

# What are the key features of 'knowledge-rich' assessment for art?

Subject	Features
<b>Art</b>	<p>In EYFS, the sticky knowledge takes full account of the Development Matters and the objectives that link to the subject area:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical Development – Developing motor skills to be able to use a range of tools</li> <li><input type="checkbox"/> Expressive Arts &amp; Design – Explore colour mixing</li> <li><input type="checkbox"/> Expressive Arts &amp; Design – Drawing with increasing complexity and detail</li> <li><input type="checkbox"/> Expressive Arts &amp; Design – Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> </ul>
	<p>At key stage 1, the sticky knowledge takes full account of the national curriculum's main characteristics of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using materials</li> <li><input type="checkbox"/> Drawing</li> <li><input type="checkbox"/> Use colour, pattern, texture, line, shape, form and space</li> <li><input type="checkbox"/> A study of a range of artists</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Using sketch books</li> <li><input type="checkbox"/> Drawing, painting and sculpture</li> <li><input type="checkbox"/> Study of great artists</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> There are relatively few assessment statements as these knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for art for their age group.</li> </ul>

# Art: EYFS

NB – Children are exposed to the below areas throughout each MTP and during their continuous provision areas

	<b>Physical Development – Developing motor skills to be able to use a range of tools</b>	<b>Expressive Arts &amp; Design – Explore colour mixing</b>	<b>Expressive Arts &amp; Design – Drawing with increasing complexity and detail</b>	<b>Expressive Arts &amp; Design – Explore, use and refine a variety of artistic effects to express their ideas and feelings</b>
	<ul style="list-style-type: none"> <li>Use one handed tools comfortably and with increasing control showing preference for a dominant hand</li> </ul>	<ul style="list-style-type: none"> <li>Naming primary and secondary colours and using these to enhance work and represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>Developing fine and gross motor skills to begin to choose which tools will enhance their work the most</li> </ul>	<p>Create collaboratively, sharing ideas and building on prior skills</p>
<b>3 &amp; 4 year olds</b>	<ul style="list-style-type: none"> <li>Show preference for a dominant hand <b>Handwriting, making marks, holding tools</b></li> <li>Use a comfortable grip with good control when holding pens and pencils <b>scissor control, following patterns, finger gym activities, threading</b></li> <li>Use one handed tools <b>Scissors, paintbrush, glue sticks, pincer grip for materials</b></li> </ul>	<ul style="list-style-type: none"> <li>Explore different materials freely to explore how to use them and what to make <b>collaging, powder colours, coloured film</b></li> <li>Explore how adding colour enhances your drawing <b>colour monsters, light &amp; Dark topic, painting</b></li> <li>How does colour convey feelings – happy, sad, angry – <b>colour topic – colour monsters</b></li> <li><b>Hand mixing, colour wheels, favourite colours and books – mouse paint, squishy bags, mixing paint with water – tuff trays, F/Gym colour sorting pom-poms</b></li> </ul>	<ul