

Drawing: Make Your Mark – Assessment Criteria		
<i>Working Towards</i> Age-Related Expectations	<i>Working at</i> Expected Age-Related Expectations	<i>Greater Depth</i> Exceeding Age-Related Expectations
	<ul style="list-style-type: none"> • Knowledge of the language and literacy to describe lines. • Control in their use of the string and chalk lines • Experiments with a range of mark making techniques. • Draws shapes in an interesting composition that overlap, experimenting with a range of different media and colour. • Successfully applies a range of marks to a drawing, making considered choices. • Produces a drawing that displays observational skill, experimenting with a range of lines and mark making. 	<ul style="list-style-type: none"> • More precise use of materials and control when drawing lines on the A4 sheet with pencil and on black card using chalk. • Links their marks to others and responding to the music and the work of the artist. • Able to discuss and explain their choices of material, including differences between materials used. • Shows a more developed approach to observation, and using marks that reflect a deeper understanding of appropriate mark making for a specific effect. • Experiments further with lines and marks to represent texture, dark and light.

Sculpture and 3D: Paper Play – Assessment Criteria

<i>Working Towards</i> Age-Related Expectations	<i>Working at</i> Expected Age-Related Expectations	<i>Greater Depth</i> Exceeding Age-Related Expectations
	<ul style="list-style-type: none"> Perseveres to roll paper tubes and attach them to the base securely. Making choices about their sculpture, eg colour and arrangement of tubes. Shapes, overlaps and arranges the paper strips in interesting ways to make their 3D drawings. Demonstrates they can apply a variety of skills in shaping paper (learned in lesson 1 and 2) to their sculpture. Works successfully with others; sustaining effort over a time. Paints with good technique, ensuring good coverage 	<ul style="list-style-type: none"> Describes their ideas and decisions as they work. Adding detail to or adapting the tube shapes as they work. Shapes the paper strips confidently and uses original ideas. Making considered choices about the way they arrange the shapes on the base. Solves problems as they work and create a tree sculpture that uses a variety of paper shapes and includes details that add interest. Demonstrates an awareness of how the sections they are making contribute to the whole piece. Gives reasons for their evaluation of the success of the project. Suggesting changes that could be made next time

Painting and Mixed Media: Colour Splash – Assessment Criteria		
<i>Working Towards</i> Age-Related Expectations	<i>Working at</i> Expected Age-Related Expectations	<i>Greater Depth</i> Exceeding Age-Related Expectations
	<ul style="list-style-type: none"> Identifies the primary colours and explores coloured materials to mix secondary colours. Remembers the primary/secondary colours and how to mix primary colours to make secondary colours. Uses a range of colours when printing, being able to apply paint consistently to achieve a print. Mixes five different shades of their chosen secondary colour. Using a variety of patterns to decorate their hands. Mixes secondary colours with confidence. Describes and compares their finished plates. 	<ul style="list-style-type: none"> Know how the secondary colours are made, and making them using different materials. Applies paint using the impasto style successfully and achieving a balance of colour on their paintings. Create designs that indicate deliberate pattern and/or colour choices. Able to reflect on their work and talk about how they might mix a lighter or darker shade of a secondary colour. Paint patterns with some control. Able to make considered decisions about their choice of colours; mix secondary colours confidently and shows some independence in their organisation and choice of painting equipment.

