

## St Mary's Art Assessment Points

Year 1		Assessing Pupils' Understanding and Progress			Assessing Pupils' Understanding and Progress
Unit	Lesson Name	Lesson No.	Learning objective	Secure understanding	Greater depth
<u><a href="#">Drawing: Exploring line and shape</a></u>	<u><a href="#">Exploring line</a></u>	1	To explore control and pressure to create different types of lines	Describing lines and how they are using materials to draw an array of line types.	Vocalising specific intentions to create a line and applying it and describing how their work links to the artist's work.
	<u><a href="#">Musical lines</a></u>	2	To practise drawing different lines using music as a stimulus.	Describing lines in Paul Klee's artwork and making different line in response to music able to describe them.	Linking different lines drawn to different types of music and how their work links with the artist and the work of others.
	<u><a href="#">Exploring shapes</a></u>	3	To connect lines to create shapes.	Connecting lines to create shapes and using and recognising different types of lines when drawing shapes. Identifying organic shapes.	Varying pressure and control when drawing shapes knowing the type of shape they want to draw and describing them.
	<u><a href="#">Shape in art</a></u>	4	To explore lines and shapes in pictures for portrait drawing.	Identifying basic shapes in everyday objects and artwork and using shapes to draw faces.	Using more than one shape to form one overall shape. Explaining like and dislikes in artwork.
	<u><a href="#">Klee portraits</a></u>	5	To use control and pressure skills to add colour to a drawing.	Making colour lighter or darker with pressure, colouring consistently within the lines and discussing why they have chosen particular colours.	Choosing materials and deciding when to use different pressures when considering the types of lines they want make.
	<u><a href="#">Every picture tells a story</a></u>	6	To create an artist-inspired artwork using lines and shapes	Choosing and drawing different line types lines and shapes inspired by Brianna McCarthy and varying pressure and materials.	Describing the difference in lines made while making and verbalising independent choices to achieve intentions, making links to the artist's work.
<u><a href="#">Painting and mixed media: Colour splash</a></u>	<u><a href="#">Making colours</a></u>	1	To investigate how to mix secondary colours.	Naming the primary colours and exploring coloured materials to mix secondary colours.	Knowing how the secondary colours are made, and making them using different materials.
	<u><a href="#">Painting with colour</a></u>	2	To apply knowledge of colour mixing when painting.	Remembering the primary/secondary colours and how to mix primary colours to make secondary colours.	Applying paint using the impasto style successfully and achieving a balance of colour on their paintings.
	<u><a href="#">Printing with paint</a></u>	3	To explore colour when printing.	Using a range of colours when printing, being able to apply paint consistently to achieve a print.	Creating designs that indicate deliberate pattern and/or colour choices.

	<a href="#"><u>Exploring colour mixing</u></a>	4	To experiment with paint mixing to make a range of secondary colours.	Being able to mix five different shades of their chosen secondary colour. Using a variety of patterns to decorate their hands.	Being able to reflect on their work and talk about how they might mix a lighter or darker shade of a secondary colour. Painting patterns with some control.
	<a href="#"><u>Clarice Cliff plates</u></a>	5	To apply their painting skills when working in the style of an artist.	Mixing secondary colours with confidence and describing and comparing their finished plates.	Being able to make considered decisions about their choice of colours; mixing secondary colours confidently and showing some independence in their organisation and choice of painting equipment.
<b>Sculpture and 3D: Paper play</b>	<a href="#"><u>Tube towers</u></a>	1	To roll paper to make 3D structures.	Persevering to roll paper tubes and attaching them to the base securely. Making choices about their sculpture, eg colour and arrangement of tubes.	Describing their ideas and decisions as they work. Adding detail to or adapting the tube shapes as they work.
	<a href="#"><u>3D drawings</u></a>	2	To shape paper to make a 3D drawing.	Shaping, overlapping and arranging the paper strips in interesting ways to make their 3D drawings.	Shaping the paper strips confidently and using original ideas. Making considered choices about the way they arrange the shapes on the base.
	<a href="#"><u>Tree of life</u></a>	3	To apply paper-shaping skills to make an imaginative sculpture.	Showing they can apply a variety of skills in shaping paper (learned in lesson 1 and 2) to their sculpture.	Solving problems as they work and creating a tree sculpture that uses a variety of paper shapes and includes details that add interest.
	<a href="#"><u>Giant Spider Model Part 1</u></a>	4	To work collaboratively to plan and create a sculpture.	Working successfully with others; sustaining effort over a time.	An awareness of how the sections they are making contribute to the whole piece.
	<a href="#"><u>Giant Spider Model Part 2</u></a>	5	To apply painting skills when working in 3D.	Painting with good technique, ensuring good coverage	Giving reasons for their evaluation of the success of the project. Suggesting changes that could be made next time

