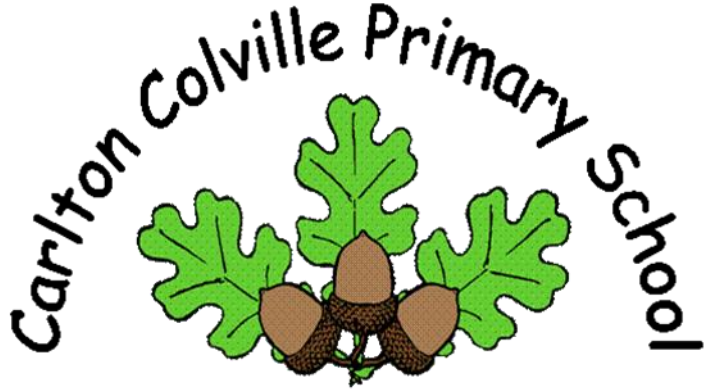

Art & Design

Assessment Document

Art & Design - Milestone 1

Learning Objective		Key Indicators	Basic	Advancing	Deep
To develop ideas		Respond to ideas and starting points.	With the support of a teacher suggested ideas are followed.	Generally, ideas are developed and developed from familiar starting points.	Ideas are quickly developed and explained.
		Explore ideas and collect visual information.	Following suggestions, visual information is collected.	Some ideas are presented and some visual information to develop the ideas is collected.	Ideas are explored with enthusiasm and visual information is gathered and explained.
		Explore different methods and materials as ideas develop.	Different methods are used when suggested by a teacher.	There is some exploration of different methods as ideas develop.	A number of different methods are adopted as ideas develop and reasons are given for choices.
To master techniques	Drawing	Draw lines of different sizes and thicknesses.	With encouragement, there is some experimentation in altering the thickness of lines.	A number of techniques are used to alter the thickness of lines when appropriate to do so.	A wide variety of techniques using a number of different implements shows a good understanding of line.
		Show patterns and texture.	With structured activities and the support of a teacher, patterns and texture are explored.	Generally, dots and lines are used to show texture or patterns.	Good effects are created by using a mixture of dots, lines and shading.
		Show different tones.	There is some experimentation with creating tones.	Tones are generally successfully created in a number of ways.	A number of successful techniques for creating tones are used.

Learning Objective		Key Indicators	Basic	Advancing	Deep
To master techniques	Painting	Use thick and thin brushes.	Some control is developing when using different sized brushes.	Generally some effective results are achieved by altering the size of brush used.	Good control and careful choices of brush size produce striking effects.

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		Mix primary colours to make secondary.	With the support of a teacher, there is an awareness of how primary colours may be mixed to create secondary colours.	The terms primary and secondary colours are understood and there is some effective mixing of colours.	Primary and secondary colours are very effectively mixed in a range of situations. Reasons for choices are explained and justified.
		Add white to colours to make tints and black to colours to make tones.	With the support of a teacher, tints and tones are created for specific purposes.	The terms tint and tone are understood and there is some effective experimentation in creating them.	Tints and tones are used in a number of different contexts and explanations provided as to how they were created.
	Collage	Use a combination of materials that are cut, torn and glued.	With suggestions from a teacher, a range of materials are combined.	There is generally some experimentation with combining different materials.	Thoughtful combinations of materials are created.
		Sort and arrange materials.	With suggested groupings, materials are sorted.	Materials are generally sorted and arranged effectively.	Some interesting criteria for sorting and arranging materials are used and explained.
		Mix materials to create texture.	From a small range, materials are mixed to create texture.	Some interesting mixtures of materials are used to create texture.	The properties of materials are used to choose materials and explain the textures they create.

Learning Objective		**Key Indicators**	**Basic**	**Advancing**	**Deep**
To master techniques	Sculpture	Use a combination of shapes.	With encouragement, a number of shapes are combined.	Shapes are combined in a number of interesting ways.	A range of interesting and sometimes unusual shape combinations are made and explained.

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		Include lines and texture.	When supported, lines and texture are added for effect.	There are some good attempts at creating lines and texture.	Carefully chosen lines and textures are added for specific effects.
	Print	Use objects to create prints.	With suggestions from a teacher, a number of objects are used to create prints.	Objects are generally chosen, shaped or fashioned in order to make prints.	Materials are carefully selected to create shaped objects for printing.
		Press, roll, rub and stamp to make prints.	There is an awareness that different techniques may be used to make prints.	Generally, experimentation with different forms of printing leads to some effective prints.	Ideas are suggested and reasons given for choosing different methods of printing. A wide range of effective prints are created.
	Textiles	Create patterns.	During structured activities, patterns are created with weaving and plaiting.	Generally, experimentation with weaving and plaiting produces some effective patterns.	Interesting patterns are created through thoughtful experimentation with weaving and plaiting.
		Join materials.	With the help of a teacher, gluing and stitching are experienced.	Generally, gluing effectively joins textiles and there is some experimentation with stitching.	Methods of joining materials are carefully chosen according to the properties of the materials being joined.