Craft and Design: Map It Out– Assessment Criteria

<i>Working Towards</i> Age-Related Expectations	<i>Working at</i> Expected Age-Related Expectations	<i>Greater Depth</i> Exceeding Age-Related Expectations
	<ul style="list-style-type: none"> • Able to explain their choices when grouping map images. By drawing a map of their journey to school that includes some key landmarks and that uses different types of mark-making in their chosen medium. • With support, follows the instructions to make a piece of felt that holds together and has elements of similarity to their map square. • Able to make decisions about how to place the 'jigsaw' pieces to create an abstract composition. • Able to make choices about which shapes and details from their map to include in their stained glass. Cutting cellophane shapes with care and arranging them into a pleasing composition. • Follows the process to make and print from a polystyrene tile; designs a print with simple lines and shapes; make choices about what to turn their prints into and make improvements as they work. • Able to justify their preferences for a favourite artwork; annotating their chosen artwork with relevant evaluation points and taking an active part in decisions around how to display their artworks in the class gallery. 	<ul style="list-style-type: none"> • Confidently justifies their choices when grouping map images using art vocabulary. Drawing a map of their journey to school that includes the required detail but that also shows they have thought about shape, colour and texture. • Follows the felting instructions independently and makes a felt piece that interprets elements of their map square in a creative way. • Makes and explains decisions about how to place the 'jigsaw' pieces to create an abstract composition. Able to make independent choices about which shapes and details from their map to include in their stained glass. Problem solving as they work to simplify or replace shapes in their design. Cutting cellophane shapes accurately and arranging them into a pleasing composition. • Designs an effective printing tile; following the steps in the printing process mostly independently; makes creative choices about how to turn their prints into a final piece; displaying some problem-solving skills as they work, possibly by making suggestions to their peers • Confidently explains their preferences for a favourite artwork; annotating their chosen artwork with relevant evaluation points using some art vocabulary and trying out different options for how to display their artworks in the class gallery.

Working Towards Age-Related Expectations	Working at Expected Age-Related Expectations	Greater Depth Exceeding Age-Related Expectations
	<ul style="list-style-type: none"> • Able to name the primary and secondary colours. Talking about the colour changes they notice and making predictions about what will happen when two colours mix. • Describes the colours and textures they see. Trying out different tools to recreate a texture and decide which tool works best. • Shows they can identify different textures in a collaged artwork. Choosing what paper to paint on and which tool to try to create a specific texture. Applying their knowledge of colour mixing to match colours effectively. • Chooses collage materials based on colour and texture. Talking about their ideas for an overall collage. Trying out different arrangements of materials, including overlapping shapes. • Shares likes and dislikes about their work and others. Describing their ideas for developing their collages and choosing materials and tools once they have tried them out. 	<ul style="list-style-type: none"> • Names primary and secondary colours. Describing and comparing the colours they mix using precise language, for example, 'The orange is lighter here because it has mixed with the yellow' and 'Wetter paper makes the colour lighter'. • Able to talk about how they are adapting colours as they mix paint. Explaining why they have chosen a particular tool to create a texture, comparing the effects of each. • Identify different textures in a collaged artwork. Making considered choices about the paper they work on and the painting tool they use, describing the effect they aim for as they work. Colour mixing confidently and making changes to match colours more closely. • Choose collage materials based on colour and texture and making choices about how to create the shapes they need, e.g. using scissors or tearing the paper. Children can confidently describe how their choices match their collage ideas. They try out different arrangements of materials, including overlapping shapes, showing that they consider the overall effect. • Discuss their own work and comparing it to others, expressing opinions. Confidently describe how they could improve or develop their work and independently choosing how to work on top of their collages.

Sculpture and 3D: Clay Houses – Assessment Criteria

<i>Working Towards</i> Age-Related Expectations	<i>Working at</i> Expected Age-Related Expectations	<i>Greater Depth</i> Exceeding Age-Related Expectations
	<ul style="list-style-type: none"> • Flatten and smooth their clay, rolling an even sausage shape and making a range of marks in their clay. • Make a basic pinch pot and joining at least one clay shape onto the side using the scoring and slipping technique. • Rolls a smooth tile surface. Joining clay shapes and making marks in the tile surface to create a pattern. • Draws a house design and identifying how they plan to create the key features in clay. • Creates a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes. 	<ul style="list-style-type: none"> • Apply clay work skills to improve their model. Being more adventurous in the range of surface marks they incorporate. • Make a pinch pot with quite even sides and with clay pieces attached to create a finished design. • Creates a finished tile with a clear pattern made by both clay shapes being joined effectively and interesting use of marks in the tile surface. • Confidently draws a house design that includes plans for using shapes in relief, features pressed in and surface patterning. • Adapts their drawn designs as they work to create a successful clay tile, and using the impressing and joining techniques learned effectively