style="list-style-type: none"> <li>Use Drawing to represent ideas <b>Jack &amp; the beanstalk, Farm animals, showing feelings – colour monster</b></li> <li>Make a face with a circle with increasing detail being added inside – <b>talking about ourselves and changes over time</b></li> <li>Add a body with arms and legs – extra detail like a neck and clothing to be added <b>farm animals, self portraits, mothers day/Fathers day cards</b></li> <li>Show differences with drawings – houses, people and places <b>colour MTP, Transport, representing ourselves,</b></li> </ul>	<ul style="list-style-type: none"> <li>Show different emotions in drawings like happy, sad, angry – <b>Colour topic – colour monsters, food,</b></li> <li>Participate in both large outdoor art to intricate, fine motor, indoor activities <b>floor painting, brushes to mix,</b></li> <li>Become confident with using different materials <b>Colour, Farm animals, Jack and the Beanstalk</b></li> <li><b>Sponge printing, leaf art, pasta &amp; cereal adding to pictures, sand pictures, ice art, messy play, body painting</b></li> </ul>
<b>Reception &amp; ELG</b>	<ul style="list-style-type: none"> <li>Develop small motor skills to use a range of tools competently</li> <li>Use a paintbrush effectively</li> <li>Comfortable stable pincer grip used for pencils</li> <li>Hold pencils correctly using a tripod grip.</li> <li><b>Hand art, tape art, blotting with pads, texture prints</b></li> <li><b>Crayons, paint brush, pencils, pencil crayons, chalk,</b></li> </ul>	<ul style="list-style-type: none"> <li>Safely use and experiment with tools</li> <li>Add colour for purpose – sky blue, grass - green, sand – yellow – <b>Seaside unit, Summer, People Who have helped Us</b></li> <li>Primary &amp; Secondary colours – <b>People who Help us – uniforms and vehicles</b></li> <li>Adding colour to different textures <b>People who Help us – uniforms and vehicles, Houses &amp; Homes</b></li> </ul>	<ul style="list-style-type: none"> <li>Explore a variety of techniques using colour, texture, form and function <b>All About Me, uniforms, seaside drawings, Traditional tale settings</b></li> <li>Begin to show accuracy and care when drawing – <b>Traditional Tales, characters and scenes,</b></li> <li>Adding eyebrows, eyelashes, ears to their face portraits – <b>All About Me – drawing self portrait, family drawings, then and now</b></li> </ul>	<ul style="list-style-type: none"> <li>Return and build on previous learning</li> <li>Refine ideas and build on developing ability to represent them – <b>Houses &amp; Homes, All About Me, Traditional Tales</b></li> <li>Share their creations, explaining the process they have used <b>Houses &amp; Homes, People who help us, All about me, Seaside</b></li> <li><b>Historic artists – past &amp; present, sharing materials with painting or drawing to create pictures, self selection based on properties</b></li> </ul>
	<ul style="list-style-type: none"> <li><b>Non-negotiables:</b></li> <li>Drawing a face to scale</li> <li>Drawing a body in proportion</li> </ul>	<ul style="list-style-type: none"> <li><b>Non-negotiables:</b></li> <li>Shading techniques</li> <li>Observational drawings of buildings from different perspectives</li> </ul>	<ul style="list-style-type: none"> <li><b>Non-negotiables:</b></li> <li>Mixing colours for effect</li> </ul>	<p>Re-visited throughout the year to enhance skills being taught and transferred throughout year groups</p>

