

Umberleigh Academy: Art

Intent:

Art, craft and design is a practical and creative subject. Through their active participation pupils learn to explore their imagination, generate ideas, acquire skills and apply judgement. It is also a subject in which pupils develop their knowledge and understanding as well as their skills. They learn about the materials and techniques they use and about the world of art, craft and design, recognising the achievements of artists, designers and craftspeople from many different times and cultures.

Art, craft and design is a subject that gives pupils the opportunity to express ideas attitudes and values. It is a means of communication that plays a significant role in our lives and which pupils will have used from a very early age. It develops and encourages critical and creative thinking. As such it lends itself readily to enriching, extending and consolidating learning in a variety of curriculum contexts. The subject often contributes to cross-curricular programmes and to various events and activities in the school calendar. These opportunities support learning in art, craft and design. However, the knowledge, skills and understanding that are necessary to make appropriate progress in the subject need to be planned and developed systematically. Pupils require sufficient time to develop mastery of skills and opportunities to create learning outcomes.

Art, craft and design is a subject that engages with pupils' imagination and which values originality. It provides opportunities to celebrate and explore feelings and ideas expressed by pupils and by the artists, designers and crafts people that are studied. Teaching and learning takes place most effectively in an environment that celebrates innovation and is sensitive to personal feelings, values and attitudes.

Drawing is fundamental to learning and expression in all aspects of art, craft and design. Drawing can be precise and accurate or expressive and descriptive, able to convey subtle nuances of meaning. Drawing is used to research, record and gather information from observation, memory and other visual sources. Drawing helps to organise thinking and give form to imaginative ideas, as well as being used to solve problems. Drawing also communicates ideas and meaning and can be both a fundamental part of the design and development process, as well as a creative product itself.

Implementation (Planning) and Impact (Assessment):

The National Curriculum The National Curriculum introduced for September 2014 does not define curriculum content, specify what must be taught, or significantly prescribe content in the form of techniques, areas of experience, genres or artistic movements. These are all matters for schools to decide for themselves. However, the National Curriculum does define four essential aims for the subject. The National Curriculum for Art and Design (2014) has the following aims.

That all pupils should:

- 1. Produce creative work, exploring their ideas and recording their experiences*
- 2. Become proficient in drawing, painting, sculpture and other art, craft and design techniques*

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3. *Evaluate and analyse artistic works using the language of art, craft and design*

4. *Know about great artists, craft makers and designers, and understand the historical development of their art forms*

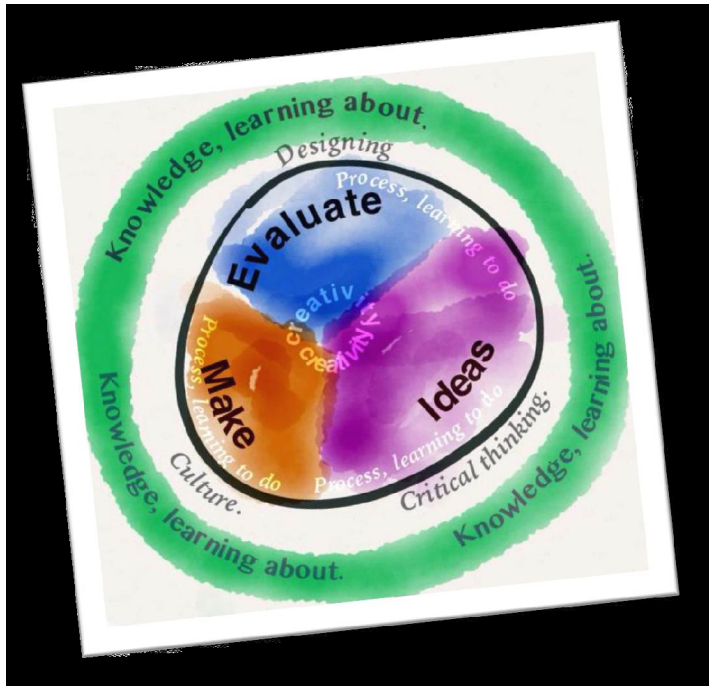
The Framework

Our planning and assessment framework uses the four National Curriculum aims to define four distinct progress objectives. These are used throughout this guidance to ensure consistency across planning, teaching and assessment. Like the National Curriculum aims, these progress objectives arise from the key ideas that have always been at the heart of teaching and learning in art, craft and design. There is, therefore, continuity with previous good practice in the subject. The four progress objectives are:

1. **Generating Ideas:** The skills of designing and developing ideas
2. **Making:** The skills of making art, craft and design
3. **Evaluating:** The skills of judgement and evaluation
4. **Knowledge:** Knowledge of both technical process and cultural context

Although teaching and learning in art will normally be holistic in practice, the progress objectives are separated out here for planning and assessment purposes.

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The diagram shows a conceptual framework for the subject that indicates the reflexive relationship of the three 'process' objectives (*learning to do*) and the supporting knowledge objective (*learning about*).

