



# Wallsend Jubilee Primary School

## Year 1 Assessment: ART

Strand	Curriculum Objectives	Skills	
		Expected	Depth
Knowledge about Artists	To describe the work of notable artists, artisans and designers .	<ul style="list-style-type: none"> <li>I can explain what I like about the work of others</li> </ul>	<ul style="list-style-type: none"> <li>Do they enjoy looking at art-work?</li> <li>Can they use visual language? E.g colour?</li> <li>Can they think of questions that they would ask the artist?</li> </ul>
Creating Ideas	To use some of the ideas studied to create pieces.	<ul style="list-style-type: none"> <li>I can use artwork to record ideas, observations and experiences</li> <li>I can experiment with different materials to make products in 2 dimensions</li> <li>I can generate ideas through playful, hands on exploration of materials without being constricted by a predefined outcome</li> </ul>	<ul style="list-style-type: none"> <li>Can they explain what they have created and how it was inspired by the initial stimu-</li> </ul>
Drawing	To draw lines of different sizes and thickness To colour own work neatly following the lines.	<ul style="list-style-type: none"> <li>I can explore mark making using a variety of tools</li> <li>I can use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk to represent objects in lines.</li> </ul>	<ul style="list-style-type: none"> <li>Can they use mark making vocabulary? E.g. lines, pattern, dot, shape, swirl.</li> <li>Can they create a range of marks.</li> </ul>
Elements of Art	<p>line, <b>shape</b>, <b>space</b>, <b>value</b>, form, <b>texture</b>, and color.</p> <p><u>Colour Theory</u> To know primary and secondary colours and explore mixing primary colours to make secondary colours.</p> <p><u>Pattern</u> To use weaving to create a pattern. To mimic print from the environment and use objects to create prints (e.g. fruit, vegetables, leaves or sponges). <u>Line and Shape</u> To explore using digital media to create different lines, tones, colours and shapes.</p>	<ul style="list-style-type: none"> <li>I can recognise colours around me.</li> <li>I can recognise primary colours and use an experimental approach to simple colour mixing to discover secondary colours</li> <li>I can use the names of tools, techniques and elements I use in my artwork</li> <li>I can make marks in print using different objects and basic tools and use these to make repeating patterns</li> <li>I can identify and use different lines</li> <li>Observe and describe different kinds of lines</li> </ul>	<ul style="list-style-type: none"> <li>Can they notice how colours can create different feelings?</li> <li>Can they use line vocabulary accurately e.g . Straight, zig-zag, curved, wavy, thick, thin?</li> </ul>
Painting	To use thick and thin brushes when painting, in order to create a planned effect.	<ul style="list-style-type: none"> <li>I can select the correct brush for different scenarios (thick brushes for larger areas, thin brushes to add detail)</li> <li>I can use primary colours and mix to create secondary colours</li> </ul>	<ul style="list-style-type: none"> <li>Can they explain why they have chosen a particular thickness of brush?</li> </ul>
sculpture	To use a variety of materials such as rolled up paper, straws, paper, card and clay to create sculptures that combine shapes.	<ul style="list-style-type: none"> <li>I can make structures by joining simple objects together</li> <li>I can experiment with different materials to make objects in 3 dimensions</li> </ul>	<ul style="list-style-type: none"> <li>Can they use materials purposefully to achieve particular characteristics or qualities?</li> </ul>
texture and collage	To use, sort and arrange a combination of materials that are cut, torn and glued to create collages	<ul style="list-style-type: none"> <li>I can cut glue and trim material to create images from a variety of media. E.g. photocopies, fabric, crepe paper, magazines</li> </ul>	<ul style="list-style-type: none"> <li>Can they recognise that materials have different qualities?</li> <li>Can they explain their choic-</li> </ul>