Learning Objective		**Key Indicators**	**Basic**	**Advancing**	**Deep**
To master techniques	Digital Media	Use a wide range of tools to create different textures, lines, tools, colours and shapes.	Through some effective experimentation with familiar tools, interesting pieces are created.	Thorough experimentation of new and familiar tools produces interesting effects and pieces.	New tools and techniques are sought out to explore and create striking effects and pieces.

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To take inspiration from the greats (classic and modern)		Describe the work of notable artists, artisans and designers.	When supported by a teacher, some notable artists are named and their work described.	A number of notable artists can be named and their work described and explained.	A number of notable artists and their distinctive qualities are known and explained.
		Use some of the ideas of artists studied to create pieces.	Attempts are made to mimic the work of notable artists.	Some of the techniques used by notable artists are used to experiment with effects.	The techniques of notable artists are evident in a wide range of work and their use is justified and explained.

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Learning Objective		Key Indicators	Basic	Advancing	Deep
To develop ideas		Develop ideas from starting points throughout the curriculum.	With support from a teacher, ideas from the curriculum are developed so that they lead to artworks.	Generally, a number of ideas are generated from a variety of starting points.	Thoughtful and reasoned ideas are developed effectively.
		Collect information, sketches and resources.	When prompted, resources are collected to develop an idea.	Generally, a good mix of sketches and other resources are collected to develop an idea.	Well-chosen and appropriate information, sketches and other resources are collected and well presented to develop an idea.
		Adapt and refine ideas as they progress.	With encouragement ideas are tried and sometimes refined.	Ideas are generally adapted and refined throughout the process of creating a piece.	Ideas are effectively adapted and refined, and reasons for the changes explained throughout the process of creating a piece.
		Comment on artworks using visual language.	There is some awareness of visual language.	Visual language is generally used correctly.	Visual language is used effectively to comment on artworks.
To master techniques	Drawing	Use different hardness of pencils to show line, tone and texture.	With support from a teacher, there is some experimentation with different hardness of pencils to create effects.	Generally, different lines, tones and textures are created effectively by selecting different hardness of pencils.	Pencils are carefully selected for the effect they will create. Choices are explained.
		Sketch lightly.	When guided, some control of a pencil is shown when sketching.	There is a growing control of pencils when sketching.	Light sketches show good pencil control and an understanding of the process of sketching.
		Annotate sketches to explain and elaborate ideas.	With the support of a teacher, ideas are explained.	When reminded, sketches are annotated to explain ideas.	Ideas are explained through the use of carefully placed annotations.

To master techniques: Drawing continued overleaf

Art & Design - Milestone 2

Learning Objective		Key Indicators	Basic	Advancing	Deep
To master techniques	Drawing	Use shading to show light and shadow.	With the support of a teacher shading is beginning to be used to show light and shadow.	Shading effectively shows areas of light and shadow.	The direction of light and the shape of objects are used to decide where to shade to show light and shadow.
		Use hatching and cross-hatching to show tone and texture.	During supported activities, hatching and cross-hatching are used.	Generally, texture is created effectively by using hatching and cross-hatching.	Hatching and cross-hatching are chosen carefully when deciding how to depict texture.
	Painting	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	There is some experimentation with brush techniques.	Brush techniques are explored to create different effects.	Brush size and techniques are carefully selected for a chosen effect.
		Mix colours effectively.	With support, colour mixing is effective.	Colours are generally mixed effectively in a number of different situations.	Palettes of colour are created through effective choices and careful combinations of colours.
		Use watercolour paint to produce washes for backgrounds then add detail.	During structured activities, backgrounds are created first and detail later.	Generally, backgrounds are created first before adding detail.	Effective backgrounds are created using a number of techniques.
		Experiment with creating mood with colour.	There is an awareness that mood may be created with colour.	Generally, moods are created by altering the colour palette used.	Colour is effectively used to create mood and reasons for colour choices are explained.
	Collage	Select and arrange materials for a striking effect.	Some experimentation with the arrangement of materials produces interesting results.	Generally, a range of materials is selected and arranged for a particular effect.	Well-chosen and arranged materials produce a striking effect.
		Ensure work is precise.	Work shows some precision.	Work shows growing precision.	Work is consistently precise.