Assessment: Assessment in art, craft and design takes account of all aspects of pupils' learning and achievement. This includes, not only what pupils make, but also how they make it, what skills they acquire and what they know about the tools and materials they use. Assessment also takes account of what they know about the world of art, craft and design which places their own work in the wider cultural context.

Teachers assess progress in art, craft and design through a variety of means and use different kinds of evidence. They consider both the quality of the products that pupils make and the skills they exhibit as they use tools, materials and processes. To assess their knowledge teachers listen to pupils talking about art, craft and design and read what they write. The evidence for assessment occurs in different forms and at different times through the course of a unit of work and so assessment too is spread out over time. It is not necessary to assess everything at the same time, or to leave it all until the end of the unit. These assessments are used over time to build a profile of achievement across all four of the progress objectives.

Progress Objectives: The four progress objectives used in this framework are derived from the four aims of the National Curriculum. The four headings of 'Generating Ideas', 'Making', 'Evaluating', and 'Knowledge' define the conceptual framework which underpins all teaching and learning in the subject. The use of these headings throughout this framework ensures consistency of planning, teaching and assessment.

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Included in this framework is an assessment criteria table providing criteria in each progress objective for each of Years 3 – 6. This provides a benchmark establishing reasonable expectations of achievement across all progress objectives for each year group. The table can also be used as a model from which to develop more specific assessment objectives for individual units of work.

The assessment criteria table provides a broad statement of expectations for each year group. However, the need for teaching to differentiate and challenge requires an assessment system that responds to the varied rates of progress achieved by pupils. Assessment can be further refined by using a three-point scale that evaluates the extent to which each pupil has met the expectations. Pupils are assessed as: exceeding the expectations of the assessment criteria; achieving them in full or working towards them.

The criteria for establishing which of the three grades to award are as follows:

Exceeding (E): Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their peer group. Assessment in each of the strands could be described as:

1. **Generating Ideas:** Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.
2. **Making:** Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.
3. **Evaluating:** Showing greater: judgement; autonomy; independence; perception; subtlety.
4. **Knowledge:** Showing greater: breadth; contextual understanding; explanation; judgement.

Achieving (A): Pupils who are meeting the expectations in full will typically be providing consistent evidence of achievement which shows that they have understood and confidently achieved the assessment criteria. They are working at a standard which is appropriate for their peer group.

Working Towards (WT): Pupils who have yet to meet the expectations in full will typically be providing evidence of achievement which is consistently less resolved and confident than their peer group.

We will monitor standards by ensuring that the assessment criteria are understood, exemplified and used by teachers. Teachers can also share and moderate assessments to establish consistency across the school. Standards will be monitored over time by developing a portfolio of samples of assessed work that can be reviewed annually. An annotated digital record will be appropriate for this purpose. However, ultimately standards will be preserved and improved through the use of clear, informed and challenging assessment objectives defined in planning and assessed with care.

Recording: Teaching and learning is supported by assessment which identifies a profile of achievement across each of the four progress objectives. Internal school cohort monitoring may require assessments to be reported and recorded in simple summative grades at certain times. However, care must be taken to ensure that this does not undermine formative assessment by leading to the premature abandonment of the full achievement profile.

Recording: A class mark sheet which shows how assessment across the four progress objectives will be recorded.

Progression: Progression in art, craft and design happens over time as pupils gain increasing mastery and confidence in developing and using skills and gaining deeper knowledge and understanding. Pupils who consistently make more progress than their peers can be supported, not by constantly moving them on to different

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experiences, but by providing further opportunities to deepen and extend their skills and knowledge within the context of the current unit of work. Progression is supported and recorded by ensuring that assessment criteria are clear and progress is recorded for each progress objective.

Planning: Planning at High Bickington Primary ensures there is consistency between: the planned teaching and learning activities; the expectations of learning; the assessment opportunities and the recording and reporting of achievement. The planning template presents a series of questions which lead thinking and ensure that the activity is focussed on learning and that assessment is always built in to the plan. Many units will seek to develop learning across each of the four progress objectives. However, there may be some units of work which focus only upon one or two progress objectives, for instance, a drawing unit, or an appreciation unit which is simply about learning about the work of an artist.

EYFS - Reception By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In EYFS pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> ■ To create sketch books to record their observations and use them to review and revisit ideas ■ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) ■ About great artists, architects and designers in history. 	
	EYFS By the end of Reception, pupils will be taught to...
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	1. Work purposefully responding to colours, shapes, materials etc. 2. Create simple representations of people and other things
Making <i>Skills of Making Art, Craft and Design</i>	3. Work spontaneously and enjoy the act of making/creating 4. Sustain concentration and control when experimenting with tools and materials
Evaluating <i>Skills of Judgement and Evaluation</i>	5. recognise and describe key features of their own and others' work
	By the end of EYFS, pupils should know...
Knowledge <i>Knowledge about art processes and context</i>	6. that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. 7. how to explain what they are doing
Note: The threads in this Assessment Criteria Table are:	<i>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</i> <i>The KS1 Programme of Study requires that pupils should be taught:</i> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

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	<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
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KS1 ~ Years 1 & 2

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key stage 1 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- About great artists, architects and designers in history.

