

EBJS Foundation Subject Assessment Record for Art



Highlight each objective when pupils have been taught this area and can confidently portray this skill. Complete one sheet per class, whilst noting in the comments any children who are working at greater depth or those who need additional support and so are working towards the year group objectives.

2021 / 2022	Class:	Number of pupils in class:	Percentages	ARE:	GD:
Pupils working at greater depth within their year group expectations:					
Pupils working below year group expectations:					
Art Key skills in Year 3					
<p>Continuous Key skills To recognise the need for a sketchbook.</p>	<p>Formal elements of art To recognise and draw simple geometric shapes found in everyday objects. To recognise and apply geometry when drawing. To create and form shapes using soft modelling wire. To apply even layers of pencil tone when shading. To show tone by shading.</p> <p>Prehistoric art To learn how prehistoric man-made art and to reflect this style in their work. To scale up drawings and sketches in a different medium. To apply and blend charcoal to create tone and texture. To experiment with the pigments in natural products to make different colours. To develop painting skills. To collaborate in small or large groups to create a joint piece of artwork.</p>	<p>Art and Design Skills To draw cartoon characters, inspired by the style of other artists. To alter the tint and shade of a colour. To draw from observation. To use different materials to make a three-dimensional artwork</p>	<p>Craft To create a mood board. To create tie-dyed materials. To learn what paper weaving is and create a piece of art using this method. To weave using different materials. To sew designs onto a t-shirt to personalise it.</p>		

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Pupils working at greater depth within their year group expectations:					
Pupils working below year group expectations:					
Art Key skills in Year 4					
Continuous key skills	<p>Formal elements of art</p> <p>To experiment with charcoal to create different textures and effects</p> <p>To express the meaning of words and phrases in an abstract (Artwork made from colour, shape, pattern rather than objects which you recognise) way using an appropriate charcoal technique.</p> <p>To make a printing (a design is made on a surface which can then be transferred using ink) block using playdough.</p> <p>To press an object into the block to create texture and pattern (a repeated decorative design).</p> <p>To print using a playdough block.</p> <p>To make my own stamp using geometric and mathematical shapes.</p> <p>To use a stamp to create prints.</p> <p>To make prints unique through the use of colour and pattern (a repeated decorative design)</p> <p>To try different patterns and figures.</p> <p>To apply mathematical techniques of reflection and symmetry to my artwork to create a flip pattern</p> <p>To know that a compass is used to make circles.</p> <p>To use a compass safely and accurately to divide a circle into arcs to recreate the flower of life pattern (A repeated decorative design)</p> <p>To know that people have used the flower of life pattern for thousands of years.</p>	<p>Art and Design skills</p> <p>To know that lenticular printing (a design is made on a surface which can then be transferred using ink) gives an optical illusion (an image that tricks your eyes and brain so you see something different from the actual image).</p> <p>To know that this illusion is created using two images.</p> <p>To create an image using the principles of lenticular printing.</p> <p>To score lines safely.</p> <p>To know about the creation of the traditional willow pattern (a repeated decorative design).</p> <p>To use three parts from a story to create a willow pattern design for a plate.</p> <p>To use undiluted ink for detail and water wash for lighter tones to create design.</p> <p>To add outline for plate design.</p> <p>To draw a design for a three-dimensional piece.</p> <p>To work with the material safely and creatively to make a recognisable object.</p> <p>To use tools and hands to carve, model and refine my sculpture (a 3D (solid) piece of artwork).</p> <p>To analyse paintings by the artist Paul Cézanne and remember key facts about his work.</p> <p>To paint in the style of Paul Cézanne.</p> <p>To work in a group to create an interesting still-life arrangement.</p>	<p>Every picture tells a story</p> <p>To know that artists tell stories in their artwork and that art can be about feelings.</p> <p>To look hard at a picture to see details and understand the artwork.</p> <p>To describe the formal elements in a picture.</p> <p>To understand and describe the story behind a painting.</p> <p>To act out the story behind a picture.</p> <p>To focus on different parts of a picture, interpreting the meaning and stories behind them.</p> <p>Sculpture</p> <p>To see further uses for recycled materials.</p> <p>To create circular prints of consistent size and shape(the form of an object).</p> <p>To create a musical themed design or pattern (a repeated decorative design).</p> <p>To draw recognisable musical notes and symbols.</p> <p>To use wax resist to create a pattern.</p> <p>To create a collage of contrasting images.</p> <p>To recognise the work of Arcimboldo.</p> <p>To cut out and arrange sections of a sculpture.</p> <p>To know about the work of Sokari Douglas Camp.</p> <p>To create a sculpture from reused materials.</p> <p>To discuss how recycling or reusing material helps the environment.</p>		

