







Knowing More. Remembering More. Applying More!
Assessment in Foundation Subjects - Art (Year 3)

Teachers to assess how well children have learned the required knowledge at the end of each term.







Working Towards (WTS) **Expected (EXS)** **Greater Depth (GDS)**

	Autumn Term - Prehistoric World / Towns & Cities.	Spring Term - Egyptian Art / Butterflies	Summer Term - Greek Pots / Van Gogh
Substantive and Disciplinary knowledge and how it is applied.	<ul style="list-style-type: none"> I understand how to explore the history and style of cave painting. I understand how to create sculptures using various materials. I can develop my knowledge and understanding of observational drawing. I know how to paint using a range of media and combining different media. 	<ul style="list-style-type: none"> I know how to develop my mastery of art in drawing, painting and sculpture using a range of materials. I can create different effects and textures using a range of techniques and paints. I can create detailed observational drawings. I know how to create a block print. I understand how to make a symmetrical pattern. 	<ul style="list-style-type: none"> I can develop my knowledge and understanding of ancient Greek pottery. I know that Greek's used a 'Meander' pattern to decorate their pots. I understand who the artist Van Gogh was and know what famous paintings he created. I know how to develop an awareness of how paintings can be created using different styles.
Art / Artist Focus	Cave Paintings Town and City Scape  	Ancient Egyptian Art Tropics of Blue Butterfly  	Ancient Greek Pottery Starry Night by Van Gogh  
Key vocabulary	shape, drawing, size, colour, painting, texture, artist, artists' impression, scaly and pigment, 3-dimensional, sculpture.	Colour, texture, papyrus, Egyptian, collage, printing, textiles, cutting and joining.	Clay, ancient, symmetrical, Greek Meander Vincent Van Gogh, tones, lines and shades.
Spiritual Sparks:	What symbol would choose to represent yourself in an artistic way?	How were God's worshipped within Egyptian art compared to now?	Why is Van Gogh's artwork inspirational? How has it inspired you?

Knowing More. Remembering More. Applying More!
Assessment in Foundation Subjects - Art (Year 4)

Teachers to assess how well children have learned the required knowledge at the end of each term.







Working Towards (WTS) **Expected (EXS)** **Greater Depth (GDS)**

	Autumn Term -.Roman Art & Complete Journey's.	Spring Term - Heraldry and Rainforests.	Summer Term - Henri Matisse and Plant Art.
Substantive and Disciplinary knowledge and how it is applied.	<ul style="list-style-type: none"> I understand what artwork existed within the Roman times. I can use my skills to create a Roman mosaic with tesserae. I know how to paint a scene from a Roman myth. I can develop my techniques, including control and use of different materials. I understand how to use my sketch book to record observations. 	<ul style="list-style-type: none"> I can explore and research what Coats of Arms existed and identify what symbols I would like to use in my own design. I know how to use a range of sewing techniques and stitches to combine fabrics. I can learn how to create a traditional mola from fabric. I know how to use card to create my own diorama. 	<ul style="list-style-type: none"> I understand how to use a range of different colourful papers to create a collage background. I know how to work collaboratively to produce large scale compositions. I understand how to use tints, shades and tones in my art work. I know how to use the V and Y method in my observational sketches of trees.
Art / Artist Focus	<p>A Roman Mosaic</p>  <p>An Original Aborigine Journey pattern</p> 	<p>South American Mola Art The Queen's Coat of Arms.</p>  	<p>The Snail by Henri Matisse Giuseppe Arcimboldo</p>  
Key vocabulary	Artists, Colour, mosaic, tesserae, symbols, terracotta, texture, Indigenous, Aborigines.	Texture, size, symbol, doodling, tones, shading and hatching, coat of arms, shield, geometric and symmetrical.	Blocking, pointillism, symbols, lines, patterns and collage. Abstract, composition, observational, lines, patterns.
Spiritual Sparks	What symbols would you use to represent and depict your daily journeys?	Why are patterns and symbols so important when expressing your personality/individuality?	What do you find calming about creating still-life art from using natural resources (plants and fruits)?

