

Assessment End Points - Art and Design

Year 1

Autumn Term End Point Assessment
Changes pressure when using various art media (e.g. crayon, pastel, chalk)
Varies lines and movements with art media
Holds and uses a range of paintbrushes correctly
Names and mixes colours, including primary colours
Prints to create a repeating pattern
Can the pupil produce their own dot painting on paper/rock by mixing appropriate colours?
Can the pupil produce a printed wall hanging using natural colours?
<i>Knowledge Check: Awareness of Indigenous Art (Aboriginal/ Tribal)</i>

Spring Term End Point Assessment
Makes a range of different marks using a range of art media (e.g. pens and pencils)
Makes a range of different marks using different brush types
Controls paint and water to mix different thicknesses of paint
Experiments with various types of paint
Can the pupil sketch a portrait with facial features in reasonable proportion?
<i>Knowledge Check: Initial awareness of Renaissance Art (Leonardo da Vinci)</i>

Summer Term End Point Assessment
Sketches outlines with increasing accuracy and shows an awareness of proportion
Controls paintbrush with increasing accuracy
Mixes paint of different thicknesses and uses it effectively
Experiments with 3D patterns and designs
Makes rubbings to collect textures and patterns
Can the pupil sketch and watercolour paint their own animal?
Can the pupil design and make a 3D sculpture using natural materials?
<i>Knowledge Check: Initial awareness of Modern Art (Beatrix Potter/ Andy Goldsworthy)</i>

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Year 2

Autumn Term End Point Assessment
Uses a range of art media to observe and draw shapes, including light and dark shading (e.g. pencil, pastel, charcoal, pen)
Demonstrates increasing accuracy in observational drawings, including shape, size and shading
Begins to blends and smudge, choosing appropriate colours
Experiments with malleable materials, creating 3D models and sculptures
Can the pupil produce an observational still life?
Can the pupil contribute towards a 3D sculpture?
<i>Knowledge Check: Awareness of Baroque Art (Rembrandt)</i>

Spring Term End Point Assessment
Confidently blends and smudges to replicate key artist style
Uses a range of paintbrushes with increasing confidence (smoothing, washing, sponging, stippling, stroking)
Mixes and matches colours and paints to purpose with increasing accuracy
Matches paint type to purpose, including creating washes
Experiments with overprinting, creating simple blocks and pressing
Can the pupil paint a version of 'The Starry Night' using varied techniques?
Can the pupil print their own wallpaper in the style of William Morris?
<i>Knowledge Check: Awareness of Romantic Impressionist Art (Vincent Van Gogh)/ William Morris</i>

Summer Term End Point Assessment
Combines and applies knowledge of painting from KS1: increasingly accurate mixing and matching of colours; selecting paint for purpose; creating washes; naming and mixing varied shades and tones, including primary colours
Uses a wider range of brush work, varying brush types to create lines, blobs, dots and dashes to fit a given purpose
Creates a collage, collecting and sorting colours and choosing images from varying media
Can the pupil design and paint in the style of Hockney?
Can the pupil create a collage in the style of Hockney?
<i>Knowledge Check: Awareness of Contemporary Art (David Hockney)</i>

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Year 3

Autumn Term End Point Assessment
Experiments with various lead pencils, scribbling and shading
Uses soft exploratory lines to plan drawings
Creates a self-portrait that expresses emotions
Mixes and matches paint types and colours for purpose, applied using appropriate brush
Chooses a suitable surface and format to work on/with
Can the pupil paint a portrait in the style of Holbein?
Can the pupil sketch a self-portrait?
<i>Knowledge Check: Increased awareness of Renaissance Art (Hans Holbein)</i>

Spring Term End Point Assessment
Chooses a suitable surface and format, and begins to take responsibility for painting area
Uses a variety of brushes to create effect
Mixes and matches paint types for purpose, including using natural substances (spices)
Uses complementary colours
Rolls, shapes and joins clay to form a 3D shape/ object
Adds texture and shape to clay work
Can the pupil replicate Stone Age cave paintings?
Can the pupil create a 3D Iron Age roundhouse using clay?
<i>Knowledge Check: Increased awareness of Prehistoric Art (Stone Age/ Iron Age)</i>

Summer Term End Point Assessment
Sketches using line, shading and perspective
Creates collages using a range of media
Uses a variety of brushes to create effect
Mixes and matches paint types for purpose, including skin tone and background
Uses complementary colours
Chooses a suitable surface and format, and takes increasing responsibility for painting area
Can the pupil design, paint and collage a Dali-style painting?
<i>Knowledge Check: Increased awareness of Modern Art (Salvador Dali)</i>

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Year 4

Autumn Term End Point Assessment
Experiments with lead pencil techniques to create hard and soft lines
Uses soft, exploratory lines to plan a drawing
Makes observational drawings to create a piece of art
Sketches from a variety of viewpoints using a range of media
Increasing awareness of elements of art, including line, shade, tone, colour, texture and shape
Mixes and matches paint for purpose, varying thicknesses
Chooses a suitable surface and format, and takes responsibility for painting area
Can the pupil produce observational sketches of everyday objects?
Can the pupil paint their own still life painting in the style of Vermeer?
<i>Knowledge Check: Awareness of Baroque Art (Jan Vermeer)</i>