		<p>To sketch (a fast and light style of drawing which may not be completely accurate) an outline of the still life objects using symmetry lines.</p> <p>To know that 'tone' means the lightness or darkness of something.</p> <p>To know that the role of a curator is to set up and manage collections of works of arts within museums and gallery spaces.</p> <p>To work in a group to select and choose objects and create a collection or exhibition of them.</p> <p>To connect this to a career in the creative and cultural industries.</p>	
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2023 / 2024	Class:	Number of pupils in class:	Percentages	ARE:	GD:
Pupils working at greater depth within their year group expectations:					
Pupils working below year group expectations:					
Art Key skills in Year 5					
Continuous key skills	<p>Art and Design Skills</p> <p>To know that everything that is made starts with an idea, a drawing, a sketch, a design.</p> <p>To use my imagination to brainstorm ideas for an invention that has a set purpose.</p> <p>To develop and communicate my ideas through notes and drawings.</p> <p>To select one idea and draw this in full, including annotations.</p> <p>To know that using words to describe an object helps visual literacy skills in being able to draw the object.</p> <p>To use fine control with a pencil to make a detailed and analytical observational drawing.</p> <p>To add tonal graduation using a 2B pencil.</p> <p>To use a HB pencil to extend the drawing so that the lines are a continuation of the lines that are already there.</p> <p>To draw a portrait using the continuous line method.</p> <p>To use text to add detail to my portrait.</p> <p>To lay out a simple collage by selecting the most interesting elements.</p> <p>To glue a collage in place when happy with the final composition.</p> <p>To draw and colour a collage accurately from composition.</p>	<p>Every Picture Tells a Story</p> <p>To evaluate and analyse creative work using the language of art, craft and design.</p> <p>To understand that a work of public art can have a powerful message.</p> <p>To evaluate and analyse a work of street art and relate it to the news, current affairs, and British Values.</p> <p>To understand what the Rorschach Inkblots were used for.</p> <p>To use limited materials to create a symmetrical abstract image.</p> <p>To use imagination to interpret and add detail to an image.</p> <p>To create a message using purely visual symbols.</p> <p>To know that throughout history, people have recorded their lives, history and written messages using pictograms and current emoji is a development from that.</p> <p>To express how a piece of artwork makes someone feel.</p> <p>To compare events in a piece of artwork to current news and the 'Fundamental British Values'.</p> <p>To demonstrate understanding of the composition and meaning of a piece of artwork through a drama activity.</p>	<p>Design for a Purpose</p> <p>To design a coat of arms by selecting and placing imagery appropriately within a shape.</p> <p>To know what a coat of arms is and how symbols represent a person.</p> <p>To understand the context of design throughout human history.</p> <p>To know that a design requires both planning and purpose.</p> <p>To work collaboratively to a design brief.</p> <p>To know that designers start with ideas and rough drawings before finalising their designs.</p> <p>To understand the work of an important British design team.</p> <p>To work collaboratively to a design brief and present ideas and designs clearly in a visual format.</p> <p>To know that designs can be reviewed and modified as a project develops.</p> <p>To understand how advertising, words, USP and packaging help to sell a product and to give it an identity.</p> <p>To work collaboratively, knowing that designers work in teams.</p> <p>To investigate and understand the use of language when naming a design product.</p> <p>To design a product based on a word.</p>		

