in their paintings? * Do they successfully use shading to create mood and feeling? | * Can they print using at least four colours? * Can they create an accurate print design? * Can they print onto different materials? | * Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? * Can they produce a montage all about themselves? * Do they use their sketch books to adapt and improve their original ideas? * Do they keep notes about the purpose of their work in their sketch books? |
| **3D/Textiles** | **Collage** | **Use of IT** | **Knowledge** |
| * Do they experiment with and combine materials and processes to design and make 3D form? * Can they begin to sculpt clay and other mouldable materials? * Can they use textile and sewing skills as part of a project? | * Can they use collage as a mean of extending work? * Can they combine visual and tactile qualities? * Can they experiment with paste resist? | * Can they present a collection of their work on a slide show? * Can they create a piece of art work which includes the integration of digital images they have taken? * Can they combine graphics and text based on their research? | * Can they experiment with different styles which artists have used? * Can they explain art from other periods of history? * Can they refine and alter ideas and explain choices using art vocabulary? |

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| **YEAR 5 ART** | | | |
| **Drawing** | **Painting** | **Printing** | **Sketchbooks** |
| * Can they identify and draw simple objects, and use marks and lines to produce texture? * Do they successfully use shading to create mood and feeling? * Can they organise line, tone, shape and colour to represent figures and forms in movement? * Can they show reflections? * Can they explain why they have chosen specific materials to draw with? | * Can they create all the colours they need? * Can they create mood in their paintings? * Can they express their emotions accurately through their painting and sketches? | * Can they print using a number of colours? * Can they create an accurate print design that meets a given criteria? * Can they print onto different materials? | * Do they keep notes in their sketch books as to how they might develop their work further? * Do they use their sketch books to compare and discuss ideas with others? |
| **3D/Textiles** | **Collage** | **Use of IT** | **Knowledge** |
| * Do they experiment with and combine materials and processes to design and make 3D form? * Can they sculpt clay and other mouldable materials? * Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. | * Can they use ceramic mosaic to produce a piece of art? * Can they combine visual and tactile qualities? | * Can they create a piece of art work which includes the integration of digital images they have taken? * Can they combine graphics and text based on their research? * Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning. * Can they create digital images with animation, video and sound to communicate their ideas. | * Can they experiment with different styles which artists have used? * Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information? |

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| **YEAR 6 ART** | | | |
| **Drawing** | **Painting** | **Printing** | **Sketchbooks** |
| * Do their sketches communicate emotions and a sense of self with accuracy and imagination? * Can they explain why they have combined different tools to create their drawings? * Can they explain why they have chosen specific drawing techniques? | * Can they explain what their own style is? * Can they use a wide range of techniques in their work? * Can they explain why they have chosen specific painting techniques? | * Can they overprint using different colours? * Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? | * Do their sketch books contain detailed notes, and quotes explaining about items? * Do they compare their methods to those of others and keep notes in their sketch books? * Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. * Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books? |
| **3D/Textiles** | **Collage** | **Use of IT** | **Knowledge** |
| * Can they create models on a range of scales? * Can they create work which is open to interpretation by the audience? * Can they include both visual and tactile elements in their work? | * Can they justify the materials they have chosen? * Can they combine pattern, tone and shape? | * Do they use software packages to create pieces of digital art to design. * Can they create a piece of art which can be used as part of a wider presentation? | * Can they make a record about the styles and qualities in their work? * Can they say what their work is influenced by? * Can they include technical aspects in their work, e.g. architectural design? |

**Assessment Criteria**

The following criteria should be used as a ‘best fit’ model. Teachers should consider whether or not a pupil is working towards meeting the KPIs, has met the KPIs or is exceeding the KPIs.

It is critical that pupils have depth to their learning, and can apply the KPIs independently in a range of scenarios.

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| **ART ASSESSMENT KPIs** | |
| **As a Year 1 artist…** | **As a Year 2 artist…** |
| * I know how to show how people feel in paintings and drawings. * I know how to create moods in art work. * I know how to use pencils to create lines of different thickness in drawings. * I name the primary and secondary colours. * I know how to create a repeating pattern in print. * I know how to cut, roll and coil materials. * I know how to use IT to create a picture. * I describe what I can see and give an opinion about the work of an artist. * I ask questions about a piece of art. | * I choose and use three different grades of pencil when drawing. * I know how to use charcoal, pencil and pastel to create art. * I know how to use a viewfinder to focus on a specific part of an artefact before drawing it. * I know how to mix paint to create all the secondary colours. * I know how to create brown with paint. * I know how to create tints with paint by adding white. * I know how to create tones with paint by adding black. * I know how to create a printed piece of art by pressing, rolling, rubbing and stamping. * I know how to make a clay pot. * I know how to join two clay finger pots together. * I know how to use different effects within an IT paint package. * I suggest how artists have used colour, pattern and shape. * I know how to create a piece of art in response to the work of another artist. |

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| **ART ASSESSMENT KPIs** | |
| **As a Year 3 artist…** | **As a Year 4 artist…** |
| * I know how to show facial expressions in my art. * I know how to use sketches to produce a final piece of art. * I know how to use different grades of pencil to shade and to show different tones and textures. * I know how to create a background using a wash. * I know how to use a range of brushes to create different effects in painting. * I know how to identify the techniques used by different artists. * I know how to use digital images and combine with other media in my art. * I know how to use IT to create art which includes my own work and that of others. * I know how to compare the work of different artists. * I recognise when art is from different cultures. * I recognise when art is from different historical periods. | * I know how to show facial expressions and body language in sketches and paintings. * I know how to use marks and lines to show texture in my art. * I know how to use line, tone, shape and colour to represent figures and forms in movement. * I know how to show reflections in my art. * I know how to print onto different materials using at least four colours. * I know how to sculpt clay and other mouldable materials. * I know how to integrate my digital images into my art. * I experiment with the styles used by other artists. * I explain some of the features of art from historical periods. |

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| **ART ASSESSMENT KPIs** | |
| **As a Year 5 artist…** | **As a Year 6 artist…** |
| * I identify and draw objects and use marks and lines, to produce texture. * I know how to successfully use shading to create mood and feeling. * I know how to organise line, tone, shape and colour to represent figures and forms in movement. * I know how to use shading to create mood and feeling. * I know how to express emotion in my art. * I know how to create an accurate print design following criteria. * I know how to use images which I have created, scanned and found; altering them where necessary to create art. * I research the work of an artist and use their work to replicate a style. | * I explain why I have used different tools to create art. * I explain why I have chosen specific techniques to create my art. * I explain the style of my work and how it has been influenced by a famous artist. * I know how to overprint to create different patterns. * I know how to use feedback to make amendments and improvement to my art. * I know how to use a range of e-resources to create art. |