



Trevisker Primary School Art curriculum enquiry questions and assessment checkpoints Subject Leader Jules Jenkin

ART Enquiry Questions and Assessment Checkpoints

Foundation stage

FS	Autumn 2	Spring 2	Summer 2
Lead Enquiry Question (Composite Outcome)			

KS1

Y1	Autumn 2	Spring 2	Summer 2
Lead Enquiry Question (Composite Outcome)	Drawing Can I use marks to draw a self-portrait?	Drawing – mixed media How can blending chalks create the Northern Lights?	Painting Can I paint an African sunset using blending and animal silhouettes?
Tier 3 Vocabulary (Oracy)	<i>portrait, self-portrait, observation, line drawing, detail, shape, building, drawings, line, bold, space, feelings, abstract</i>	<i>landscape, pastels, chalk, size, pattern, texture, near, far, blend, smudge</i>	<i>primary colours, secondary colours, tints, shades, watercolour wash, sweep, dab, bold brushstrokes</i>
WALTS (Components)	C1: Show control of mark making to draw a self-portrait and correctly place features on a face. C2: Explore how the use of colour can be used in a self-portrait C3: Explore the use of colours to show emotions in a portrait of someone else C4: Explore the work of Pablo Picasso and use this to inspire my own self-portrait	C1: Explore images/video/artwork of the Northern Lights C2: Draw a picture of the Northern Lights from the image given C3: Explore how to make different types of marks using a range of media, including chalk C4: Explore how to create shading, templates and texture using chalk	C1: Explore a picture of an African sunset and discuss the colours used C2: Name the primary colours and paint with control C3: Mix primary and secondary colours and name them C4: Experiment mark making with different brushes and other painting tools



Trevisker Primary School Art curriculum enquiry questions and assessment checkpoints Subject Leader Jules Jenkin

	<p>C5: Use paint/pastel, line and colour to create an artwork of an expressive face with two sides (each showing a different emotion) in the style of Picasso</p> <p>C6: Explore self-portraits by contemporary artists and give personal opinions on art</p> <p>C7: Draw a self-portrait showing the skills and techniques you have developed</p>	<p>C5: Use techniques learned to create a picture of the Northern Lights using chalks</p>	<p>C5: Add white and black to alter tints and shades</p> <p>C6: Use techniques learned to create an African Sunset.</p> <p>C7: Use templates to add details to pictures</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Show control of a pencil to draw a self-portrait ✓ Explain that colours can mean different things in art ✓ Give a personal viewpoint on art ✓ Show progress in how to draw a portrait 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Show progress by learning new techniques ✓ Make marks in a range of media and discuss similarities and differences in the marks ✓ Describe the techniques I have used in my art 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Recall primary and secondary colours ✓ Mix paints to make different colours ✓ Explore different mark making techniques with paint ✓ Know how to create a colour wash with paint ✓ Describe the techniques used in my art

Y2	Autumn 2	Spring 1	Summer 1
Lead Enquiry Question (Composite Outcome)	<p>Drawing Can I explore how colour can convey emotion in a self-portrait? <i>Paul Klee and Frida Kahlo</i></p>	<p>Printing and Collage Can I use stamping, lino printing and collage to create flower inspired prints? <i>Orla Kiely</i></p>	<p>Painting Can I use colour to paint our own coastal Falmouth scene in the style of John Dyer?</p>
Tier 3 Vocabulary	<p><i>portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space, pattern, texture, rough, smooth</i></p>	<p><i>collage, squares, gaps, mosaic, features, cut, place, arrange</i></p>	<p><i>primary colours, secondary colours, colour wheel, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint</i></p>
WALTS (Components)	<p>C1: Explore how we can recognise a Paul Klee portrait</p>	<p>C1: Know what makes an effective pattern</p>	<p>C1: Research the life and work of John Dyer</p>



Trevisker Primary School Art curriculum enquiry questions and assessment checkpoints Subject Leader Jules Jenkin

	<p>C2: Explore how we can recognise a Frida Kahlo portrait</p> <p>C3: Compare the artists: Paul Klee and Frida Kahlo</p> <p>C3: Explore how using a different grade of pencil or different amounts of pressure affect line making</p> <p>C4: Explain what the impact of using shading techniques to create areas of light and dark is</p> <p>C5: Draw carefully in line from observation, recording shape and positioning all marks and features with some care</p> <p>C6: Use careful mark making and colour to draw a self-portrait inspired by Paul Klee or Frida Kahlo</p>	<p>C2: Mix colours to create tones, tints and different shades</p> <p>C3: Choose the type of paint and tools to create a repeating pattern</p> <p>C4: Print with block colours to create Orla Kiely style prints</p> <p>C5: Explore the effect of printing onto different surfaces – paper, card, material</p>	<p>C2: Explore John Dyer’s artwork and give a personal response</p> <p>C3: Explore the colour wheel with mixed media identifying warm and cool colours</p> <p>C4: Use knowledge of primary and secondary colours to paint in the style of John Dyer</p> <p>C5: Create a landscape picture that represents a special place to you</p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know the style of artists – Paul Klee and Frida Kahlo ✓ Give opinions on different artists and their artwork ✓ Experiment with mark making through different grades of pencil ✓ Make improvements in self-portrait drawing ✓ Explain colour choices 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Create different patterns using shapes and colours ✓ Mix colours to create tones, tints and shades ✓ Create a block print ✓ Know the effect of printing onto different surfaces 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Recall primary and secondary colours ✓ Know the difference between warm and cool colours ✓ Use bold colour choices to paint in the style of John Dyer ✓ Create a landscape piece of art which shows an understanding of warm and cool colours