# Year 2

## Assessing Pupils' Understanding and Progress

	Lesson Name	Lesson No.	Learning objective	Secure understanding	Greater depth
<u><a href="#">Drawing</a></u> <u><a href="#">Understanding tone and texture</a></u>	<u><a href="#">Exploring drawing materials</a></u>	1	To explore drawing techniques using a range of materials.	Experimenting with a range of materials and naming them to create different marks and tones.	Creating a wider range marks varying pressure and controllable to name and describe the different drawing material used and able to describe colours as either a warm or cool.
	<u><a href="#">Understanding and creating texture</a></u>	2	To explore and describe texture through touch and rubbings.	Explaining and describing what texture is and the texture of objects and making rubbings of different textures.	Comparing different textures and explaining why they think a word matches a texture.
	<u><a href="#">Exploring tonal shading</a></u>	3	To develop tonal shading skills using control and pressure.	Describing what tone is and identifying how artists use it and controlling pencils to shade to show tone.	Demonstrating precise control and confidence with shading to create a wide range of tones, even within small areas. Able to explain their choices and how they achieved different effects.
	<u><a href="#">Sketching and refining a drawing</a></u>	4	To develop an initial sketch for an observational drawing.	Identifying simple shapes in an object to lightly sketch to be able to refine and build an outline.	Describing shapes able to explain how they change pressure to sketch lightly, and uses a wider range of drawing materials.
	<u><a href="#">Creating an observational drawing</a></u>	5	To use tone and texture to create an observational drawing.	Testing different materials to make test areas to explore and refer to when refining their mark making techniques by adding texture and details.	Exploring different techniques and tools in unique ways, showing confidence in creating a wide range of tones. Be able to explain choices and how they achieved different effects.
	<u><a href="#">Every picture tells a story</a></u>	6	To explore different ways of adding mood to a photograph.	Showing a clear expression and head position and experimenting with lighting to create shadows and highlights.	Editing the contrast, brightness and sharpness of an image to ensure it has depth and a range of tones, similar to an authentic charcoal or graphite stick/crayon effect. Explaining how choices relate to Käthe Kollwitz's style.
<u><a href="#">Painting and mixed media: Life in colour</a></u>	<u><a href="#">Colour magic</a></u>	1	To develop knowledge of colour mixing.	Being able to name the primary and secondary colours. Talking about the colour changes they notice and making predictions about what will happen when two colours mix.	Naming primary and secondary colours. Describing and comparing the colours they mix using precise language, for example, 'The orange is lighter here because it has mixed with the yellow' and 'Wetter paper makes the colour lighter'.

	<a href="#"><u>Texture hunt</u></a>	2	To know how texture can be created with paint.	Describing the colours and textures they see. Trying out different tools to recreate a texture and decide which tool works best.	Being able to talk about how they are adapting colours as they mix paint. Explaining why they have chosen a particular tool to create a texture, comparing the effects of each.
	<a href="#"><u>Making textures</u></a>	3	To use paint to explore texture and pattern.	Showing they can identify different textures in a collaged artwork. Choosing what paper to paint on and which tool to try to create a specific texture. Applying their knowledge of colour mixing to match colours effectively.	Identifying different textures in a collaged artwork. Making considered choices about the paper they work on and the painting tool they use, describing the effect they aim for as they work. Colour mixing confidently and making changes to match colours more closely.
	<a href="#"><u>Collage creation</u></a>	4	To compose a collage, choosing and arranging materials for effect.	Choosing collage materials based on colour and texture. Talking about their ideas for an overall collage. Trying out different arrangements of materials, including overlapping shapes.	choosing collage materials based on colour and texture and making choices about how to create the shapes they need, e.g. using scissors or tearing the paper. Children can confidently describe how their choices match their collage ideas. They try out different arrangements of materials, including overlapping shapes, showing that they consider the overall effect.
	<a href="#"><u>Developing detail</u></a>	5	To evaluate and improve artwork.	Sharing likes and dislikes about their work and others. Describing their ideas for developing their collages and choosing materials and tools once they have tried them out.	Discussing their own work and comparing it to others, expressing opinions. Confidently describing how they could improve or develop their work and independently choosing how to work on top of their collages.
	<a href="#"><u>Sculpture and 3D: Clay houses</u></a>	<a href="#"><u>Exploring clay</u></a>	1	To use my hands as a tool to shape clay.	Flattening and smoothing their clay, rolling an even sausage shape and making a range of marks in their clay.
	<a href="#"><u>Pinch pots</u></a>	2	To shape a pinch pot and join clay shapes as decoration.	Making a basic pinch pot and joining at least one clay shape onto the side using the scoring and slipping technique.	Making a pinch pot with quite even sides and with clay pieces attached to create a finished design.
	<a href="#"><u>Applying skills</u></a>	3	To use impressing and joining techniques to decorate a clay tile.	Rolling a smooth tile surface. Joining clay shapes and making marks in the tile surface to create a pattern.	A finished tile with a clear pattern made by both clay shapes being joined effectively and interesting use of marks in the tile surface.