# Wallsend Jubilee Primary School

## Year 2 Assessment: ART

Strand	Curriculum Objectives	Skills	
		Expected	Depth
Knowledge about Artists	To describe and explore the work of both famous and local artists, artisans and designers	<ul style="list-style-type: none"><li>• I can understand that different artistic works are made by craftspeople from different cultures and times</li><li>• I can give reasons for my opinions when I look at art/craftwork</li></ul>	<ul style="list-style-type: none"><li>• Do they enjoy looking at artwork made by artists, craft people, architects and designers.</li><li>• Can they find elements which inspire them?</li><li>• Can they develop questions to ask when looking at art work?</li><li>• Can they express a clear opinions and give reasons?</li></ul>
Creating Ideas	To create pieces inspired by famous and local artists, artisans and designers	<ul style="list-style-type: none"><li>• I can choose the right materials to use for my artwork and use them well</li><li>• I can try out different activities and make sensible choices about what to do next</li></ul>	<ul style="list-style-type: none"><li>• Are they excited about the potential to create?</li><li>• Can they develop and exercise control over the range of materials they use?</li></ul>
Drawing	To show different tones when drawing by using coloured pencils.	<ul style="list-style-type: none"><li>• Develop mark making skills through experimentation with various drawing media</li><li>• I can try out making different tones using pencils, chalk or charcoal</li><li>• I can explore a variety of drawing starting points (stimuli) including close looking via observation from primary and secondary source material, drawing from memory and imagination.</li></ul>	<ul style="list-style-type: none"><li>• Can they deliberately choose to use a particular technique for a given purpose?</li></ul>
Elements of Art	<p>line, <b>shape</b>, <b>space</b>, <b>value</b>, form, <b>texture</b>, and color.</p> <p><u>Colour Theory</u> To know primary and secondary colours To create different values of colour (tints, tones and shades)</p> <p><u>Pattern</u> To show patterns and texture by adding dots and lines to their own drawings.</p> <p><u>Line and Shape</u> To press, roll, rub and stamp to make shapes and explore repeating and overlapping shapes.</p> <p>To explore using a wide range of digital media tools to create different textures, lines, tones, colours and shapes.</p>	<ul style="list-style-type: none"><li>• I can use different techniques like carbon printing, relief, press and fabric printing and rubbings</li><li>• I can understand the relationships of primary and secondary colours</li><li>• I know that red, yellow and blue are commonly referred to as the primary colours, meaning that they cannot be made from mixing other colours together.</li><li>• Know that green, purple and orange (colours made from mixing primary colours) are commonly referred to as the secondary colours</li><li>• I can create different values of colour by adding white for tint, black for a shade and grey for a tone.</li><li>• Recognise basic geometric shapes: square, rectangle, triangle, circle, oval in nature, manmade objects and art works.</li><li>• I can use different tools including digital media, to create different textures, lines, tones, colours and shapes.</li></ul>	<ul style="list-style-type: none"><li>• Can they use colour mixing knowledge across different media? E.g. soft pastel, colour mixing in drawing, painting with plasticine.</li><li>• Can they use appropriate vocabulary to describe their work?</li><li>• Can they explain their choices?</li></ul>
Painting	To add white to colours to make tints, black to colours to make shades and grey to colours to make tones.	<ul style="list-style-type: none"><li>• I can paint things I have seen, remembered or imagined</li><li>• I can apply colour mixing skills to a project</li><li>• I can explore painting on different surfaces and to different scales</li><li>• To know that a tint can be made by adding white to a colour.</li><li>• To know that tones can be made by adding black to a colour</li><li>• To be able to use knowledge of tinting and tones to experiment with colour mixing.</li></ul>	<ul style="list-style-type: none"><li>• Can they explain how colours have been altered to create a tint?</li></ul>
sculpture	To explore techniques such as rolling, cutting, moulding and carving to create sculptures that include lines and textures.	<ul style="list-style-type: none"><li>• I can experiment with basic tools on ridged and flexible materials</li></ul>	<ul style="list-style-type: none"><li>• Can they use techniques purposefully to achieve particular characteristic or quality?</li></ul>
texture and collage	To sort and arrange materials in collages mixing materials to create texture.	<ul style="list-style-type: none"><li>• I can make collages by folding, crumpling and tearing materials</li><li>• I can use drawings as a basis for collage</li></ul>	<ul style="list-style-type: none"><li>• Can they explain their choices?</li><li>• Do they use a mix of medias?</li></ul>