Knowing More. Remembering More. Applying More!
Assessment in Foundation Subjects - Art (Year 5)

Teachers to assess how well children have learned the required knowledge at the end of each term.







Working Towards (WTS) **Expected (EXS)** **Greater Depth (GDS)**

	Autumn Term -.Viking Art and Kandinsky 3-D.	Spring Term - Street Art and Mapping it Out.	Summer Term - William Morris and Seaside Art.
Key Knowledge and how it is applied.	<ul style="list-style-type: none"> I can explore Viking Art and identify its characteristics. I understand how to draw Viking patterns. I know how to accurately sketch Viking dragon heads and Viking warriors. I can create a sculpture from a range of materials. I understand what made Kandinsky's art unique and I can use concentric shapes in my own art. 	<ul style="list-style-type: none"> I understand how to sketch and paint landscape features of the local area. I know how to use a range of materials to create my very own 3D model of buildings within my locality. I understand through sketching and developing techniques for artwork comprising stylised graffiti lettering. I can express ideas through a satirical work of art designed for public spaces. 	<ul style="list-style-type: none"> I can understand how to use my sketchbook to evaluate different designs from William Morris. I know how to create a printing block to create a pattern as part of my wallpaper design. I can identify famous seaside artists. I know how to create a seaside landscape.
Art / Artist Focus	<p>A Viking Dragon Head/ Kandinsky's Concentric Circles.</p> <div>   </div>	<p>Landscape Building Art and Graffiti Art.</p> <div>   </div>	<p>William Morris' Utopia and Beach art by Anastasia Salo .</p> <div>   </div>
Key vocabulary	Colour, dragon head, knots, Celtic patterns, composition, texture, concentric, Fabric, outfits, shapes, orphism.	3-Dimensional, texture, shading and hatching, imaginative, primary and secondary colours, patterns and shapes.	Patterns, textures, fabrics, wallpaper, botanical, sand, sea, shades, tones, layering.
Spiritual Sparks	Why do circles represent unity and life?	What graffiti symbol would you choose or signature to represent yourself?	How do patterns calm your mind?

Knowing More. Remembering More. Applying More!
Assessment in Foundation Subjects - Art (Year 6)

Teachers to assess how well children have learned the required knowledge at the end of each term.

Working Towards (WTS) **Expected (EXS)** **Greater Depth (GDS)**

	Autumn Term -.Landscapes and Clarice Cliff.	Spring Term - Portraits and Tudor Art and Artists.	Summer Term - Warhol and the Pop movement and Action Figures.
Key Knowledge and how it is applied.	<ul style="list-style-type: none"> I understand how to explore different ways in which surface detail can be added to drawings through applying different patterns and textures. I understand how to make detailed observational drawings of slices and segments of citrus fruits. I know how to add decorative features in the style of Clarice Cliff. 	<ul style="list-style-type: none"> I understand how to create self-portraits in the style of Julian Opie. I know how to draw a human face in proportion. I understand how to create self-portraits in the style of Holbein. I know how to identify the techniques Hans Holbein used when creating his Tudor portraits. 	<ul style="list-style-type: none"> I understand and can use the blotted line technique in my own pieces of art. I know how to create my own pop art using modern culture of today as an influence. I understand how to use wire and other materials to create my own human-like sculpture. I know how to add layers and texture to my sculpture through the use of papier mache.
Art / Artist Focus	<p>Claude Monet's Field of Poppies and Clarice Cliff's Fantasque Butterfly vase.</p> <div>   </div>	<p>Leonardo Da Vinci's Mona Lisa and the young Jane Seymour by Hans Holbein .</p> <div>   </div>	<p>Warhol's Campbell's Soup and an example of an armature sculpture.</p> <div>   </div>
Key vocabulary	Landscapes, observations, artist, colour, lines, Pottery, ceramics, potteries. focal point, art deco, geometric.	Imaginative, focal point, proportions, imaginative, facial features, horizontal and vertical lines, Tudor style.	Visual, modified, tones, repetitive, textures, overlays, textures and digital images.
Spiritual Sparks	How does a Landscape painting transport you to another place/time?	How can compassion be incorporated into a portrait painting?	Why is Pop art inspirational?