Learning Objective		Key Indicators	Basic	Advancing	Deep

Art & Design - Milestone 2

To master techniques	Sculpture	Create and combine shapes to create recognisable forms.	With guidance, shapes are combined to create recognisable forms.	Generally, shapes are effectively combined to create specific forms.	Shapes are carefully selected and arranged to create specific forms.
		Include texture that conveys feelings, expression or movement.	There is some attempt to add detail.	Some effective details provide interesting effects.	Well chosen textures and details convey specific effects.
	Print	Use layers of two or more colours.	There is some experimentation with print layers.	Generally, interesting effects are achieved by using layers and different colours.	Layers and a mixture of colours are used to produce some striking prints.
		Make printing blocks.	With support, print blocks are constructed.	When reminded, a number of techniques for making print blocks are used.	A wide variety of techniques are used to make interesting and eye-catching print blocks.
		Make precise repeating patterns.	With support, repeating patterns are made.	Generally, repeating patterns are precise.	A high level of precision and care are used to create precise repeating patterns.
	Textiles	Shape and stitch materials.	With supplied templates, and support from a teacher, textiles are shaped and then stitched.	Generally, templates are created and textiles shaped effectively. There is some independent stitching.	A good understanding of tools and materials is used to accurately shape textiles. Stitching is generally accurate.
		Use basic cross stitch and back stitch.	With support from a teacher, back and cross stitch are used.	There is a growing level of accomplishment in the use of basic back and cross-stitch.	Effective pieces of artwork are produced that show the careful use of back and cross stitch.
		Colour fabric.	There is some participation in dyeing fabric.	There is some experimentation with dyeing fabric.	There is a growing understanding that the type of fabric affects the result when dyeing.

Learning Objective		**Key Indicators**	**Basic**	**Advancing**	**Deep**

Art & Design - Milestone 2

To master techniques	Digital Media	Create images, video and sound recordings and explain why they were created.	With support, images, video and sound are combined.	There is some experimentation with and explanations of combining images, video and sound.	There are some very effective examples of mixing of digital media, along with clear explanations of why they were created.
To take inspiration from the greats (classic and modern)		Replicate some of the techniques used by notable artists, artisans and designers.	Attempts are made to replicate the techniques of notable artists.	Some techniques of notable artists are replicated with growing accomplishment.	Some techniques of notable artists are very effectively replicated.
		Create original pieces that are influenced by studies of others.	There is some evidence of pieces influenced by the work of notable artists.	A number of ideas are developed that show a clear influence by the work of notable artists.	Techniques of notable artists are chosen and combined to create very effective pieces.

Art & Design - Milestone 3

Learning Objective		Key Indicators	Basic	Advancing	Deep
To develop ideas		Develop and imaginatively extend ideas from starting points throughout the curriculum.	Ideas are developed from a range of curriculum areas and developed with some imagination.	Imaginative ideas are generally developed well from a range of starting points.	Highly imaginative ideas, which can be fully explained and reasoned, are developed from a wide range of starting points.
		Collect information, sketches and resources and present ideas imaginatively in a sketch book.	A developing sketch book shows a good range of ideas that, with support, are presented with some imagination.	Sketch books show a good range of imaginatively presented ideas.	Sketch books are used to demonstrate a broad range of highly imaginative ideas, presented in an interesting and imaginative way.
		Use the qualities of materials to enhance ideas.	Some of the qualities of materials are understood and used well to enhance ideas.	The qualities of frequently used materials are put to good use to enhance ideas.	Bold experimentation and exploration of the qualities of materials enhance ideas extremely well.
		Spot the potentials in unexpected results as work progresses.	With encouragement, unexpected results are seen as possibilities.	Unexpected results are often seen as an opportunity to develop an artwork in a new direction.	Some very imaginative and striking effects are achieved through embracing the opportunities presented from unexpected results as a work progresses.
		Comment on artworks with a fluent grasp of visual language.	A basic understanding of visual language leads to pertinent comments on artworks.	Visual language is used well to comment on and give opinions of artworks.	An excellent grasp of visual language is used to make well-judged comments on and opinions of artworks.