# Wallsend Jubilee Primary School

## Year 3 Assessment: ART

Strand	Curriculum Objectives	Skills	
		Expected	Depth
<b>Knowledge about Artists</b>	To explore the work of both famous and local artists, artisans and designers	<ul style="list-style-type: none"> <li>I can talk about some of the great artists, architects and designers in history and describe their work</li> <li>I can discuss artists intention</li> <li>I can look at a variety of types of source material and understand the difference (art gallery, internet sources, books)</li> <li>I can use digital media to research artists, craftspeople, architects and designers.</li> </ul>	<ul style="list-style-type: none"> <li>Do they enjoy looking at artwork made by artists, craftspeople, architects and designers</li> <li>Can they reflect upon their response to artworks?</li> <li>Develop questions when looking at artwork. E.g. how does it make you feel? How might it inspire you to make your own art?</li> </ul>
<b>Creating Ideas</b>	To replicate some of the techniques used by famous and local artists, artisans and designers.	<ul style="list-style-type: none"> <li>I can use a sketchbook for recording observations, experimenting with techniques or planning out ideas</li> <li>I can say what I like or dislike about my work</li> <li>I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work.</li> </ul>	<ul style="list-style-type: none"> <li>Can they use a sketchbook for different purposes, including recording observations, planning and shape ideas?</li> </ul>
<b>Drawing</b>	<p>To sketch lightly (no need to use a rubber to correct mistakes).</p> <p>To use pencils of different hardness to explore line, tone and textures and use shading to show light and shadow.</p>	<ul style="list-style-type: none"> <li>I can create shading , using different media</li> <li>I can practice observational drawing from the figure</li> <li>I can make larger scale drawing from observation and imagination</li> </ul>	<ul style="list-style-type: none"> <li>Can they apply and build upon mark making skills previously learnt?</li> </ul>
<b>Elements of Art</b>	<p>line, <b>shape</b>, <b>space</b>, <b>value</b>, form, <b>texture</b>, and color.</p> <p><u>Colour Theory</u></p> <p>To mix colours effectively.</p> <p>To explore monochrome.</p> <p><u>Pattern</u></p> <p>To make printing blocks to replicate patters observed in natural or built environments.</p> <p><u>Line</u></p> <p>To recognize and use different types of line</p> <p><u>Form</u></p> <p>To understand that form, in art, describes shapes often organic (natural) in both 2D and 3D subjects.</p>	<ul style="list-style-type: none"> <li>I can create printing blocks using relief or impressed techniques</li> <li>I can talk about and identify complementary colours, colour as tone, warm and cold colours</li> <li>I can recognise horizontal, vertical and diagonal lines</li> <li>I can describe and recognise form in different art works</li> <li>I can think about how to create and use different tones of colour.</li> </ul>	<ul style="list-style-type: none"> <li>Can they design a complex pattern made up from two or more motifs?</li> <li>Can they use colour theory in their work?</li> <li>Can they discuss their own work and the choices they have made using appropriate art vocabulary. E.g. pattern, line, form, complimentary colours, warm and cold colours.</li> <li>Can they apply their prior knowledge of primary and secondary colours and value (tints, shades and tones)?</li> </ul>
Painting	To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	<ul style="list-style-type: none"> <li>I can think about how colour ranges and combinations effect the outcome</li> <li>I can explore painting on new surfaces using colour as decoration e.g. painting clay tiles</li> <li>I can explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting</li> </ul>	<ul style="list-style-type: none"> <li>Can they apply and build upon colour mixing and painting skills previously learnt?</li> </ul>
sculpture	To use clay and other mouldable materials to create and combine shapes into a recognisable form and include interesting details.	<ul style="list-style-type: none"> <li>I can compare and recreate form of natural and manmade objects</li> </ul>	<ul style="list-style-type: none"> <li>Can build in clay a functional form using two/three building techniques and some surface decoration</li> </ul>
texture and collage	To explore using coiling, overlapping, tessellation, mosaic and montage when creating collages with increased precision.	<ul style="list-style-type: none"> <li>I can create a collage using overlapping and layering</li> </ul>	<ul style="list-style-type: none"> <li>Can they select and use appropriately a variety of materials and techniques to create their own work?</li> <li>Do they consider how they use the space in their work?</li> </ul>