# Art: Key Stage 1

	Using Materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
	<ul style="list-style-type: none"> <li>use a range of materials creatively to design and make products</li> </ul>	<ul style="list-style-type: none"> <li>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	<ul style="list-style-type: none"> <li>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p>Study a range of artists, craft makers and designers</p>
Year 1	<ul style="list-style-type: none"> <li>know how to cut, roll and coil materials <b>'Earth Art' – plan 3/4/6 – Autumn</b></li> <li><b>'Animal Art' – plan 1/2/3/5/7- spring</b></li> <li><b>'Self-portraits' – plan 6 - summer</b></li> <li>know how to use IT to create a picture <b>'Self portrait' – plan 2 - summer</b></li> </ul>	<ul style="list-style-type: none"> <li>know how to show how people feel in paintings and drawings. <b>'Colour creations' Autumn topic – plan 4</b></li> <li><b>'Self-portrait' – plan 5- summer</b></li> <li>know how to use pencils to create lines of different thickness in drawings. <b>'Self portraits' plan 3/5 - summer</b></li> </ul>	<ul style="list-style-type: none"> <li>know how to create moods in art work <b>'Colour Creations' topic – plan 1 Autumn</b></li> <li><b>'Animal Art' plan 6 - Spring</b></li> <li>Know the names of the primary and secondary colours. <b>'Colour Creations' topic – plan 1 Autumn</b></li> <li>know how to create a repeating pattern in print. <b>'Earth Art' plan 1 – Autumn</b></li> <li><b>'Animal Art' – plan 2/3 - spring</b></li> </ul>	<ul style="list-style-type: none"> <li>describe what can be seen and give an opinion about the work of an artist <b>'Colour Creations' topic – plan 5 Autumn – Kandinsky</b></li> <li><b>'Colour Creations' topic – plan 2 Autumn – Mondrian</b></li> <li><b>Earth Art, Plan 2, Autumn</b></li> <li>ask questions about a piece of art <b>'Colour Creations' topic – plan 2 Autumn – Mondrian</b></li> <li><b>'Earth Art' – rangoli – plan 3</b></li> </ul>
	<ul style="list-style-type: none"> <li><b>Non-negotiables:</b></li> <li>Drawing a face to scale</li> <li>Drawing a body in proportion</li> </ul>	<ul style="list-style-type: none"> <li><b>Non-negotiables:</b></li> <li>Shading techniques</li> <li>Observational drawings of buildings from different perspectives</li> </ul>	<ul style="list-style-type: none"> <li><b>Non-negotiables:</b></li> <li>Mixing colours for effect</li> </ul>	<p><b>NB – all topics lend themselves to enhancing these non-negotiable skills including cross-curricular ways; Geography/History &amp; Topic lessons.</b></p>
Year 2	<ul style="list-style-type: none"> <li>know how to create a printed piece of art by pressing, rolling, rubbing and stamping <b>'Super Sculptures' – plan 3 – autumn</b></li> <li><b>'Aboriginal Art' plan 5 - spring</b></li> <li>know how to make a clay pot <b>'Aboriginal Art – plan 2/3/4- Spring</b></li> <li>know how to join two clay finger pots together</li> <li>know how to use different effects within an IT paint package</li> </ul>	<ul style="list-style-type: none"> <li>choose and use three different grades of pencil when drawing <b>'Henri Rousseau' – plan 2/3 – spring</b></li> <li><b>Giuseppe Arcimboldo – plan 4/6 - Summer</b></li> <li>know how to use charcoal, pencil and pastel to create art <b>'Sparkles &amp; Flames' – plan 2 Autumn</b></li> <li><b>'Aboriginal Art – plan 3 – Spring</b></li> <li><b>Giuseppe Acrimboldo – plan 5 - summer</b></li> <li>know how to use a viewfinder to focus on a specific part of an artefact before drawing it <b>'Henri Rousseau' – plan 4/5 - spring</b></li> </ul>	<ul style="list-style-type: none"> <li>know how to mix paint to create all the secondary colours</li> <li>know how to create brown with paint</li> <li>know how to create tints with paint by adding white <b>Completed with non-negotiables</b></li> <li>know how to create tones with paint by adding black <b>Giuseppe Acrimboldo – plan 1 - summer</b></li> </ul>	<ul style="list-style-type: none"> <li>suggest how artists have used colour, pattern and shape <b>'Sparkles &amp; Flames' – plan 2 – Rita Greer - Autumn</b></li> <li>know how to create a piece of art in response to the work of another artist <b>'Super Sculptures' – plan 2 – autumn</b></li> <li><b>'Super Sculptures' – plan 2/5 – Autumn – Henry Moore/Dale Chihuly</b></li> <li><b>'Henri Rousseau' – plan 1 – spring</b></li> <li><b>Giuseppe Arcimboldo – plan 1 - Summer</b></li> </ul>
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# Art: Key Stage 2

	Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
	<ul style="list-style-type: none"> <li>create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<ul style="list-style-type: none"> <li>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<ul style="list-style-type: none"> <li>great artists, architects and designers in history</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>know how to use sketches to produce a final piece of art <u>Plant Art – plan 2 – Autumn Jewellery Designers, Plan 3, Spring Indian Art, plan1, summer</u></li> <li>know how to use digital images and combine with other media know how to use IT to create art which includes their own work and that of others <u>Investigating Patterns – plan 2 - Autumn</u></li> </ul>	<ul style="list-style-type: none"> <li>know how to show facial expressions in art. <u>Van Gogh, plan 6, summer</u></li> <li>know how to use different grades of pencil to shade and to show different tones and textures <u>Van Gogh, plan 2, summer</u></li> <li><u>Seurat &amp; Pointillism, plan 2/3, Spring</u></li> <li>know how to create a background using a wash <u>Plant Art – plan 3/4 - Autumn</u></li> <li>know how to use a range of brushes to create different effects in painting <u>Investigating patterns – plan 1 – Autumn Seurat &amp; Pointillism, plan 3, spring</u></li> </ul>	<ul style="list-style-type: none"> <li>know how to identify the techniques used by different artists <u>Plant Art – plan 1 - Autumn</u></li> <li>know how to compare the work of different artists <u>Plant Art – plan 2 – Autumn Seurat &amp; Pointillism, plan 5, Spring Van Gogh, plan 1, summer Van Gogh, plan 1, summer</u></li> <li>recognise when art is from different cultures <u>Jewellery Designers – plan 1 – Spring</u></li> <li><u>Indian Art, plan1/3/5, summer</u></li> <li>recognise when art is from different historical periods <u>Plant Art – plan 1 – Autumn Indian Art, plan 3/5, Summer Van Gogh, plan 1, summer Georges Seurat, plan 1, spring</u></li> </ul>
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Year 4	<ul style="list-style-type: none"> <li>know how to integrate digital images into artwork. <u>Journeys, plan1/3, Autumn Kandinsky, plan3, spring</u></li> <li>Use sketchbooks to help create facial expressions <u>Warhol &amp; Pop Art, plan 5, Autumn</u></li> <li>use sketchbooks to experiment with different texture <u>Warhol &amp; Pop Art, plan 4/5, Autumn</u></li> <li>use photographs to help create reflections <u>Warhol &amp; Pop Art, plan 5, Autumn</u></li> </ul>	<ul style="list-style-type: none"> <li>know how to show facial expressions and body language in sketches and paintings <u>Warhol &amp; Pop Art, plan 4, Autumn Kandinsky, plan2, spring</u></li> <li>know how to use marks and lines to show texture in my art. <u>Warhol &amp; pop art, plan 2, Autumn</u></li> <li>know how to use line, tone, shape and colour to represent figures and forms in movement <u>Journeys, plan2, Autumn</u></li> <li>know how to show reflections <u>Warhol &amp; Pop Art, plan 5, Autumn</u></li> <li>know how to print onto different materials using at least four colours. <u>Journeys, plan4/5, Autumn</u></li> <li>know how to sculpt clay and other mouldable materials.</li> </ul>	<ul style="list-style-type: none"> <li>experiment with the styles used by other artists. <u>Journeys, plan4, Autumn (Paul Klee) Warhol &amp; pop art, plan 3, Autumn</u></li> <li>explain some of the features of art from historical periods. <u>Journeys, plan1, Autumn</u></li> <li>know how different artists developed their specific techniques <u>Warhol &amp; Pop Art, plan 1, Autumn Kandinsky, plan1, spring</u></li> </ul>
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# Art: Key Stage 2