Drawing: Growing Artists – Assessment Criteria

<i>Working Towards</i> Age-Related Expectations	<i>Working at</i> Expected Age-Related Expectations	<i>Greater Depth</i> Exceeding Age-Related Expectations
	<ul style="list-style-type: none"> • Demonstrates a good knowledge of different shapes, able to recognise them in objects with little support and draws them accurately. • Know the difference between organic and geometric shapes, able to understand how this is reflected in objects. • Able to demonstrate a sense of light and dark in their work by shading with a reasonable degree of accuracy and skill following the four shading rules. Able to shade from light to dark, blending tones smoothly, mostly gradually, without sudden changes. • Recognises suitable surfaces to collect a varied range of textures with a competent use of tools and willingness to experiment. Able to generate ideas mostly independently and make decisions to compose an interesting frottage picture. Makes considered cuts and tears to create their ideas with little support. • Uses simple shapes to form the basis of a detailed drawing most of the time, able to add detail from good observation with little direction or prompting. Able to understand how to apply tone but may need a little guidance to think about where to use it. • Selects interesting compositions using a viewfinder. Able to draw a framed selection onto a large scale with some guidance. May need reminding to work to the edges of the paper. Willing to use a range of drawing materials and can experiment with trying out tools in an interesting way to begin to make gestural marks. 	<ul style="list-style-type: none"> • Demonstrate a strong knowledge of different shapes and can recognise them in objects with little or no support. Knows the difference between organic and geometric shapes, quickly noticing that not all objects are made from geometric shapes. • Describes the different tones in their work and that of others, demonstrates how this reflects light and dark in a drawing. Following all four shading rules to a high accuracy and minimal teacher input or direction. Blends smoothly with minimal noticeable changes displaying a confident use of tools. • Recognise suitable surfaces to collect a varied range of textures that may include less obvious choices. Competent and confident use of tools, confident to experiment. Able to generate their own ideas without support, confidently makes decisions to compose an interesting picture. Demonstrates greater dexterity and independence in tearing or cutting the shapes. • Confidently sketches using simple shapes to form the basis of a detailed drawing. Adds a range of different details, using tools to create other effects and show precise, careful observation. Will be confident to apply tone to drawings independently, carefully considering where to use it to build form in their drawing. • Selects interesting compositions which are varied in features. Able to draw a framed selection onto a large scale with confidence. Demonstrates good use of different drawing materials, using expressive marks confidently using tools in an interesting way.

Craft and Design: Ancient Egyptian Scrolls– Assessment Criteria		
<i>Working Towards</i> Age-Related Expectations	<i>Working at</i> Expected Age-Related Expectations	<i>Greater Depth</i> Exceeding Age-Related Expectations
	<ul style="list-style-type: none"> Recognises the importance of Ancient Egyptian art through discussion and questioning. Create a background that considers suitability to draw on; recording colours, patterns and shapes through observational drawing. Produces a selection of sketches that show idea exploration and experimentation of drawing techniques and compositions. Makes a final design with a clear purpose. Follows instructions with minimal support, understanding how to make the two layers and tearing paper mostly evenly to work in an organised way. Completes a painted or drawn piece translated from a design idea, possibly makes changes from the design in their sketchbooks. Painting and drawing demonstrate good control of tools and the ability to use colours and materials appropriately. Follow step by step instructions with minimal help and support. Creates a zine with a clear subject and filling each page using a range of images and information. 	<ul style="list-style-type: none"> Recognise the importance of Ancient Egyptian art through discussion and questioning, raising questions of their own. Demonstrating an understanding of composition to create an aesthetically pleasing arrangement of drawn elements. Produce a well-drawn and considered selection of sketches showing a thought process of idea exploration and experimentation with composition. Making final designs with a clear purpose and annotating and explaining their ideas. Follows instructions with little or no support. Confidently tearing paper evenly, possibly suggesting ways to improve how to do this. Working carefully and methodically. Evaluating the process and the outcome they have created, making suggestions for improvement. Competently paint or drawn a piece successfully translated from their design idea, with minimal changes from their final design. The painting and drawing are well-executed and show awareness of effective composition. Follows step by step instructions with little or no support. Creating a zine with a clear subject that may demonstrate deeper knowledge applied from other subjects and personal study. Each page will

		be detailed and executed with care.
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Sculpture and 3D: Abstract and Shape - Assessment Criteria