# Wallsend Jubilee Primary School

## Year 4 Assessment: ART

Strand	Curriculum Objectives	Skills	
		Expected	Depth
Knowledge about Artists	To explore the work of both famous and local artists, artisans and designers	<ul style="list-style-type: none"><li>• I can describe some of the key ideas, techniques and working practices of artists, architects and designers I have studied</li><li>• I can look at a variety of source material and understand the differences.</li><li>• I can use digital media to research artists</li></ul>	<ul style="list-style-type: none"><li>• Do they enjoy looking at artwork made by artists, craftpeople, architects and designers?</li><li>• Can they develop questions to ask when looking at artwork?</li></ul>
Creating Ideas	To create original pieces that are influenced by the study of famous and local artists. To annotate sketches to explain and elaborate ideas.	<ul style="list-style-type: none"><li>• I can use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</li><li>• I can use skills I have been taught to adapt and improve my work</li><li>• I can say how I would improve my work using technical terms and giving reasons</li></ul>	<ul style="list-style-type: none"><li>• Can they explore how ideas translate through different mediums e.g drawing in pencil then charcoal?</li></ul>
Drawing	To use pencils of different hardness to show line, tone and texture and explore using hatching and cross-hatching to show tone and texture.	<ul style="list-style-type: none"><li>• I can draw familiar objects with correct proportions</li><li>• I can apply my drawing skills to a variety of media</li></ul>	<ul style="list-style-type: none"><li>• Can they explore more experimental drawing following their own interests?</li></ul>
Elements of Art	line, <b>shape</b> , <b>space</b> , <b>value</b> , form, <b>texture</b> , and color. <u>Colour Theory</u> To experiment with creating mood with colour. To explore tertiary colours. <u>Space and shape</u> To understand key terms and observe in artwork <u>Pattern</u> To make precise repeating printed patterns and explore using layers of two or more colours.	<ul style="list-style-type: none"><li>• I can observe how artists use light and shadow to create mood or focus our attention</li><li>• I can use cool and warm colours to create different moods</li><li>• I can understand the following space terms: two-dimensional (height, width), and three-dimensional (height, width, depth).</li><li>• I can observe the relationship between two-dimensional and three dimensional shapes: square to cube, triangle to pyramid, circle to sphere and cylinder.</li><li>• I can observe how artists can make what they depict look three dimensional, despite working in two-dimensions, by creating an illusion of depth.</li><li>• I can examine the foreground, middle ground, and background in paintings.</li><li>• I can use different techniques e.g. marbling, silkscreen and cold water paste when printing</li><li>• I know how to create tertiary colours</li><li>• I understand the relationship between colours on a colour wheel</li></ul>	<ul style="list-style-type: none"><li>• Can they use art vocabulary when talking about their art and the art of others?</li><li>• Can they explain their choices relating back to the elements of art?</li><li>• Can they apply their prior knowledge of primary and secondary colours and value (tints, shades and tones) and monochrome?</li></ul>
Painting	To use water colour paint to produce washes for backgrounds then add detail	<ul style="list-style-type: none"><li>• I can create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes</li></ul>	<ul style="list-style-type: none"><li>• Can they choose the correct technique to create a desired effect?</li></ul>
sculpture	To include texture and details that convey feelings, expression or movement in sculptures.	<ul style="list-style-type: none"><li>• I can plan my sculpture using drawing or other preparatory work.</li><li>• I can work with a modelling material to create quick 3d figurative sketches.</li><li>• Construct with a variety of materials</li><li>• I can explore how we read and communicate emotion through sculpture</li></ul>	<ul style="list-style-type: none"><li>• Can their intent behind their sculpture?</li></ul>
texture and collage	To select and arrange materials for a striking effect in collages and ensure that work is precise.	<ul style="list-style-type: none"><li>• I can experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques I have learnt.</li></ul>	<ul style="list-style-type: none"><li>• Can they combine art forms such as collage, printmaking and painting in mixed media projects?</li></ul>