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	<ul style="list-style-type: none"> <li>create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<ul style="list-style-type: none"> <li>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<ul style="list-style-type: none"> <li>great artists, architects and designers in history</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>experiment by using marks and lines to produce texture <a href="#">cityscapes, plan 5</a>, <a href="#">Autumn Viking Art, plan 4</a>, <a href="#">Autumn</a></li> <li>experiment with shading to create mood and feeling <a href="#">cityscapes, plan 3</a>, <a href="#">Autumn Expressionists, plan 2/3, spring</a></li> <li>experiment with media to create emotion in art <a href="#">cityscapes, plan 3/4</a>, <a href="#">Autumn Expressionists, plan 2/3, spring</a></li> <li>know how to use images created, scanned and found; altering them where necessary to create art <a href="#">Cityscapes, plan 1</a>, <a href="#">Autumn, plan 2</a>, <a href="#">Spring</a></li> </ul>	<ul style="list-style-type: none"> <li>know how to use shading to create mood and feeling <a href="#">cityscapes, plan 5</a>, <a href="#">Autumn Expressionists, plan 1</a>, <a href="#">spring</a></li> <li>know how to organise line, tone, shape and colour to represent figures and forms in movement <a href="#">cityscapes, plan 2/3</a>, <a href="#">Autumn Monet, plan 2</a>, <a href="#">Spring, plan 4</a>, <a href="#">Spring</a></li> <li>know how to express emotion in art <a href="#">Expressionists, plan 1/2/3/4</a>, <a href="#">spring</a></li> <li>know how to create an accurate print design following given criteria. <a href="#">cityscapes, plan 2</a>, <a href="#">Autumn</a></li> </ul>	<ul style="list-style-type: none"> <li>research the work of an artist and use their work to replicate a style (<a href="#">Charles Fazzino</a>) <a href="#">Cityscapes, plan 1</a>, <a href="#">Autumn (Leonid Afremov)</a> <a href="#">cityscapes, plan 2</a>, <a href="#">Autumn</a></li> <li><a href="#">Viking Art, plan 2</a>, <a href="#">Aut</a></li> <li><a href="#">Monet, plan 1</a>, <a href="#">Spring</a></li> </ul>
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Year 6	<ul style="list-style-type: none"> <li>explain why different tools have been used to create art <a href="#">Chinese Art, plan 1/3/4</a>, <a href="#">spring</a></li> <li>explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art <a href="#">Art Illusions, plan 1</a>, <a href="#">Aut</a> <a href="#">Frida Kahlo, plan 4</a>, <a href="#">Aut</a> <a href="#">Cginese Art, plan 3</a>, <a href="#">spring</a> <a href="#">A sense of place, plan 5</a>, <a href="#">spring</a></li> <li>know how to use a range of e-resources to create art <a href="#">Art Illusions, plan 3</a>, <a href="#">Aut</a> <a href="#">Frida Kahlo, plan 4</a>, <a href="#">Aut</a> <a href="#">A sense of place, plan 2</a>, <a href="#">spring</a></li> </ul>	<ul style="list-style-type: none"> <li>know how to overprint to create different patterns <a href="#">chinese art, plan 3</a>, <a href="#">spring</a> <a href="#">Street Art, plan 3</a>, <a href="#">summer</a></li> <li>know which media to use to create maximum impact <a href="#">Art Illusions, plan 4/5/6</a>, <a href="#">Aut</a> <a href="#">Chinese Art, plan 2</a>, <a href="#">spring</a> <a href="#">Famous Fashions, plan 2/3</a>, <a href="#">spring</a></li> <li>use a full range of pencils, charcoal or pastels when creating a piece of observational art <a href="#">Art Illusions, plan 4</a>, <a href="#">Aut</a> <a href="#">Chinese art, plan 3/5/6</a>, <a href="#">spring</a> <a href="#">Famous Fashions, plan 1</a>, <a href="#">spring</a></li> </ul>	<ul style="list-style-type: none"> <li>explain the style of art used and how it has been influenced by a famous artist <a href="#">Art Illusions, plan 1</a>, <a href="#">Aut</a> (<a href="#">Jacques Rousseau</a>) <a href="#">Frida Kahlo, plan 1/3</a>, <a href="#">Aut</a></li> <li>understand what a specific artist is trying to achieve in any given situation <a href="#">Art Illusions, plan 1</a>, <a href="#">Aut</a> (<a href="#">Jacques Rousseau</a>) <a href="#">Frida Kahlo, plan 1</a>, <a href="#">Aut</a></li> <li>understand why art can be very abstract and what message the artist is trying to convey <a href="#">Frida Kahlo, plan 1/2/3</a>, <a href="#">Aut</a></li> </ul>
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