Working Towards Age-Related Expectations	Working at Expected Age-Related Expectations	Greater Depth Exceeding Age-Related Expectations
	<ul style="list-style-type: none"> • Able to try out different ways to make card shapes three dimensional, for example, folding and curving the card or joining the flat shapes together; making a structure that holds its 3D shape; being able to explain in simple terms the difference between 2D and 3D art. • Able to try out different ways to make card shapes three dimensional, for example, folding and curving the card or joining the flat shapes together; combining shapes together to make a free-standing sculpture; trying out more than one way to create joins between shapes. • Able to identify familiar 2D shapes in photographs; being able to identify shapes in the negative space between objects and by drawing the cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect; planning an abstract sculpture based on play equipment. • Demonstrate that they have learned how to shape materials in more than one way (for example, by folding and rolling it); by choosing appropriate methods for joining elements in their sculptures; combining shapes together to make an interesting free-standing sculpture. • Demonstrate that they have thought about how to improve their sculptures and made choices about what to add; being able to work cooperatively in pairs to add detail to their artwork. 	<ul style="list-style-type: none"> • confidently tries out their own techniques for shaping or joining the card; creating an interesting structure that stands by itself; by explaining what sculpture is using their own work or experience to add detail to the definition. • Demonstrates independence when problem-solving as they work; trying several ways of joining shapes and deciding which works best in each case; creating a sculpture that balances and stands by itself. • Confidently identifies 2D shapes in the positive and negative space in a photo of something 3D; experimenting with drawing the shapes they can see when looking at the cardboard model and completing all three of the drawing challenges, showing they are considering how the shapes are arranged to achieve interesting effects; planning an achievable abstract sculpture clearly inspired by play equipment. • Demonstrate increased confidence when using a variety of ways to shape and join materials; demonstrating independence when problem-solving as they work; creating an interesting abstract sculpture that balances, stands by itself and is linked to their original plan. • Able to discuss their ideas about how they are changing their sculptures, explaining why they believe it will improve the overall effect; being able to work cooperatively in pairs to add detail to their artwork, and combining both partner's ideas to good effect.

Drawing: Power Prints– Assessment Criteria

<i>Working Towards</i> Age-Related Expectations	<i>Working at</i> Expected Age-Related Expectations	<i>Greater Depth</i> Exceeding Age-Related Expectations
	<ul style="list-style-type: none"> • Able to create several pencil tones when shading and use these to create a simple 3D effect. Showing that they have explored different ways to hold the pencil and different pressures of the pencil on the paper to create line and tone. • Uses the charcoal and rubber to show areas of light and dark in their drawings and by demonstrating an awareness of the relative size of the objects they draw. • Able to use scissors with care and purpose to cut out the images they want to use; by trying out more than one arrangement of the cut images to decide on their composition and being able to create contrast by using pieces of different shapes and sizes in interesting ways. • Able to use the tools provided to create different marks and patterns when scratching into the painted surface; showing some awareness of how to create contrast by including areas with more and less marks; creating an interesting finished drawing based on their original composition. • Able to work co-operatively to create a joint artwork, listening to others and compromising where necessary. Trying out something new in the way they work eg a new print technique, a new material, making something abstract when they would usually choose figurative etc. Including detail in their print such as contrast and pattern. 	<ul style="list-style-type: none"> • Demonstrates good observational skills through careful application of tone to create 3D effects. • Use the rubber and charcoal effectively to create tone when drawing a range of different shapes and textures. Their finished drawings should include objects drawn to relatively accurate proportions. • Use scissors confidently to cut even intricate shapes out; by making choices with the position of the cut images that combine to create a strong composition; by being able to make changes to their composition to make it more interesting or to create stronger contrasts. • Use the scratching tools in creative ways to generate a variety of marks on the painted surface; being able to create curved hatching marks; showing awareness of contrast within their compositions both in terms of the elements they choose to include and by having areas with more or less detail. • Able to compromise and change ideas as they work to achieve a strong overall print effect. Trying out something new in the way they work eg a new print technique, a new material, making something abstract when they would usually choose figurative etc. Contributing confidently to the group, including detail such as contrast and pattern whilst working in a way that matches the style of the group as a whole.

