

## Assessment Expectations in Art and Design

### Expected Standard

#### **A Year 1 artist can:**

Hold a large paintbrush correctly. Make marks using paint with a variety of tools. Consider consistency when applying paint, colour within the line and draw/paint on smaller and larger scales. Print with a range of hard and soft materials e.g. *cork, pen barrels and sponges* and create repeating patterns. Have a good understanding of colour mixing and is aware of the primary and secondary colours. Create and experiment with different shades of colour and starting to consider how to create mood in their own work. Create images from a variety of media and use a range of materials e.g. *tissue paper, crepe paper and newspaper* to create a collage. Give an opinion about the work of artists they have studied. Begin to evaluate their own work.

*Use vocabulary such as; printing, patterns, primary and secondary colours, warm/cold (colours), shade, collage, texture, technique, texture, media*

#### **A Year 2 artist can:**

Begin to control lines to create simple drawings from observations and experiment with a variety of media: *pencils, rubbers, crayons, pastels, felt tips, charcoal*. Draw on larger and smaller scales and begin to add detail to line drawings. Use different brush sizes to paint, create and mix and match colours to create secondary colours. As well as, start to understand how to create shades and tones. Manipulate malleable media e.g. *floristry wire, pipe cleaners* to create sculptures and understand the safety and basic care of materials and tools. Talk about and name great artists and designers in history and evaluate their own work.

*Use vocabulary such as; tone, shape, line and marks, texture, light/dark, primary/secondary colours, sculpture, construct, join, natural/man-made material, malleable, manipulate*

#### **A Year 3 artist can:**

Confidently, mix colours to make secondary colours and create tints and shades. Develop printing techniques by blending two colours when printing and use roller & inks to form and create repeated patterns. Take prints from other objects to show texture. Use a variety of techniques, e.g. *printing, dyeing* to create different textural effects. Research printing designs from around the world and create own designs based on these. Adapt their work according to views and describe how they might develop it further. Use a sketchbook to annotate work and collect and develop ideas. Talk about great artists and designers in history and evaluate creative works, as well as their own.

*Use vocabulary such as; tints and shades, light/dark tones, blending, repeated patterns, continuous patterns, batik technique, texture, primary/secondary, monochromatic colour scheme.*

#### **A Year 4 artist can:**

Experiment and create different effects and textures with paint according to what they need for the task. Work on a range of scales e.g. thin brush small picture etc. Use more specific colour language and confidently apply the necessary tint/shade to enhance their artwork. Create different effects and textures with paint and ink according to what they need for the task. Experiment with grades of pencils and other implements to achieve variations in tone, texture and shape. Include increased detail within work and use tracing. Develop confidence working with clay adding greater detail and texture. Add colour once clay is dried. Investigate ways of joining clay (scratch and slip) and create a simple base for extending and modelling other shapes. Create surface patterns and textures in clay. Use a graphics package to create images and effects. Create shapes by making selections to cut, duplicate and repeat. Experiment with colours and textures by making an

appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose. Evaluate their work and suggest ways in which they could improve it. Use vocabulary such as; *textural effects, complementary colours, pencil grade, scratch, slip, modelling, 3 dimension, tints, shades, special effects, adapt, digital, tracing.*

#### **A Year 5 artist can:**

Work from a variety of sources including observation and photographs. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a view finder and use sketchbooks to collect and develop ideas. Identify artists who have worked in a similar way to their own work. Begin to use simple perspective in their work and develop an awareness of composition, scale and proportion. *E.g. foreground, middle and background.* Use dry media to make different marks, lines, patterns and shapes within a drawing. Use different techniques for different purposes e.g. hatching, shading. Develop a painting from a drawing. Carry out preliminary studies trying out different media and materials and mixing appropriate colours. Explore colour mixing and blending techniques. Design and create 3D work, both small and large scale. Shape, form, model and construct from observation and imagination. Begin to explore possibilities, using and combining different styles and techniques within collage. Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use a range of media to create collages. Use collage as a means of extending work from initial ideas. Compare and evaluate their own work using appropriate artistic vocabulary.

Use vocabulary such as; *perspective, scale, proportion, composition, hatching, shading, technique, collage, materials, overlapping, media, combining, complementary/contrasting colours.*

#### **A Year 6 artist can:**

Develop drawing using tonal contrast and mixed media. Use simple perspective in their work. Be aware of composition, scale and proportion i.e. foreground, middle ground, background. Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Mix and match colours to create atmosphere and light effects. Work with complementary colours.

Create imaginative work from a variety of sources. Develop watercolour techniques and fine brush strokes. Create printing by simplifying an initial sketch book idea

Use relief or impressed method of printing. Work into prints with a range of media e.g. pens, colour pens and paints. Explore monoprinting. Improve their mastery of art and design techniques including drawing. Use first hand observations using different viewpoints, developing more abstract representations. Use a range of mediums on a range of backgrounds. Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight. Question and make more thoughtful observations about starting points and select ideas to use in their work. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Know great artists and designers in history, critically evaluate their creative works and understand how art and design both reflect and shape our history, culture and wealth of our nation.

Use vocabulary such as; *perspective, composition, hatching, shading, style, technique, horizon, focal point, scale, proportion, foreground, middle ground, background.*