	<p>To correct any rough edges or gaps in the colouring.</p> <p>To adjust a drawing in the light of mistakes.</p> <p>To select an interest section of a drawing to enlarge.</p> <p>To draw an enlarged version by scaling it to a larger size.</p> <p>To paint accurately and evenly, painting straight edges and without leaving brush marks or gaps in the painting.</p> <p>To sketch initial thoughts and ideas based on a given theme.</p> <p>To use visualisation and imagination to think of an original idea for a picture.</p> <p>To develop ideas into a successful piece of artwork.</p>	<p>To see the importance of 2D drawings in developing three-dimensional work.</p> <p>To use 2D drawings and explore shape form to develop ideas for 3D work.</p> <p>Architecture</p> <p>To draw a picture of a house from observation.</p> <p>To look closely at details such as roof tiles and bricks to interpret them accurately.</p> <p>To select a suitable area from my previous house drawing using cropping methods.</p> <p>To evaluate my print composition.</p> <p>To create a clear print.</p> <p>To describe Hundertwasser's work and recognise it.</p> <p>To reimagine buildings in this style.</p> <p>To add colours and motifs to a design to transform the look of a building.</p> <p>To design a building based on an architectural style.</p> <p>To use perspective view, a plan view or front elevation to draw a design.</p> <p>To design a building based on a theme or to suit a specified purpose.</p> <p>To understand the purpose of a monument.</p> <p>To know what a legacy is.</p> <p>To design a monument to symbolise a person or event.</p>	<p>To work in a team to create and then "sell" a product idea to a client.</p> <p>To know that products have USP.</p> <p>To communicate through spoken and visual language to 'sell' a product.</p>
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2024 / 2025	Class:	Number of pupils in class:	Percentages	ARE:	GD:
Pupils working at greater depth within their year group expectations:					
Pupils working below year group expectations:					
Art Key skills in Year 6					
<p>Continuous key skills To recognise the need for a sketchbook.</p>	<p>Art and Design Skills To understand some of the motivations and techniques of impressionist and post-impressionist painters. To know that Claude Monet was a famous impressionist painter. To paint skillfully by mixing complex colours To apply paint in the style of Claude Monet, not leaving any white areas. To understand the connection between working artistically and wellbeing. To create a design matrix by drawing different zentangle patterns To know that I must not use a rubber. To know how to transfer my drawn zentangle pattern onto a polyprint/polystyrene tile. To know that this method creates a reverse system where imprinted lines will become white and the background will be the colour of the ink used. To apply an even layer of ink onto the tile. To create a repeat pattern onto fabric. To understand and use the design process. To create a prototype which develops from ideas. To review, evaluating and modifying ideas as the design develops.</p>	<p>Make my Voice Heard To know that there are different styles of graffiti. To create a graffiti tag. To add 3D shadow to a tag. To understand that the work of the artist Kathe Kollwitz is based on difficult experiences. To draw a series of lines to create a simple portrait of a face. To use Kathe Kollwitz as an inspiration to add to these lines to show and emotional expression. To use charcoal to add shadows to a portrait drawing. To know about some of the symbolism used in Picasso's 'Guernica'. To plan and create a drawn composition in the style of Picasso's 'Guernica'. To use symbols in my artwork to convey a message. To use paint to produce a carefully finished piece of art in the style of 'Guernica'. To know how to use masking tape to create a straight line. To keep balance in a final composition by viewing work from a distance to see where tones of black, white and grey should be used. To create a sculpture of a head using clay. To convey a message or emotion in a sculpture.</p>	<p>Still life To draw with attention to form line and layout. To draw and observe with care. To know that sketches are not the finished article and several attempts can be done. To use charcoal and chalk to show light and shadow. To create a piece of abstract art. To create clear lines and shapes. To use different materials to draw with. To know what is meant by a negative image. To pick out areas of light and shadow. To know how to mix colours to create the hue that is needed. To know how to mix darker and lighter tones. To represent ideas graphically, combining words and graphics. To justify the choice of graphics and words. To create a box from pieces of thick paper or card. Photography To create a photomontage image by selecting images and creating a new image with them. To know about the history of photomontages. To create a 'Truism' which communicates meaning and which has impact. To know that contemporary artists use digital techniques to convey their messages.</p>		

	<p>To work as part of a team on a working model of a hat by reviewing, evaluating and modifying design ideas.</p> <p>To share my ideas verbally and through quick sketches.</p> <p>To analyse and evaluate artwork using the following fundamental elements.</p> <p>To say what you see/Scene, Technique, Form and shape & colour and light.</p>	<p>To know to keep clay malleable using a drop of water.</p>	<p>To take photographs and make choices about how to edit and use them in context.</p> <p>To create a successful close up photograph of a natural form and edit the photograph in appropriate software or apps.</p> <p>To make decisions about cropping, editing and presentation of photographic images.</p> <p>To take photographs in different poses which show different expressions.</p> <p>To develop a self portrait from a photograph and understand how this can be used to create expression in an image.</p> <p>To combine photography with learning how to draw a portrait.</p> <p>To take photography in different poses which show different expressions.</p> <p>To replicate the mood and expression of a painting.</p> <p>To edit photos successfully.</p>
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