	<a href="#"><u>Designing a tile</u></a>	4	To use drawing to plan the features of a 3D model.	Drawing a house design and identifying how they plan to create the key features in clay.	Confidently drawing a house design that includes plans for using shapes in relief, features pressed in and surface patterning.
	<a href="#"><u>House tiles</u></a>	5	To make a 3D clay tile from a drawn design.	Creating a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.	Adapting their drawn designs as they work to create a successful clay tile, and using the impressing and joining techniques learned effectively
	<a href="#"><u>Print possibilities</u></a>	4	To develop ideas and apply craft skills when printmaking.	Following the process to make and print from a polystyrene tile; design a print with simple lines and shapes; make choices about what to turn their prints into and make improvements as they work.	Designing an effective printing tile; following the steps in the printing process mostly independently; making creative choices about how to turn their prints into a final piece; displaying some problem-solving skills as they work, possibly by making suggestions to their peers.
	<a href="#"><u>Gallery experience</u></a>	5	To present artwork and evaluate it against a design brief.	Being able to justify their preferences for a favourite artwork; annotating their chosen artwork with relevant evaluation points and taking an active part in decisions around how to display their artworks in the class gallery.	Confidently justifying their preferences for a favourite artwork; annotating their chosen artwork with relevant evaluation points using some art vocabulary and trying out different options for how to display their artworks in the class gallery.

Year 3		Assessing Pupils' Understanding and Progress		Assessing Pupils' Understanding and Progress	
Unit	Lesson Name	Lesson No.	Learning objective	Secure understanding	Greater depth
<a href="#"><u>Developing drawing skills</u></a>	<a href="#"><u>See like an artist</u></a>	1	To recognise how artists use shape in drawing.	demonstrating knowledge of shapes and can recognise them in objects and use to form the basis of a drawing. Recognising differences between organic and geometric shapes.	Drawing shapes with minimal support and notices that not all objects are geometric shapes; identifying some basic shapes within more complex organic shapes.
	<a href="#"><u>Shading</u></a>	2	To develop shading skills and use them to blend tones.	Shading with a reasonable degree of accuracy and skill to shade from light to dark, blending tones smoothly, mostly gradually and without sudden changes.	Being able to describe different tones demonstrating how this reflects light and dark in a drawing. Using more

					accuracy with minimal teacher input or direction and a confident use of tools.
	<a href="#"><u>Take a closer look</u></a>	3	To use careful observation for adding detail to drawings.	Using observation to describe shapes, textures or patterns in objects and using simple shapes to sketch the form of organic objects adding shading to create smooth tones and using mark marking to show texture and details.	Adding details to show specific shapes, textures or patterns they observe while using even tones to show light and dark and exploring different ways to make marks to show texture.
	<a href="#"><u>Imagination in bloom</u></a>	4	To use line, shape and tone in an imaginative drawing.	Using simple shapes to sketch the basis of an imaginative drawing before using lines and marks to add detail and texture and applying shading skills to show areas of light and dark.	Using a combination of materials and showing an understanding of material properties to choose based on the effect they want to make.
	<a href="#"><u>Paper to pixels</u></a>	5	To explore digital media techniques to develop drawings.	Selecting appropriate digital tools to recreate elements of their drawing digitally to apply line, shape and tone able to save and present digital artwork.	Using complex tools to achieve a specific effect and adding details using effective layering that produces an outcome clearly inspired by an original artwork.
	<a href="#"><u>Every picture tells a story</u></a>	6	To understand how art can be many things and made in different ways.	Using materials to create a design inspired by The Sun that demonstrates a basic understanding of shape, texture and colour similar to Chihuly's work.	Demonstrating more complexity such as layered or varied textures and shapes that explore the depth or movement. Able to discuss choices with confidence, explaining how the materials and effects helped them achieve their intended vision.
<a href="#"><u>Sculpture and 3D: Abstract shape and space</u></a>	<a href="#"><u>Structural shapes</u></a>	1	To join 2D shapes to make 3D structures.	Being able to try out different ways to make card shapes three dimensional, for example, folding and curving the card or joining the flat shapes together; making a structure that holds its 3D shape; being able to explain in simple terms the difference between 2D and 3D art.	confidently trying out their own techniques for shaping or joining the card; creating an interesting structure that stands by itself; by explaining what sculpture is using their own work or experience to add detail to the definition.

<u>Constructing in 3D</u>	2	To join materials in different ways when working in 3D.	Being able to try out different ways to make card shapes three dimensional, for example, folding and curving the card or joining the flat shapes together; combining shapes together to make a free-standing sculpture; trying out more than one way to create joins between shapes.	Showing independence when problem-solving as they work; trying several ways of joining shapes and deciding which works best in each case; creating a sculpture that balances and stands by itself.
<u>Seeing space</u>	3	To develop ideas for 3D artwork.	Being able to identify familiar 2D shapes in photographs; being able to identify shapes in the negative space between objects and by drawing the cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect; planning an abstract sculpture based on play equipment.	Confidently identifying 2D shapes in the positive and negative space in a photo of something 3D; experimenting with drawing the shapes they can see when looking at the cardboard model and completing all three of the drawing challenges, showing they are considering how the shapes are arranged to achieve interesting effects; planning an achievable abstract sculpture clearly inspired by play equipment.
<u>Abstract sculpture</u>	4	To apply knowledge of sculpture when working in 3D.	Showing that they have learned how to shape materials in more than one way (for example, by folding and rolling it); by choosing appropriate methods for joining elements in their sculptures; combining shapes together to make an interesting free-standing sculpture.	Showing increased confidence when using a variety of ways to shape and join materials; demonstrating independence when problem-solving as they work; creating an interesting abstract sculpture that balances, stands by itself and is linked to their original plan.
<u>Surface decoration</u>	5	To evaluate and improve an artwork.	Showing that they have thought about how to improve their sculptures and made choices about what to add; being able to work cooperatively in pairs to add detail to their artwork.	Being able to discuss their ideas about how they are changing their sculptures, explaining why they believe it will improve the overall effect; being able to work cooperatively in pairs to add detail to their artwork, and combining both partner's ideas to good effect.