Painting and Mixed Media: Light and Dark – Assessment Criteria

<i>Working Towards</i> Age-Related Expectations	<i>Working at</i> Expected Age-Related Expectations	<i>Greater Depth</i> Exceeding Age-Related Expectations
	<ul style="list-style-type: none"> • Shares their ideas about a painting, describing the difference between a tint and a shade. Mixing tints and shades by adding black or white paint. • Mix tints and shades of their original colour and using these to make one side of a painted object appear dark and one side appear light. • Organises their equipment for painting, discussing their choices and their work. Applying their experience with using tints and shades to paint objects in 3D. • Try out different arrangements of objects and explaining why they chose their composition. Producing a clear sketch that reflects the way their objects are arranged. • Demonstrate in their final painting that they have understood how colour can be used to show light and dark, and therefore show three dimensions. Painting with care and control to make a still life with recognisable objects. 	<ul style="list-style-type: none"> • Use some key art vocabulary to describe similarities and differences between paintings. Confidently mixing tints and shades by adding black or white paint gradually. • Discuss the effects of light and shade on how a painted object looks. Working in a considered way to mix tints and shades that give a gradual effect of light and shade. • Independently organise the equipment needed for a painting technique. Discussing how their choice of technique has challenged them. Applying their experience with using tints and shades to paint objects successfully in 3D. • Justify their decisions about any changes to their compositions. Producing a clear sketch that shows they have observed the relative size and shape of objects in the composition. • Demonstrate that they can paint using tints and shades to help show the form of objects. Showing a consistent use of the painting techniques they chose for the task. Evaluating and improving their painting as they work.

Craft and Design: Fabric of Nature– Assessment Criteria

<i>Working Towards</i> Age-Related Expectations	<i>Working at</i> Expected Age-Related Expectations	<i>Greater Depth</i> Exceeding Age-Related Expectations
	<ul style="list-style-type: none"> Describe objects, images and sounds with relevant subject vocabulary. Creates drawings that replicate a selected image; making confident choices about what materials to use. Selecting imagery and colours that link to drawn starting points, creating a mood board where a theme and colour palette are defined. Discuss the work and inspiration of artists using subject relevant language. Completing four drawings that are mostly different and fill the space, created with confident use of materials and tools to add colour. Understand the work of William Morris and using subject vocabulary to describe his work and style. Creating a pattern using their drawing and taking inspiration from mood boards and initial research to develop it. Identify where a pattern repeats and explain; following instructions to create a repeating pattern; adding extra details and patterns to improve their design. Understands different methods of creating printed fabric in creative industries. Uses sketchbooks to evaluate patterns, recognising what has worked well and what could be improved. Produces ideas to illustrate products using their designs. 	<ul style="list-style-type: none"> Uses relevant subject language with confidence to describe objects, images and sounds. Drawing from imagery; may include detailed studies of small sections rather than a complete object. Use of expressive drawing techniques to show textures and shapes. Selecting imagery and colours that link to drawn starting points. Creating a mood board that strongly depicts a clear theme and colour palette. Discuss the work and inspiration of artists using subject relevant language; may include the formal elements. Complete four drawings that show four distinctly different views, that fill the space. Confident use of materials and tools to add colour but to also illustrate texture and detail through mark making. Describe and discuss the techniques of William Morris, using subject vocabulary and their own experience; making comparisons to the work of other artists; creating a pattern made from their drawing; making choices to translate in glue batik; developing from mood board inspiration and initial research. Demonstrate an understanding of a repeating pattern through discussion using examples; identifying and explaining where a pattern repeats; following instructions to create a repeating pattern taking inspiration from William Morris and their own research to make considered enhancements to the design. Understand and discuss different methods of creating printed fabric using examples. Evaluate patterns in detail, recognise what worked well and what could be improved, possibly using sketches to illustrate. Illustrating and annotating detailed and carefully drawn designs to show a product.