# Wallsend Jubilee Primary School

## Year 5 Assessment: ART

Strand	Curriculum Objectives	Skills	
		Expected	Depth
Knowledge about Artists	To explore the work of both famous and local artists, artisans and designers	<ul style="list-style-type: none"><li>• I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</li><li>• I can look at a variety of types of source material and understand the differences.</li><li>• I can discuss artists intentions.</li><li>• I can use digital media to identify and research by artists, craftpeople, architects and designers</li></ul>	<ul style="list-style-type: none"><li>• Do they enjoy looking at art-work made by artists, craftpeople, architects and designers?</li><li>• Can they reflect upon their response to artwork?</li><li>• Can they develop questions to ask when looking at art-work?</li></ul>
Creating Ideas	<p>To begin to develop a personal style of drawing and painting that draws upon ideas from other artists.</p> <p>To create original pieces of work that show a range of influences and styles from both famous and local artists.</p>	<ul style="list-style-type: none"><li>• I can develop different ideas which can be used and explain my choices for the materials and techniques I have used</li><li>• I can confidently and systematically investigate how I can use new and unfamiliar materials and use these learnt techniques within my work</li><li>• I can talk about my work and how close it came to what I wanted to do</li></ul>	<ul style="list-style-type: none"><li>• Can they explore how ideas translate and develop through different mediums?</li><li>• Can they use multiple stimuli to inspire their work?</li></ul>
Drawing	To use lines to represent movement when drawing and explore a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)	<ul style="list-style-type: none"><li>• I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions.</li><li>• I can explore scaling up drawings.</li></ul>	<ul style="list-style-type: none"><li>• Can they apply mark making skills previously learnt?</li></ul>
Elements of Art	<p>line, <b>shape</b>, <b>space</b>, <b>value</b>, form, <b>texture</b>, and color.</p> <p><u>Colour Theory</u></p> <p>To explore complimentary, cool and warm colours</p> <p><u>Pattern</u></p> <p>To build up layers of colours and create an increasingly accurate pattern showing fine detail when printing.</p>	<ul style="list-style-type: none"><li>• I can explore the relationship between line, form and colour</li><li>• I can experiment with using layers and overlays to create new colours/textures</li><li>• I can experiment with different types of printmaking e.g. blocks, plates, silk screens</li><li>• I can try different styles of printmaking (positive (relief), negative (intaglio) or stencil process)</li></ul>	<ul style="list-style-type: none"><li>• Can they use correct art terminology to talk about their choices?</li><li>• Do they understand why printmaking was popular and impact printmaking had on the availability of art?</li><li>• Can they apply their prior knowledge of primary and secondary colours and value (tints, shades and tones), monochrome and tertiary colours?</li></ul>
Painting	<p>To sketch lightly before painting to combine line and colour.</p> <p>To use the qualities and brush techniques to create texture in a painting.</p>	<ul style="list-style-type: none"><li>• I can mix colours to express mood, divide foreground from background or demonstrate tones</li><li>• I can use different brush techniques to make different textures</li></ul>	<ul style="list-style-type: none"><li>• Can they show the effect of light and colour, texture and tone on natural and manmade objects ?</li></ul>
sculpture	To show life like qualities and real life proportion in sculptures and explore using frameworks (such as wire or moulds) to provide stability and form.	<ul style="list-style-type: none"><li>• I can use a variety of techniques when I use clay, including slabs, coils and slips.</li><li>• Use sketchbook work to evolve and inform a sculpture project.</li><li>• Combine and construct with a variety of materials, including modelling and paint.</li></ul>	<ul style="list-style-type: none"><li>• Can they share what they have enjoyed during the process, and what they like about the end result?</li><li>• Can they discuss problems which came up and how they were solved?</li></ul>
texture and collage	To use ceramic mosaic materials and techniques.	<ul style="list-style-type: none"><li>• I can add a collage to a background that I have already painted, drawn or printed.</li></ul>	<ul style="list-style-type: none"><li>• Can they embellish a surface using a variety of techniques, including drawing, painting and printing</li></ul>