<p><u>Craft and design: Ancient Egyptian scrolls</u></p>	<p><u>Ancient Egyptian art</u></p>	1	<p>To investigate the style, pattern and characteristics of Ancient Egyptian art.</p>	<p>Recognising the importance of Ancient Egyptian art through discussion and questioning. Creating a background that considers suitability to draw on; recording colours, patterns and shapes through observational drawing.</p>	<p>Recognising the importance of Ancient Egyptian art through discussion and questioning, raising questions of their own. Demonstrating an understanding of composition to create an aesthetically pleasing arrangement of drawn elements.</p>
	<p><u>Designing Ancient Egyptian scrolls</u></p>	2	<p>To apply design skills inspired by the style of an ancient civilisation.</p>	<p>Producing a selection of sketches that show idea exploration and experimentation of drawing techniques and compositions. Making a final design with a clear purpose.</p>	<p>Producing a well-drawn and considered selection of sketches showing a thought process of idea exploration and experimentation with composition. Making final designs with a clear purpose and annotating and explaining their ideas.</p>
	<p><u>Paper making</u></p>	3	<p>To apply understanding of ancient techniques to construct a new material.</p>	<p>Following instructions with minimal support, understanding how to make the two layers and tearing paper mostly evenly to work in an organised way.</p>	<p>Following instructions with little or no support. Confidently tearing paper evenly, possibly suggesting ways to improve how to do this. Working carefully and methodically. Evaluating the process and the outcome they have created, making suggestions for improvement.</p>
	<p><u>Egyptian scroll making</u></p>	4	<p>To apply drawing and painting skills in the style of an ancient civilisation.</p>	<p>Completing a painted or drawn piece translated from a design idea, possibly making changes from the design in their sketchbooks. Painting and drawing demonstrate good control of tools and the ability to use colours and materials appropriately.</p>	<p>A competently painted or drawn piece successfully translated from their design idea, with minimal changes from their final design.. The painting and drawing are well-executed and show awareness of effective composition.</p>
	<p><u>Making zines</u></p>	5	<p>To apply an understanding of Egyptian art to develop a contemporary response.</p>	<p>Following step by step instructions with minimal help and support. Creating a zine with a clear subject and filling each page using a range of images and information.</p>	<p>Following step by step instructions with little or no support. Creating a zine with a clear subject that may demonstrate deeper knowledge applied from other subjects and personal study. Each page will be detailed and executed with care.</p>

Year 4		Assessing Pupils' Understanding and Progress		Assessing Pupils' Understanding and Progress	
Unit	Lesson Name	Lesson No.	Learning objective	Secure understanding	Greater depth
<a href="#"><u>Drawing: Exploring tone, texture and proportion</u></a>	<a href="#"><u>3D pencil drawings</u></a>	1	To draw using tone to create a 3D effect.	Observing objects to notice areas of light and dark to create a three-dimensional effect with contrasting tones. Demonstrating the use of varying pressure to create different lines and tones.	Showing good observational skills through careful application of tone to create 3D effects by applying a diverse range of tones that develops the object's form. Demonstrating a basic understanding of relative proportion when drawing objects next to each other.
	<a href="#"><u>Texture and tone</u></a>	2	To explore how combining lines and mark making can show texture and tone in drawings.	Observing tone and texture on an object and combining lines and marks to represent different textures. Using lines and marks in different ways to represent dark and light areas.	Using a wide variety of lines and marks to replicate texture and tone of objects. Combining colours to show different tones and using different ways to show where light hits an object.
	<a href="#"><u>Understanding proportion</u></a>	3	To understand proportion by observing how it is used in artwork.	Recognising where artists have used proportion in their artwork and presenting ideas. Identifying how proportion affects the balance and realism of artwork.	Describing how artists have used proportion, explaining how it affects the balance and realism of artwork. Presenting ideas using a wide range of vocabulary.
	<a href="#"><u>Creating an effective composition</u></a>	4	To understand what is an effective composition in art.	Selecting and arranging wrappers in an interesting way and considering where to place each element thinking carefully about the space.	Creating a more complex collage by considering which wrappers to use, including the use of text and experimenting with various textures.
	<a href="#"><u>Using texture, tone and proportion in drawing</u></a>	5	To apply an understanding of texture, tone and proportion in a drawing.	Sketching lightly and adjusting proportions of a drawing and using varying lines and marks to add detail and texture while showing tone using shading skills.	Experimenting with shading to show tone by layering colours. Considering the background and foreground of their

