



Key Skills Assessment Criteria 2023-2024

Subject: Art & Design



	Drawing (Pencil, charcoal, inks, chalk, pastels, digital media)	Colour (Painting, ink, dye, textiles, pencils, crayons, pastels)	Texture (texture, clay, sand, plaster, stone, polystyrene)	Sculpture (3D sculptures, clay, dough, boxes, wire, paper sculpture, mod roc, paper mache, wool)	Printing (found materials, fruit/veg, wood blocks, press print, srting/wool, lino)	Textiles	Pattern (paint, pencil, textiles, clay, printing, found materials)
Nursery	<p>To begin to explore a variety of drawing tools</p> <p>To understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p>	<p>To explore colour and how colours can be changed.</p>	<p>To begin to be interested in and describe the texture of things.</p>	<p>To begin to construct/stack blocks vertically and horizontally, make enclosures and create spaces.</p>	<p>To print with variety of objects.</p>	<p>To realise tools can be used for a purpose.</p>	<p>To use physical objects to create patterns.</p>
Reception	<p>To create simple representations of events, people and objects.</p>	<p>To explore what happens when they mix colours.</p>	<p>To use words to describe how things feel in their hands.</p> <p>To create collage with varying textures and discuss the differences.</p>	<p>To manipulate materials to achieve a planned effect.</p> <p>To construct with a purpose in mind, using a variety of resources.</p>	<p>To create natural leaf/bark rubbings.</p> <p>To print with block colours</p>	<p>To select tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>To independently create repeating patterns.</p> <p>To create irregular painting patterns.</p> <p>To find symmetry in nature.</p>
Year 1	<p>To observe landscapes and use lines to represent them.</p> <p>To explore mark-making using thick brushes, foam and sponge brushes.</p> <p>To observe basic anatomy (faces and limbs).</p>	<p>To investigate tone by contrasting colours and patterns.</p>	<p>To become aware of form, feel, texture, pattern and weight.</p> <p>To sort according to specific qualities, e.g. warm, cold, shiny, smooth.</p>	<p>To construct and use materials to make known objects for a purpose.</p> <p>To carve pinch and roll coils and slabs using a modelling media.</p>	<p>To be able to repeat patterns, random or organised, with a range of blocks.</p>	<p>To sort, collect, discuss and pull apart cloths and threads</p>	<p>To have an awareness and discuss patterns.</p> <p>To independently create regular and irregular repeating patterns.</p> <p>To create simple symmetrical patterns.</p>
Year 2	<p>To use sketchbooks to record observations and ideas.</p> <p>To further explores tone using different gradient of pencil, pastel and chalk</p> <p>To observe and draw emotions and experiences</p>	<p>To investigate tone by exploring light and dark</p>	<p>To engage in more complex activities, e.g. cutting and sewing a variety of materials.</p> <p>To be able to compare and recreate form and shape from natural and made environments.</p> <p>To have experience of different adhesives and decide on the most effective for a given task.</p>	<p>To have an awareness of natural and man-made forms.</p> <p>To shape and form from direct observation (malleable and rigid materials) – decorative techniques.</p> <p>To replicate patterns and textures in a 3-D form – work and observe that of other sculptors.</p>	<p>To explores and recreates patterns and textures with an extended range of materials – e.g. sponges, leaves, fruit.</p> <p>To create own stamp to print with.</p>	<p>To complete simple weaving with strong wool through a stiff card loom.</p> <p>To weave paper, progressing from one to two colours.</p>	<p>To experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>To discuss regular and irregular and be able to independently differentiate between the two.</p>
Year 3	<p>To independently use sketchbooks to record observations and ideas.</p> <p>Investigate tone using varied thickness of pencil/paintbrush</p> <p>To create an accurate drawing of people – especially faces</p>	<p>To apply colour using different textures – dotting, scratching, splashing</p> <p>To independently choose the correct tools to create a desired effect.</p>	<p>To use stimuli to create simple 2D and 3D images using a variety of tools and materials.</p> <p>To develop an awareness of contrasts in texture and colour.</p> <p>To recreate 2D images in a 3D piece.</p> <p>To explore the effect on paint of adding water, glue, sand, sawdust.</p>	<p>To be able to shape, form, model and construct (malleable and rigid materials) to reflect emotions and own experiences.</p> <p>To plan and develop understanding of different adhesives and methods of construction.</p>	<p>To create printing blocks using a relief or impressed method.</p> <p>To independently create repeating patterns and be able to describe and evaluate them.</p>	<p>To use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>To correctly match the most efficient tool to the material.</p> <p>To develop skills in stitching, cutting and joining.</p>	<p>To use digital media to create regular and irregular patterns.</p> <p>To make patterns on a range of surfaces using a variety of materials.</p>

Year 4	<p>To begin to explore the effect of light.</p> <p>To use scale and proportion when making observations.</p> <p>To use correct proportions when drawing the whole person.</p>	<p>To use colour gradients to represent given moods.</p>	<p>To show an awareness of texture, form and shape by recreating an image in 3D form.</p> <p>To experiment with creating mood, feeling, movement and areas of interest through texture.</p>	<p>To plan and develop – Experience surface patterns / textures.</p> <p>To discuss own work and work of other sculptors – analyse and interpret natural and manmade forms of construction.</p>	<p>To explore colour mixing through printing, using two colour overlays.</p> <p>To use printing to represent the natural environment.</p>	<p>To use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>To match the tool to the material.</p> <p>To become more independent in their skills in stitching, cutting and joining.</p>	<p>To explore environmental and manmade patterns.</p> <p>To explore tessellation – evaluate a focus artist and recreate in their style.</p>
Year 5	<p>To draw a whole person with correct proportions.</p> <p>To explore sketching solid objects using scaled perspectives – near and far.</p> <p>To use a range of materials to produce line, tone and shade.</p>	<p>To explore the appearance of colour in different textures.</p>	<p>To explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour.</p> <p>To select and use materials to achieve a specific texture.</p>	<p>To plan and develop ideas on how to shape, form, model and join.</p> <p>To use observation or imagination as a rationale behind a sculptured piece.</p> <p>To discuss and evaluate their own work, making references to a focused artist.</p>	<p>To create printing blocks by simplifying an initial sketch book idea.</p> <p>To interpret environmental and manmade patterns – modify and adapt print.</p>	<p>To experiment with a range of media to overlap and layer creating interesting colours, textures and effects.</p>	<p>To explore symmetrical and irregular patterns in 3D sculpture.</p>
Year 6	<p>To explore the effect of light and dark on people – portrait drawing</p> <p>To use scaled perspective when drawing a whole person from different angles.</p> <p>To use a range of materials to produce line, tone and shade.</p>	<p>To use digital media to create landscapes/scenery/characters with a specific colour mood.</p>	<p>To look at 3D work from a variety of genres and develop own response through experimentation.</p> <p>To select the correct tools or alter materials to give a desired texture.</p>	<p>To recreate images in 2D and 3D, looking at one area of experience using digital media.</p> <p>To discuss and evaluate own work and make references to sculptors they are already familiar with.</p>	<p>To create prints with three overlays.</p> <p>To explore printing techniques used by various artists.</p>	<p>To use fabrics to create 3D structures.</p> <p>To use different grades of threads and needles.</p> <p>To explore famous British designers and create in their style.</p>	<p>To create own abstract pattern to reflect personal experiences and expression.</p> <p>To create pattern for purposes.</p>