Sculpture and 3D: Interactive Installations– Assessment Criteria

<i>Working Towards</i> Age-Related Expectations	<i>Working at</i> Expected Age-Related Expectations	<i>Greater Depth</i> Exceeding Age-Related Expectations
	<ul style="list-style-type: none"> • Explain how they grouped images together. Answering questions about their chosen installation fully, with reference to the image. Showing that they understand what installation art means. • Explain their opinions of installation artworks and evaluate their own work, considering how the box might appear if it were a full-sized space. Suggest changes they could make if they repeated the activity in order to create a different atmosphere in the space. • Demonstrate they are considering more than one option when working on their installation piece; making choices about materials used and arrangement of the object in the space. Being able to describe what they make and how they made changes as they worked. • Create an installation plan, model or space and able to describe how it conveys a particular message or theme. Making and explaining their choices about materials used, arrangement of items in the space and the overall display of the installation. • Demonstrate they have considered options for how to display their installation best e.g. would it be improved by using specific lighting effects. Presenting information about their installation clearly in the chosen format. Justifying choices made, explaining how they improve the viewer experience. 	<ul style="list-style-type: none"> • Describe and justify their image sets using some subject-specific vocabulary. Completing both parts of the questions activity, answering thoughtfully and explaining any subjective answers. Giving a clear definition of installation art. • Describe how their installation space is similar or different to the work of Cai Guo-Qiang. Clearly explain the effect of their installation model on a viewer showing that they are considering the effect in a scaled-up space. Suggest changes they could make if they repeated the activity in order to create a different atmosphere in the space. • Demonstrate they are considering the viewer of their piece by making changes as they work and being able to describe their ideas; making choices about materials used and arrangement of the object in the space. Giving reasons for their choices and describing a problem they solved whilst working. • Create an installation plan, model or space that communicates a particular message or theme. Being able to problem solve independently as they work, generating alternative ideas if necessary. Being able to evaluate their work and describe how it meets the points to consider given in the Main event. • Describe the display options they have chosen, e.g. how is their installation improved by using specific lighting effects? and possibly including an alternative idea. Presenting information about their installation effectively and creatively. Justifying choices made, explaining how they improve both the viewer experience and the success of the installation concept.

Drawing: I Need Space – Assessment Criteria

<i>Working Towards</i> Age-Related Expectations	<i>Working at</i> Expected Age-Related Expectations	<i>Greater Depth</i> Exceeding Age-Related Expectations
	<ul style="list-style-type: none"> Understand and explain what retrofuturism is. Participating in discussions and offering ideas. Evaluating images using simple responses such as “I like...I don’t like..” but may use formal elements to extend ideas. Provide plausible suggestions for how a piece was created. Comfortable to use a different stimulus to draw from. Using past experiences to use a good range of drawing processes. Participates in discussion; suggesting sensible ideas about how the image was produced. Can select and place textures to create a collagraph plate applying an understanding of the material, which may be supported by testing. Produces drawings and visual notes that demonstrate using sketchbooks to explore ideas. Generating a clear composition for a final piece ; including how it will be drawn. Applying confident skills to make an effective collagraph print. Selects tools and drawing techniques with some guidance. Demonstrating a growing independence; able to discuss ways to improve work; willing to seek support or guidance when needed. 	<ul style="list-style-type: none"> Understand and explain what retrofuturism is and referencing examples that they have seen before. Participating in discussions; offering and explaining ideas. May take the lead to direct discussion. Evaluating images with a varied range of responses, confidently using the formal elements to extend. Provide suggestions for how a piece was created referring to personal experiences or process knowledge. Confidently using different stimuli to draw from. Confidently uses a diverse range of drawing techniques, which may extend to using simple printing. Participate in, and possibly leading, discussions about how the image was produced. Able to use knowledge and language of the formal elements to support their ideas. Confidently selects and places textures to create a collagraph plate applying an understanding of how they expect it to print. Diverse drawings and visual notes with confident use of sketchbooks to test. A clear composition for a final piece annotated to shows how it will be drawn and includes what the drawing could be used for. Applying confident skills to make an effective collagraph print that may show some experimentation with colours. Selects tools and drawing techniques with little or no guidance. Working confidently and independently throughout most of the task. Recognising that seeking guidance allows them to develop; able to discuss and demonstrate ways to improve work.