					collage when drawing, exploring using a mixed media approach.
	<a href="#"><u>Every picture tells a story</u></a>	6	To create a collaborative piece of art inspired by an artist.	Using the impasto technique to create textured effects and choosing shapes and colours inspired by Maryam Arslan's work and are able to describe their artwork.	Creatively using texture and layering beyond basic impasto; adding detailed or unique elements that reflect deeper engagement with Arslan's style. Offering reflective or critical insights during group discussions.
<a href="#"><u>Painting and mixed media: Light and dark</u></a>	<a href="#"><u>Tints and shades</u></a>	1	To investigate different ways of applying paint and to be able to mix tints and shades of a colour.	Sharing their ideas about a painting, describing the difference between a tint and a shade. Mixing tints and shades by adding black or white paint.	Using some key art vocabulary to describe similarities and differences between paintings. Confidently mixing tints and shades by adding black or white paint gradually.
	<a href="#"><u>Three-dimensions</u></a>	2	To use tints and shades to give a three-dimensional effect when painting.	Mixing tints and shades of their original colour and using these to make one side of a painted object appear dark and one side appear light.	Discussing the effects of light and shade on how a painted object looks. Working in a considered way to mix tints and shades that give a gradual effect of light and shade.
	<a href="#"><u>Painting techniques</u></a>	3	To explore how paint can create very different effects.	Organising their equipment for painting, discussing their choices and their work. Applying their experience with using tints and shades to paint objects in 3D.	Independently organising the equipment needed for a painting technique. Discussing how their choice of technique has challenged them. Applying their experience with using tints and shades to paint objects successfully in 3D.
	<a href="#"><u>Composition</u></a>	4	To consider proportion and composition when planning a still life painting.	Trying out different arrangements of objects and explaining why they chose their composition. Producing a clear sketch that reflects the way their objects are arranged.	Justifying their decisions about any changes to their compositions. Producing a clear sketch that shows they have observed the relative size and shape of objects in the composition.
	<a href="#"><u>Still life</u></a>	5	To apply knowledge of colour mixing and painting techniques to create a finished piece.	Showing in their final painting that they have understood how colour can be used to show light and dark, and therefore show three dimensions. Painting with care and control to make a still life with recognisable objects.	Demonstrating that they can paint using tints and shades to help show the form of objects. Showing a consistent use of the painting techniques they chose for the

					task. Evaluating and improving their painting as they work.
<a href="#"><u>Craft and design: Fabric of nature</u></a>	<a href="#"><u>Inspired by the rainforest</u></a>	1	To understand starting points in a design process.	Describing objects, images and sounds with relevant subject vocabulary. Creating drawings that replicate a selected image; making confident choices about what materials to use. Selecting imagery and colours that link to drawn starting points, creating a mood board where a theme and colour palette are defined.	Using relevant subject language with confidence to describe objects, images and sounds. Drawing from imagery; may include detailed studies of small sections rather than a complete object. Use of expressive drawing techniques to show textures and shapes. Selecting imagery and colours that link to drawn starting points. Creating a mood board that strongly depicts a clear theme and colour palette.
	<a href="#"><u>One picture, four views</u></a>	2	To explore techniques to develop imagery.	Discussing the work and inspiration of artists using subject relevant language. Completing four drawings that are mostly different and fill the space, created with confident use of materials and tools to add colour.	Discussing the work and inspiration of artists using subject relevant language; may include the formal elements. Completing four drawings that show four distinctly different views, that fill the space. Confident use of materials and tools to add colour but to also illustrate texture and detail through mark making.
	<a href="#"><u>Creating patterns</u></a>	3	To explore using a textile technique to develop patterns.	Understanding the work of William Morris and using subject vocabulary to describe his work and style. Creating a pattern using their drawing and taking inspiration from mood boards and initial research to develop it.	Describing and discussing the techniques of William Morris, using subject vocabulary and their own experience; making comparisons to the work of other artists; creating a pattern made from their drawing; making choices to translate in glue batik; developing from mood board inspiration and initial research.
	<a href="#"><u>Repeating patterns</u></a>	4	To learn how to create a repeating pattern.	Identifying where a pattern repeats and explain; following instructions to create a repeating pattern; adding extra details and patterns to improve their design.	Demonstrating an understanding of a repeating pattern through discussion using examples; identifying and explaining where a pattern repeats; following instructions to create a repeating pattern taking inspiration from

					William Morris and their own research to make considered enhancements to the design.
	<a href="#"><u>Fabric design</u></a>	5	To understand how art is made for different purposes.	Understanding different methods of creating printed fabric in creative industries. Using sketchbooks to evaluate patterns, recognising what has worked well and what could be improved. Producing ideas to illustrate products using their designs.	Trying out unfamiliar techniques for joining materials and problem-solving as they work; being able to use art vocabulary to describe their finished piece and make confident links to the work of El Anatsui.