Spring Term End Point Assessment
Continues to build on painting skills – selecting brush size; mixing and matching colours and textures; creating different effects; developing a painting from a drawing
Creates a collage to illustrate an idea/ story
Creates images from a variety of media, sorting and matching appropriate colours
Plans and designs a 3D sculpture
Uses basic scaling in sculpture work
Can the pupil paint an impressionist piece in the style of Monet?
Can the pupil contribute to a miniature 3D landscaped garden?
<i>Knowledge Check: Awareness of Romantic Impressionist Art (Claude Monet)/Lancelot Capability Brown</i>

Summer Term End Point Assessment
Uses a variety of media, sketching from differing viewpoints and with perspective
Continues to build on painting skills – selecting brush size; mixing and matching colours and textures; creating different effects; developing a painting from a drawing
Uses complementary colours
Chooses a suitable surface and format, and takes increasing responsibility for painting area
Designs and prints a repeated pattern, using multiple colours
Can the pupil make a block print image in the style of Andy Warhol?
Can the pupil draw and paint in the style of Roy Lichtenstein?
<i>Knowledge Check: Awareness of Contemporary Art (Andy Warhol/ Roy Lichtenstein)</i>

Assessment End Points - Art and Design

Year 5

Autumn Term End Point Assessment
Layers colours to create depth, including shading and layering pastels
Creates detail using various pencils and pastel tips
Blends and overlays colours to create backgrounds, working on top to create detail
Uses soft and hard lines, including exploratory strokes, adding distance, foreground and shadow and avoiding an eraser
Plans, chooses suitable materials, scales and creates texture/ shape in 3D work
Chooses a suitable surface and format, and takes increasing responsibility for painting area
Can the pupil produce a 3D gargoyle sculpture?
Can the pupil paint their own rose window painting in Gothic style?
<i>Knowledge Check: Awareness of Dark Ages Art</i>

Spring Term End Point Assessment
Layers colours to create depth of colour and tone; applies block colour and controls depth with pressure
Varies thickness of lines with pastel, using the side and tip, and blending/ creating detail
Works with a variety of pen types, making a variety of lines and creating detail
Makes observational drawings and is aware of composition, scale and proportion
Continues to build on painting skills – selecting brush size; mixing and matching colours and textures; creating different effects; developing a painting from a drawing, adding texture
Layers paint to add detail to background colours
Can the pupil sketch detailed body parts (hands/eyes)?
Can the pupil paint/ create portraits in the style of Michelangelo?
<i>Knowledge Check: Awareness of Renaissance Art (Michelangelo)</i>

Summer Term End Point Assessment
Plans a picture working from light to dark, creating bold and light lines
Prepares drawing surfaces and scrapes using tools (crayon)
Continues to build on painting skills – selecting brush size; mixing and matching colours and textures; creating different effects; developing a painting from a drawing, adding texture, mixing primary and secondary colours and linking to the colour wheel
Consistently chooses a suitable surface and format, and takes increasing responsibility for painting area
Can the pupil draw and paint based on Frida Kahlo's work?
Can the pupil produce a design based on CRM's Art Nouveau Style?
<i>Knowledge Check: Awareness of Modern Art (Kahlo)/ Rennie Mackintosh</i>

Assessment End Points - Art and Design

Year 6

Autumn Term End Point Assessment
Layers colours to create depth of colour and tone
Controls the use of pastel – varying line thickness; using side and tip; blending, smudging and overlaying; working in top to create detail; working on soft paper
Controls the use of pencil – soft, exploratory lines to plan; hard and soft lines for detail in distance, foreground and shadows.
Controls the use of paint – mixes and matches colours to purpose; manipulates thicknesses; creates layers and selects brush for effect
Paints and prepares independently
Plans a sculpture; chooses suitable materials; scales; adds texture and shape; manipulates clay effectively
Can the pupil contribute to sculptures in the style of Henry Moore?
Can the pupil create an impressionist painting influenced by Cezanne?
<i>Knowledge Check: Awareness of Romantic Impressionist Art (Cezanne)/ Henry Moore</i>

Spring Term End Point Assessment
Layers colour for depth and tone; applies block colour; controls depth with pressure
Controls the use of charcoal and pastels
Works with a variety of pen types, making a variety of lines and recording minute detail; uses observational drawings; is aware of composition, scale and proportion
Mixes primary, secondary and tertiary colours, using tints and shades
Explains the choice of paint techniques and colours, and knows complementary colours
Can the pupil produce detailed observational drawings of flowers and plants?
Can the pupil paint a still life in the style of van Oosterwijck?
<i>Knowledge Check: Awareness of Baroque Art (Maria van Oosterwijck)</i>

Summer Term End Point Assessment
Experiments with stencils and shading techniques, layering colours
Mixes and matches colours for purpose, layering for effect
Creates collages to illustrate an idea or story, combining visual and tactile qualities
Manipulates digital images to create a design
Designs a stencil pattern and prints using multiple colours
Prints onto fabrics using a resist method
Can the pupil produce a stencil and print in the style of Banksy?
Can the pupil draw and paint a Banksy influenced piece of art with a message?
<i>Knowledge Check: Awareness of Contemporary Art (Banksy)</i>