Painting and Mixed Media: Portraits - Assessment Criteria

<i>Working Towards</i> Age-Related Expectations	<i>Working at</i> Expected Age-Related Expectations	<i>Greater Depth</i> Exceeding Age-Related Expectations
	<ul style="list-style-type: none"> Varies the size, shape and placement of words to create interest during the drawing task. Trying out a variety of materials and compositions for their drawing backgrounds. Demonstrates that they are making decisions about the position of their drawing on their background and trying out more than one idea. Creating a successful print. Uses some Art vocabulary to talk about and compare portraits. Identifying key facts using a website as a reference. Uses some art vocabulary to talk about a portrait and be able to explain their opinion of an artwork. Trying something new when experimenting with adapting their photo portrait. Applies skills and understanding developed throughout the unit, including creating a self-portrait that aims to represent something about them. Considering the effect created by their choice of materials and composition of their final piece. 	<ul style="list-style-type: none"> Creates a drawing that skillfully manipulates text and image. Playing with materials for effect when creating background surfaces for the final drawing Describes decisions made about the position of their drawing on their background, solving problems to improve the effect. Creating a finished self-portrait that combines several media successfully. Confidently uses Art vocabulary to talk about and compare portraits. Identify key facts using a website as a reference and to use these facts to justify their ideas about the artist's work. Uses appropriate art vocabulary to describe and compare portraits; justify their opinion of choices the artist has made. Try out several different ways of using the photo portrait and confidently adapt ideas as they work. Creates a self-portrait with a strong composition that clearly represents something about them, combining a range of materials confidently, thinking about the effect on the viewer, and being able to talk about the choices they have made throughout the process using some Art vocabulary.

Craft and Design: Photo Opportunity – Assessment Criteria

<i>Working Towards</i> Age-Related Expectations	<i>Working at</i> Expected Age-Related Expectations	<i>Greater Depth</i> Exceeding Age-Related Expectations
	<ul style="list-style-type: none"> Understand what photomontage is; selecting relevant images and cutting with confidence with age-appropriate level of control; demonstrating a competent knowledge of effective composition and reflecting an understanding of the style of another artist. Recognise how photography is used by artists, choosing and selecting appropriate options in setting up their photograph, using recording devices and available software with confidence. Select a suitable range of props to match their ideas, using the viewfinder of their equipment to set up an effective composition, thinking about the scale and position of the subject they are photographing. Using editing software programmes to change their image to reflect the style of the artist. Selects and adapts a suitable painting to work as a photograph, using props in an effective way that show an understanding of the features of their chosen painting. Using a camera or tablet, showing an understanding of how it works and considering lighting and composition. Takes a portrait that is focused and appropriately framed, drawing an accurately measured grid, and using this to translate a photograph to a drawn image that is mostly correctly proportioned using secure observation skills. Creating a final painting or drawing that shows an understanding of how tonal differences create a photo-realistic effect 	<ul style="list-style-type: none"> Understand what photomontage is and discussing their own opinions with confidence. Selecting relevant images, making purposeful choices, understanding effective composition and experimenting to achieve a sense of depth with the composition while also reflecting an understanding of the style of another artist. Confidently discuss why and how photography is used by artists, choosing and selecting options for setting up their photograph with confidence, explaining how this demonstrates the style of the artist. Using more critical analysis in looking at the artist's work, and using the hardware and software fluently. Selects and uses props creatively. Using the equipment with confidence; setting up an effective and creative composition, thinking about the scale and position of the subject they are photographing. Confidently using editing software to experiment with a range of effects to create a final image that reflects the style of the artist. Selects a more complex painting that has more elements. Using props creatively, perhaps suggesting items other than those provided or having clear ideas about making their own props - demonstrating a confident understanding of the features of their chosen painting. Using a camera or tablet with confidence, setting up a composition and considering lighting levels. Takes a portrait that is focused and appropriately framed, drawing an accurately measured grid, and using this to confidently translate a photograph to a drawn correctly proportioned image using good observation skills. Creating a final painting or drawing by applying understanding of tonal differences creating a photorealistic effect, using patterns and shapes within the squares.