Year 5		Assessing Pupils' Understanding and Progress		Assessing Pupils' Understanding and Progress	
Unit	Lesson Name	Lesson No.	Learning objective	Secure understanding	Greater depth
<a href="#"><u>Drawing: Emotion, movement &amp; depth</u></a>	<a href="#"><u>Expressing movement</u></a>	1	To apply an understanding of expressive and gestural lines to capture movement.	Describing the types of movement and emotion shown by artist's work before exploring making different lines and mark making to express movement in their own work.	Showing movement through a greater range of lines and mark making and explaining how this can show contrasting movement and describing how these can also show emotion.
	<a href="#"><u>Showing emotion through line</u></a>	2	To understand how lines and marks can communicate emotion.	Experimenting using mark making to show different emotions with a range of line types to emphasise emotion or draw attention and describing how artists have shown emotion.	Experimenting with showing different emotions in a sketch and explaining how artists show emotion in similar and different ways.
	<a href="#"><u>Showing depth through mark-making</u></a>	3	To understand how artists use mark making and shading to create depth	Identifying what depth in art means and describing how tone is used to show depth, able to identify different techniques to show tone.	Explaining different ways to show depth in art and proactively experimenting using different types of lines, mark

					making, patterns and tonal shading to show depth.
	<a href="#"><u>Understanding the steps of making a print</u></a>	4	To apply an understanding of composition to plan a print.	Describing how artists have created an effective composition using a focal point and balance. Designing a print and thinking carefully about the composition able to identify how to improve their designs.	Carefully considering the different parts of their print design to create an effective composition using artist examples and discussing how they can improve their designs by using artists as inspiration.
	<a href="#"><u>Printing</u></a>	5	To develop drawn ideas through printmaking.	Creating an effective printing plate using a combination of marks to create tone and depth and using artists as inspiration for the print.	Considering how to create an effective composition with different elements and using a wide variety of marks to create depth and texture, explaining how artists have inspired their print.
	<a href="#"><u>Every Picture Tells a Story</u></a>	6	To explore how portraits can show expression and emotion and affect how we see the artwork	Using controlled movement lines showing a clear distinction between realistic features (for example, eyes or mouth) as well as abstract elements - both working together in the composition. Using colour and line to convey emotion or movement in the portrait.	Using sophisticated and varied line types to create movement and dynamic effects, integrating abstract and realistic features to enhance the visual impact. Experimenting with alternative approaches or techniques in their sketchbooks showing originality and deeper exploration of the artist's style.
<a href="#"><u>Painting and mixed media: Portraits</u></a>	<a href="#"><u>Poem portrait</u></a>	1	To explore how a drawing can be developed.	Varying the size, shape and placement of words to create interest during the drawing task. Trying out a variety of materials and compositions for their drawing backgrounds.	Creating a drawing that skillfully manipulates text and image. Playing with materials for effect when creating background surfaces for the final drawing
	<a href="#"><u>Developing drawings</u></a>	2	To combine materials for effect.	Showing that they are making decisions about the position of their drawing on their background and trying out more than one idea. Creating a successful print.	Describing decisions made about the position of their drawing on their background, solving problems to improve the effect. Creating a finished self-portrait that combines several media successfully.

	<a href="#"><u>Self-portraits</u></a>	3	To identify the features of self-portraits.	Using some Art vocabulary to talk about and compare portraits. Identifying key facts using a website as a reference.	Confidently using Art vocabulary to talk about and compare portraits. Identify key facts using a website as a reference and to use these facts to justify their ideas about the artist's work.
	<a href="#"><u>Changing faces</u></a>	4	To develop ideas towards an outcome by experimenting with materials and techniques.	Using some art vocabulary to talk about a portrait and be able to explain their opinion of an artwork. Trying something new when experimenting with adapting their photo portrait.	Using appropriate art vocabulary to describe and compare portraits; justify their opinion of choices the artist has made. Try out several different ways of using the photo portrait and confidently adapt ideas as they work.
	<a href="#"><u>Mixed-media portraits</u></a>	5	To apply knowledge and experience to create a mixed-media self-portrait	Applying skills and understanding developed throughout the unit, including creating a self-portrait that aims to represent something about them. Considering the effect created by their choice of materials and composition of their final piece.	Creating a self-portrait with a strong composition that clearly represents something about them, combining a range of materials confidently, thinking about the effect on the viewer, and being able to talk about the choices they have made throughout the process using some Art vocabulary.
<a href="#"><u>Sculpture and 3D: Interactive installations</u></a>	<a href="#"><u>What is installation?</u></a>	1	To identify and compare features of art installations.	Justifying how they grouped images together. Answering questions about their chosen installation fully, with reference to the image. Showing that they understand what installation art means.	Describing and justifying their image sets using some subject-specific vocabulary. Completing both parts of the questions activity, answering thoughtfully and explaining any subjective answers. Giving a clear definition of installation art.
	<a href="#"><u>Space and scale</u></a>	2	Investigate the effect of space and scale when creating 3D art.	Justifying their opinions of installation artworks and evaluate their own work, considering how the box might appear if it were a full-sized space. Suggest changes they could make if they repeated the activity in order to create a different atmosphere in the space.	Describing how their installation space is similar or different to the work of Cai Guo-Qiang. Clearly explain the effect of their installation model on a viewer showing that they are considering the effect in a scaled-up space. Suggest changes they could make if they repeated the activity in order to create a different atmosphere in the space.