# Wallsend Jubilee Primary School

## Year 6 Assessment: ART

Strand	Curriculum Objectives	Skills	
		Expected	Depth
Knowledge about Artists	To give details about the style of famous and local artists and discuss how the work of famous artists was influential in both society and to other artists.	<ul style="list-style-type: none"><li>• I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</li><li>• I can use digital media to identify and research artists, architects and designers</li><li>• I can look at a variety of types of source material and understand the differences</li></ul>	<ul style="list-style-type: none"><li>• Do they enjoy looking at artwork made by artists, craftpeople, architects and designers?</li><li>• Can they reflect upon their response to artwork?</li><li>• Can they develop questions to ask when looking at artwork?</li></ul>
Creating Ideas	To develop a personal style of drawing and painting that draws upon ideas from other artists.	<ul style="list-style-type: none"><li>• I can improve my use of techniques I have been taught</li><li>• I can change and improve my own final work following feedback on my first thoughts and designs</li><li>• I can explain and justify my preferences towards different styles and artists</li><li>• I can select ideas based on first hand observations, experience or imagination and develop these through open ended re-search.</li></ul>	<ul style="list-style-type: none"><li>• Can they use their knowledge of how materials and medium act to help develop their ideas?</li></ul>
Drawing	To use a choice of techniques to depict movement, perspective, shadows and reflection and choose a style of drawing suitable for the work (e.g. realistic or impressionistic).	<ul style="list-style-type: none"><li>• I can use simple perspective in my work using a single focal point and horizon</li><li>• I can notice the difference between types of style</li><li>• I can develop drawing skills using observational drawing</li><li>• I can explore drawing and mark making on different surfaces e.g. clay</li></ul>	<ul style="list-style-type: none"><li>• Can they confidently and strongly uses charcoal/pastels in response to light and dark, shadows and well lit areas?</li></ul>
Elements of Art	line, <b>shape</b> , <b>space</b> , <b>value</b> , form, <b>texture</b> , and color. <u>Space</u> To use scale and proportion accurately.  <u>Colour Theory</u> To create a colour palette based upon colours observed in both the natural and man-made world. To explore neutral and harmonious colours.  <u>Pattern</u>  To build up layers of colours and create an accurate pattern showing fine detail when printing.	<ul style="list-style-type: none"><li>• I can explain how I have used composition, scale and proportion in my work</li><li>• I can use the art vocabulary to describe the tools, techniques and elements I use in my artwork</li><li>• I can plan and use shapes, and composition when exploring the work of other artists/cultures informing their own work.</li><li>• I can identify harmonious colours</li></ul>	<ul style="list-style-type: none"><li>• Can they explain their choices in their art work?</li><li>• Can they explain how they were inspired by the work of other artists using correct vocabulary?</li><li>• Can they apply their prior knowledge of primary and secondary colours and value (tints, shades and tones), monochrome, tertiary colours, cool, warm and complimentary colours?</li></ul>
Painting	To combine colours, tones and tints to enhance the mood of a painting.	<ul style="list-style-type: none"><li>• I can use techniques, colours, tones and effects in an appropriate way to represent things I have seen– brushstrokes following the direction of grass, stippling to paint sand, watercolour bleeds to show clouds</li><li>• I can create intricate printing patterns by simplifying and modifying sketchbook designs.</li></ul>	<ul style="list-style-type: none"><li>• Can they use studies gathered from observation to help plan and realise paintings?</li></ul>
sculpture	To use tools to carve and add shapes, texture and pattern to sculptures and combine visual and tactile qualities	<ul style="list-style-type: none"><li>• I can use produce intricate patterns in a malleable media</li></ul>	<ul style="list-style-type: none"><li>• Can they share how artists/artwork inspired them?</li></ul>
texture and collage	To mix textures and combine both visual and tactile qualities when creating collages.	<ul style="list-style-type: none"><li>• I can use different techniques, colours and textures in my artwork and explain the choices I have made.</li></ul>	<ul style="list-style-type: none"><li>• Can embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing?</li></ul>