Drawing: Make My Voice Heard - Assessment Criteria

<i>Working Towards</i> Age-Related Expectations	<i>Working at</i> Expected Age-Related Expectations	<i>Greater Depth</i> Exceeding Age-Related Expectations
	<ul style="list-style-type: none"> Select a good range of imagery presented with annotated notes and sketches. Able to make relevant comparisons between different styles of art, able to use tools effectively to explore a range of effects. Responds to the meaning of a spirit animal through discussion and drawing. Able to generate symbols that reflect their likes and dislikes, with minimal support. Able to create a tile that is full of pattern, symbols and colours that effectively represents them. Discuss ideas to create light and dark through drawing techniques. Able to explain the term chiaroscuro. Can apply chiaroscuro to create light and form through a tonal drawing. Understands the impact of using techniques for effect. Participates in discussion that examines the similarities and differences between different styles of art. Can form own opinions about what art is, justifying their ideas. Identifying an issue or cause able and deciding what message they want to convey. Understands artist choices to convey a message. Can review sketchbook and creative work to develop a drawn image, applying techniques explored throughout the unit. Able to review and revisit ideas to develop work. 	<ul style="list-style-type: none"> Selects a diverse range of imagery presented to a high standard with annotated notes and detailed sketches. Able to make relevant comparisons and connections between different styles of art, able to use tools effectively to explore and create a diverse range of effects. Responds to the meaning of a spirit animal through discussion and a carefully observed drawing. Can generate symbols independently that reflect their likes and dislikes and personality. Creates a carefully drawn tile that is full of pattern, symbols and colours that is detailed and accurately representative. Can discuss ideas to create light and dark suggesting specific techniques and use of tools. Gives clear explanation of chiaroscuro with reference to examples, understanding why artists use techniques for specific effects. Can confidently apply chiaroscuro to create light and form through a tonal drawing, able to revisit to make improvements. Participates and possibly leads a discussion that examines the similarities and differences between different styles of art. Has strong opinions about what art is and can justify with reasoned ideas. Can identify an issue or cause important to them, with a clear idea of what message they want to convey. Understands the artist's choices to convey a message, and recognises the use of symbolism to convey meaning. Can review sketchbook and creative work to develop a drawn image, applying techniques specifically chosen for effect and the impact for their audience. Can review and revisit ideas to develop their work.

Sculpture and 3D: Making Memories – Assessment Criteria		
<i>Working Towards</i> Age-Related Expectations	<i>Working at</i> Expected Age-Related Expectations	<i>Greater Depth</i> Exceeding Age-Related Expectations
	<ul style="list-style-type: none"> Discuss the work of artists showing appreciation of different artistic styles. Creating a sculpture that shows an ability to use art to express themselves (literal or symbolic), with minimal guidance; showing a willingness to have a go and experiment. Reflecting either verbally or as a written response to demonstrate an understanding of creative decisions. Suggests ways to represent memories through imagery, shapes and colours (mostly literal). Develop a composition of shapes from initial ideas to form a plan for a sculpture. Able to competently use scissors to cut shapes accurately, following paper designs to create a 3-dimensional sculpture. Discuss artists' work and explaining what they might use in their own work. Producing a clear sketchbook idea for a sculpture that includes written notes and drawings to explain what they will need and how they intend to make it. successfully translates plans to a 3D sculpture, selecting and combining appropriate materials. Able to work most of the time independently, showing a willingness to experiment and try new things. Identifies and makes improvements to work, selecting appropriate tools to do so. Producing a completed sculpture demonstrating experimentation, originality and technical competence. Competent reflection on successes and personal development shows an 	<ul style="list-style-type: none"> Discuss artists' work with responses that reflect a strong knowledge of artistic techniques and language. Creating a literal or symbolic sculpture that could be more complex in structure and design; demonstrating a clear understanding of self. Willing to experiment, requiring little, if any guidance, confidently drawing upon past sculptural experience. Reflecting either verbally or as a detailed written response to demonstrate an understanding of creative decisions. Suggests ways to represent memories through imagery, shapes and colours; may include symbolic ideas. Develop a composition from initial ideas to form a plan for a sculpture. Expert use of equipment. Creating a 3-dimensional sculpture that experiments with different heights and possibly textures. Confidently discuss artists' work that is supported by personal experiences. Producing a clear sketchbook idea for a sculpture that includes detailed written notes and drawings and may show evidence of influences from other artists. Explaining what they will need and how they intend to make it with consideration for potential pitfalls and how these may be overcome. Clearly uses planning developed into a detailed 3D sculpture. Selecting and combining materials using creative experience and knowledge with evidence of risk-taking and experimentation. Working independently, able to use tools and materials confidently. Identifies and makes improvements to their work that may explore new ideas and confident use of materials. Producing a completed sculpture that demonstrates experimentation, originality, technical competence, and some craftsmanship. Detailed reflection on successes and personal development with a clear understanding of progress made and what their next steps may be.

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