<a href="#"><u>Everyday amazing</u></a>	3	To problem-solve when constructing 3D artworks.	<p>Showing they are considering more than one option when working on their installation piece; making choices about materials used and arrangement of the object in the space. Being able to describe what they make and how they made changes as they worked.</p>	<p>Showing they are considering the viewer of their piece by making changes as they work and being able to describe their ideas; making choices about materials used and arrangement of the object in the space. Giving reasons for their choices and describing a problem they solved whilst working.</p>
<a href="#"><u>Creative concepts</u></a>	4	To plan an installation that communicates an idea.	<p>Creating an installation plan, model or space and being able to describe how it conveys a particular message or theme. Making and explaining their choices about materials used, arrangement of items in the space and the overall display of the installation.</p>	<p>Creating an installation plan, model or space that communicates a particular message or theme. Being able to problem solve independently as they work, generating alternative ideas if necessary. Being able to evaluate their work and describe how it meets the points to consider given in the Main event.</p>
<a href="#"><u>Viewer experience</u></a>	5	To investigate how to display their installation piece for an audience.	<p>Showing they have considered options for how to display their installation best e.g. would it be improved by using specific lighting effects. Presenting information about their installation clearly in the chosen format. Justifying choices made, explaining how they improve the viewer experience.</p>	<p>Describing the display options they have chosen, e.g. how is their installation improved by using specific lighting effects? and possibly including an alternative idea. Presenting information about their installation effectively and creatively. Justifying choices made, explaining how they improve both the viewer experience and the success of the installation concept.</p>

Year 6		Assessing Pupils' Understanding and Progress			Assessing Pupils' Understanding and Progress	
Unit	Lesson Name	Lesson No.	Learning objective	Secure understanding	Greater Depth	

<b>Drawing: Expressing ideas</b>	<a href="#"><u>What is street art?</u></a>	1	To explore how street artists use art to convey messages and provoke thought.	Identifying key features of street art and murals and discussing the intention and impact of street art. Discussing how artists convey messages through their work and sketching ideas inspired by street art.	Explaining what the key features of street art and murals are and discussing how and why artists convey messages through their work. Considering the intention and impact of street art and applying good visual messaging techniques in their own ideas.
	<a href="#"><u>How to artists use one point perspective</u></a>	2	To understand and apply one point perspective in a drawing inspired by street art.	Using shading techniques to show texture, tone and form, creating an illusion of depth and able to apply one point perspective, adding realistic details.	Exploring a wide range of shading techniques to show texture, tone and form and creating an illusion of depth in different parts of a drawing able to use one point perspective to make a drawing realistic.
	<a href="#"><u>Scaling up</u></a>	3	To understand and use scale and proportion effectively in drawings.	Accurately drawing a grid using a ruler and enlarging a drawing by scaling from an image to a drawing, keeping consistent proportions most of the time. Able to discuss the impact of scale for the purpose of street art.	Scaling up various images accurately while maintaining proportions and explaining how this method can be applied to scaling down.
	<a href="#"><u>Planning street art</u></a>	4	To design a street-art-inspired piece using a brief.	Creating a mural design that clearly reflects their chosen message and showing an understanding of perspective, scale and proportion with a level of accuracy across the design. Able to discuss intentions, including what materials they will use.	Having a clear idea about materials they want to use and explaining why and the effect they want to achieve. Demonstrating a combination of skills within the design effectively and accurately.
	<a href="#"><u>Making a street art inspired piece</u></a>	5	To create a street-art-inspired piece that conveys a message using perspective, scale and proportion	Creating a final piece clearly developed from their original design drawing showing ability to choose appropriate materials for their design and explaining what they could do to improve.	Articulating and explaining the reasons for their materials choices and how and why they have chosen to enhance particular areas of their design.

	<a href="#"><u>Every picture tells a story</u></a>	6	To evaluate creative work by exploring meaning and message.	Thoughtfully designing lettering and using space effectively to enhance visual impact. Demonstrating an understanding of how to create a bold and engaging graffiti tag for a public space.	Exploring more advanced design techniques, such as balance, contrast and harmony in their composition and making creative decisions about how their artwork interacts with the public space. Think about connecting their design not just to personal or local ideas, but also to larger global or historical themes.
<a href="#"><u>Sculpture and 3D: Making memories</u></a>	<a href="#"><u>Exploring self</u></a>	1	To analyse how art can explore the concept of self.	Discussing the work of artists showing appreciation of different artistic styles. Creating a sculpture that shows an ability to use art to express themself (literal or symbolic), with minimal guidance; showing a willingness to have a go and experiment. Reflecting either verbally or as a written response to demonstrate an understanding of creative decisions.	Discussing artists' work with responses that reflect a strong knowledge of artistic techniques and language. Creating a literal or symbolic sculpture that could be more complex in structure and design; demonstrating a clear understanding of self. Willing to experiment, requiring little, if any guidance, confidently drawing upon past sculptural experience. Reflecting either verbally or as a detailed written response to demonstrate an understanding of creative decisions.
	<a href="#"><u>Relief sculptures</u></a>	2	To explore sculptural techniques.	Suggesting ways to represent memories through imagery, shapes and colours (mostly literal). Develop a composition of shapes from initial ideas to form a plan for a sculpture. Able to competently use scissors to cut shapes accurately, following paper designs to create a 3-dimensional sculpture.	Suggesting ways to represent memories through imagery, shapes and colours; may include symbolic ideas. Develop a composition from initial ideas to form a plan for a sculpture. Expert use of equipment. Creating a 3-dimensional sculpture that experiments with different heights and possibly textures.