	Year 1 By the end of Year 1, pupils will be taught to...	Year 2 By the end of Year 2, pupils will be taught to...
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	1. recognise that ideas can be expressed in art work 2. experiment with an open mind (<i>for instance, they enthusiastically try out and use all materials that are presented to them</i>)	1. try out different activities and make sensible choices about what to do next 2. use drawing to record ideas and experiences
Making <i>Skills of Making Art, Craft and Design</i>	3. try out a range of materials and processes and recognise that they have different qualities 4. use materials purposefully to achieve particular characteristics or qualities	3. deliberately choose to use particular techniques for a given purpose develop and exercise some care and control over the range of materials they use (<i>for instance, they do not accept the first mark but seek to refine and improve</i>)
Evaluating <i>Skills of Judgement and Evaluation</i>	5. Show interest in and describe what they think about the work of others	4. When looking at creative work express clear preferences and give some reasons for these (<i>for instance, be able to say "I like that because..."</i>)
	By the end of Year 1, pupils should know...	By the end of Year 2, pupils should know...
Knowledge <i>Knowledge about art processes and context</i>	6. how to recognise and describe some simple characteristics of different kinds of art, craft and design 7. the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.	5. that different forms of creative works are made by artists, crafts makers and designers, from all cultures and times. 6. and be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (<i>for instance, they know the names of the tools and colours they use</i>)
Note: The threads in this Assessment Criteria Table are:	By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The KS1 Programme of Study requires that pupils should be taught: <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	

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KS2 ~ Years 3 & 4		
By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.		
Pupils should be taught:		
<div><div></div>To create sketch books to record their observations and use them to review and revisit ideas</div> <div><div></div>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</div> <div><div></div>About great artists, architects and designers in history.</div>		
	Year 3 By the end of Year 3, pupils will be taught to...	Year 4 By the end of Year 4, pupils will be taught to...
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	1. gather and review information, references and resources related to their ideas and intentions. 2. use a sketchbook for different purposes, including recording observations, planning and shaping ideas.	1. select and use relevant resources and references to develop their ideas. 2. use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i>
Making <i>Skills of Making Art, Craft and Design</i>	3. develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. 4. select, and use appropriately, a variety of materials and techniques in order to create their own work.	3. investigate the nature and qualities of different materials and processes systematically. 4. apply the technical skills they are learning to improve the quality of their work. <i>(for instance, in painting they select and use different brushes for different purposes)</i>
Evaluating <i>Skills of Judgement and Evaluation</i>	5. take the time to reflect upon what they like and dislike about their work in order to improve it <i>(for instance they think carefully before explaining to their teacher what they like and what they will do next)</i>	5. regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
	By the end of Year 3, pupils should know...	By the end of Year 4, pupils should know...
Knowledge <i>Knowledge about art processes and context</i>	6. about and describe the work of some artists, craftspeople, architects and designers 7. and be able to explain how to use some of the tools and techniques they have chosen to work with.	6. about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. 7. about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.
Note: The threads in this Assessment Criteria Table are:	1 is about researching and developing ideas 2 is the sketchbook thread, recording and experimenting 3 is about exploring and developing skills and techniques 4 is about applying and using technical skills and acquiring mastery 5 is about making judgements 6 is about the knowledge of art, cultural context etc. 7 is about the knowledge of media, processes, techniques etc.	
KS2 ~ Years 5 & 6		
National Curriculum Attainment Targets for KS2		

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<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ■ To create sketch books to record their observations and use them to review and revisit ideas ■ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) ■ About great artists, architects and designers in history. 		
	Year 5 By the end of Year 5, pupils will be taught to...	Year 6 By the end of Year 6, pupils will be taught to...
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	1. engage in open ended research and exploration in the process of initiating and developing their own personal ideas 2. confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information	1. independently develop a range of ideas which show curiosity, imagination and originality 2. systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i>
Making <i>Skills of Making Art, Craft and Design</i>	3. confidently investigate and exploit the potential of new and unfamiliar materials <i>(for instance, try out several different ways of using tools and materials that are new to them)</i> 4. use their acquired technical expertise to make work which effectively reflects their ideas and intentions.	3. Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques 4. Independently select and effectively use relevant processes in order to create successful and finished work
Evaluating <i>Skills of Judgement and Evaluation</i>	5. regularly analyse and reflect on their progress taking account of what they hoped to achieve.	5. provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work
	By the end of Year 5, pupils should know...	By the end of Year 6, pupils should know...
Knowledge <i>Knowledge about art processes and context</i>	6. research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. 7. how to describe the processes they are using and how they hope to achieve high quality outcomes	6. how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. 7. about the technical vocabulary and techniques for modifying the qualities of different materials and processes.
<i>Note: The threads in this Assessment Criteria Table are:</i>	<i>1 is about researching and developing ideas 2 is the sketchbook thread, recording and experimenting 3 is about exploring and developing skills and techniques 4 is about applying and using technical skills and acquiring mastery 5 is about making judgements 6 is about the knowledge of art, cultural context etc. 7 is about the knowledge of media, processes, techniques etc.</i>	