Art & Design - Milestone 3

Learning Objective		Key Indicators	Basic	Advancing	Deep
To master techniques	Drawing	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).	With encouragement, a variety of techniques are used to create interesting effects.	Generally, appropriate techniques are used to achieve a variety of interesting effects.	Well-chosen combinations of techniques are used to achieve some striking and interesting effects.
		Use a choice of techniques to depict movement, perspective, shadows and reflection.	With encouragement, drawings show some good attempts to depict movement, perspective, shadows and reflection.	Appropriate techniques are generally chosen to achieve some good depictions of movement, perspective, shadows and reflection.	Well-chosen techniques depict movement, perspective, shadows and reflection very well.
		Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).	Some choices are made in selecting an appropriate style for an artwork.	Generally, appropriate styles are selected to produce artworks.	A good understanding of artistic styles is described in explaining style choices.
	Painting	Sketch (lightly) before painting to combine line and colour.	When reminded, light sketches are used first before painting.	Light sketching forms the basis of paintings that show a good combination of line and colour.	An excellent combination of line and colour is achieved by producing accurate and light sketches before painting.
		Create a colour palette based upon colours observed in the natural or built world.	With some reminders of colour mixing knowledge, appropriate colour palettes are created.	Colour palettes are created using a good understanding of colour mixing.	Realistic colour palettes are created through close observation and an excellent knowledge of colour mixing.
		Use the qualities of watercolour and acrylic paints to create visually interesting pieces.	The qualities of paints are sometimes used to create interest.	Experimentation with the qualities of paints is used to create visual interest.	The qualities of paints are understood well and used to create some excellent points of visual interest.
		Combine colours, tones and tints to enhance the mood of a piece.	The mood of a painting is sometimes apparent.	A good understanding of how to achieve various effects is used to create mood.	A thorough understanding of how to achieve effects leads the viewer of a painting to readily understand the mood of a painting.

Art & Design - Milestone 3

Learning Objective		Key Indicators	Basic	Advancing	Deep
To master techniques	Painting	Use brush techniques and the qualities of paint to create texture.	There is some experimentation in creating texture.	A good combination of brush choice and the qualities of paints is used to create interesting textures.	A wide variety of brush techniques and a thorough understanding of the qualities of paints is used to create striking textures.
		Develop a personal style of painting, drawing upon ideas from other artists.	A personal style is beginning to develop.	A growing range of work demonstrates a personal style.	A definite personal style is developing across many pieces of work.
	Collage	Mix textures (rough and smooth, plain and patterned).	With support and encouragement a variety of textures is used.	Generally, a good range of textures is used to create interesting effects.	A very well-chosen mix of textures is chosen and arranged to create striking effects.
	Sculpture	Show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations.	Some interesting effects that create discussion points are achieved in sculpture.	Many interesting qualities that provoke a number of interpretations are included in sculpture.	Accuracy and detail provide many interesting qualities that provoke interesting discussions.
		Use tools to carve and add shapes, texture and pattern.	Tools are used with some accomplishment.	Appropriate tools are used and controlled well to create effects.	Experimentation with tools, along with a good understanding of the properties of materials, leads to excellent effects.
	Print	Build up layers of colours.	Layers of colour are beginning to be used to good effect.	There are some good examples of overlapping colours to create interesting effects.	An impressive understanding of the qualities of inks and paint is used to alter the opacity of layers, which creates some very striking effects.
		Create an accurate pattern, showing fine detail.	Some accurate patterns are achieved when creating simple prints.	Accurate patterns are achieved with more complex print designs.	Highly accurate and precise patterns are produced in a range of simple and complex print designs.

Art & Design - Milestone 3

Learning Objective		Key Indicators	Basic	Advancing	Deep
To master techniques	Print	Use a range of visual elements to reflect the purpose of the work.	The purpose of work is beginning to be apparent to the viewer.	Generally, choices in techniques reflect well the purpose of a work, which can be explained.	Well-chosen techniques and detailed explanations reflect very well the purpose of work.
	Textiles	Show precision in techniques.	Techniques show some precision.	Techniques are generally precise.	Techniques are precise and show a high level of control.
		Combine previously learned techniques to create pieces.	With encouragement, techniques are combined.	Generally, techniques are combined to good effect.	Well-chosen techniques are combined to create striking pieces.
	Digital Media	Enhance digital media by editing (including sound, video, animation, still images and installations).	There is some enthusiastic experimentation with techniques.	A good range of techniques is generally used.	Bold experimentation and wellchosen techniques are used to create striking effects.
To take inspiration from the greats (classic and modern)		Give details (including own sketches) about the style of some notable artists, artisans and designers.	There is a growing awareness of the style of notable artists across the centuries.	A good awareness of a range of artists is described and explained.	The work of notable artists across the centuries is understood well and described with excellent detail.
		Show how the work of those studied was influential in both society and to other artists.	There is some awareness of the context in which artworks are produced.	There is a growing understanding of art movements, cultural, religious and social contexts.	There is an in-depth understanding that artworks may be viewed within the context in which they were created.
		Create original pieces that show a range of influences and styles.	Some good examples of original works that mimic some styles of others are developing.	Many good examples of original works that are clearly influenced by styles or movements are developing.	Highly original works that lend elements of a variety of styles and movements are developing.