	<a href="#"><u>Memory museum</u></a>	3	To use creative experience to develop ideas and plan sculpture.	Discussing artists' work and explaining what they might use in their own work. Producing a clear sketchbook idea for a sculpture that includes written notes and drawings to explain what they will need and how they intend to make it.	Confidently discussing artists work that is supported by personal experiences. Producing a clear sketchbook idea for a sculpture that includes detailed written notes and drawings and may show evidence of influences from other artists. Explaining what they will need and how they intend to make it with consideration for potential pitfalls and how these may be overcome.
	<a href="#"><u>Memory sculpture</u></a>	4	To apply an understanding of materials and techniques to work in 3D.	successfully translating plans to a 3D sculpture, selecting and combining appropriate materials. Able to work most of the time independently, showing a willingness to experiment and try new things.	Clearly using planning developed into a detailed 3D sculpture. Selecting and combining materials using creative experience and knowledge with evidence of risk-taking and experimentation. Working independently, able to use tools and materials confidently.
	<a href="#"><u>Complete and reflect</u></a>	5	To problem solve, evaluate and refine artwork to achieve a chosen outcome.	Identifying and making improvements to work, selecting appropriate tools to do so. Producing a completed sculpture demonstrating experimentation, originality and technical competence. Competent reflection on successes and personal development shows an understanding of progress made.	Identifying and making improvements to their work that may explore new ideas and confident use of materials. Producing a completed sculpture that demonstrates experimentation, originality, technical competence, and some craftsmanship. Detailed reflection on successes and personal development with a clear understanding of progress made and what their next steps may be.

<p><u><a href="#">Craft and design: Photo opportunity</a></u></p>	<p><u><a href="#">Photomontage</a></u></p>	<p>1 To apply an understanding of composition to create an effective photomontage advertising poster.</p>	<p>Understanding what photomontage is; selecting relevant images and cutting with confidence with age-appropriate level of control; demonstrating a competent knowledge of effective composition and reflecting an understanding of the style of another artist.</p>	<p>Understanding what photomontage is and discussing their own opinions with confidence. Selecting relevant images, making purposeful choices, understanding effective composition and experimenting to achieve a sense of depth with the composition while also reflecting an understanding of the style of another artist.</p>
	<p><u><a href="#">Macro</a></u></p>	<p>2 To apply understanding of abstract art through photography.</p>	<p>Recognising how photography is used by artists, choosing and selecting appropriate options in setting up their photograph, using recording devices and available software with confidence.</p>	<p>Confidently discussing why and how photography is used by artists, choosing and selecting options for setting up their photograph with confidence, explaining how this demonstrates the style of the artist. Using more critical analysis in looking at the artist's work, and using the hardware and software fluently.</p>
	<p><u><a href="#">Digital art</a></u></p>	<p>3 To demonstrate an understanding of design choices made for effect using digital photography techniques.</p>	<p>Selecting a suitable range of props to match their ideas, using the viewfinder of their equipment to set up an effective composition, and thinking about the scale and position of the subject they are photographing. Using editing software programmes to change their image to reflect the style of the artist.</p>	<p>Selecting and using props creatively. Using the equipment with confidence; setting up an effective and creative composition, thinking about the scale and position of the subject they are photographing. Confidently using editing software to experiment with a range of effects to create a final image that reflects the style of the artist.</p>
	<p><u><a href="#">Recreating famous paintings</a></u></p>	<p>4 To apply an understanding of photography to design and recreate a famous painting.</p>	<p>Choosing and adapting a suitable painting to work as a photograph, using props in an effective way that show an understanding of the features of their chosen painting. Using a camera or tablet, showing an understanding of how it works and considering lighting and composition.</p>	<p>Selecting a more complex painting that has more elements. Using props creatively, perhaps suggesting items other than those provided or having clear ideas about making their own props - demonstrating a confident understanding of the features of their chosen painting. Using a camera or</p>

				tablet with confidence, setting up a composition and considering lighting levels.
<a href="#"><u>Self-portraits</u></a>	5	To demonstrate observation and proportion to create art in a photorealistic style.	<p>Taking a portrait that is focused and appropriately framed, drawing an accurately measured grid, and using this to translate a photograph to a drawn image that is mostly correctly proportioned using secure observation skills. Creating a final painting or drawing that shows an understanding of how tonal differences create a photo-realistic effect</p>	<p>Taking a portrait that is focused and appropriately framed, drawing an accurately measured grid, and using this to confidently translate a photograph to a drawn correctly proportioned image using good observation skills. Creating a final painting or drawing by applying understanding of tonal differences creating a photorealistic effect, using patterns and shapes within the squares.</p>