Trevisker Primary School Art curriculum enquiry questions and assessment checkpoints Subject Leader Jules Jenkin

Lower key Stage 2

Y3	Autumn 2	Spring 1	Summer 1
Lead Enquiry Question (Composite Outcome)	Sculpture Clay work – creating different shapes for design purpose <i>Kate Panter – local artist</i>	Drawing Gestural Aboriginal/rock art – different mark making in mixed media <i>Michelle Possum</i>	Drawing and painting Waves – how can I portray movement in a drawing? <i>Joanna Stevens</i>
Tier 3 Vocabulary	<i>brim, peak, edging, trimmings, shape, form, shadow, light.</i>	<i>portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, space.</i>	<i>colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco, shade, primary, secondary, tint.</i>
WALTS (Components)	<p>C1: Explore how artists use 3D forms – famous sculptures in the UK</p> <p>C2: Explore creating different shapes and marks with clay</p> <p>C3: Explore Egyptian jewellery – form and colour</p> <p>C4: Use observational drawing skills to recreate some Egyptian jewellery</p> <p>C5: Use clay sculptures to create jewellery inspired by Ancient Egyptians</p> <p>C6: Apply finishing techniques to sculpture</p>	<p>C1: Know who Michelle Possum is and respond to artwork</p> <p>C2: Confidently know all our primary and secondary colours</p> <p>C3: Use a range of tools to make different types of marks using natural paint</p> <p>C4: Know the different between warm and cold colours and how colours complement each other</p> <p>C5: Create artwork using a mix of patterns, colours and mark making for effect</p>	<p>C1: Understand how artists show movement in their art through exploring a range of images</p> <p>C2: Use a range of mark-making techniques to convey movement</p> <p>C2: Explore the work of Joanna Stevens – how does she create movement in the waves?</p> <p>C3: Create patterns with a range of media to show movement</p> <p>C4: Use techniques in pastels to create a final piece of art which shows movement in water</p>
Assessment Checkpoint	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Make different shapes and finishes with clay 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Explain the impact of Michelle Possum’s artwork ✓ Make different in paint 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Explore the work of different artists



Trevisker Primary School Art curriculum enquiry questions and assessment checkpoints Subject Leader Jules Jenkin

	<ul style="list-style-type: none"> ✓ Know some key 3D structures and explain their impact ✓ Use observational drawing skills with increasing accuracy of shape, tone and shading ✓ Create clay pieces for purpose 	<ul style="list-style-type: none"> ✓ Confidently know the colour wheel ✓ Explain warm, cold and complementary colours 	<ul style="list-style-type: none"> ✓ Know techniques which show movement in a painting or drawing ✓ Create patterns inspired by art ✓ Use different media to make meaningful marks to show movement
--	--	---	--

Y4	Autumn 2	Spring 1	Summer 1
Lead Enquiry Question (Composite Outcome)	Drawing Landscape observational drawing <i>Stuart Parker</i>	Painting <i>Tom Holland</i> Range of classic landscape artists	Sculpture in our environment <i>Barbara Hepworth</i>
Tier 3 Vocabulary	<i>landscape, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, space</i>	<i>colour, foreground, middle ground, background, abstract, emotion, warm, cool, blend, mix, line, tone, fresco, shade, primary, secondary, tertiary, tint</i>	<i>rectangular, concrete, terrace, architect, 2D shape, brim, peak, edging, trimmings, shape, form, shadow, light</i>
WALTS (Components)	<p>C1: Learn about using different media in drawing and paintings from the artwork of Stuart Parker</p> <p>C2: Make marks and lines with a wide range of drawing implements</p> <p>C3: Create different shading techniques using hatching and cross hatching</p> <p>C4: Use observational skills to draw a landscape</p>	<p>C1: Explore the artwork and style of Tom Holland</p> <p>C2: Compare the landscape artwork of Tom Holland to classical artists (Van Gogh, Monet, Constable)</p> <p>C3: Explore colour, line and form to make simplistic representations of objects</p> <p>C4: Explore colour, line and form to make simplistic representations of a landscape photograph</p>	<p>C1: Compare the sculpture work of Barbara Hepworth to other sculptural artists</p> <p>C2: Draw from observation and show that objects have a third dimension</p> <p>C3: Manipulate clay to create a 3D form</p> <p>C4: Work with a range of malleable media (such as; papier mache, salt dough, play dough) to create sculptural works inspired by Barbara Hepworth</p>



Trevisker Primary School Art curriculum enquiry questions and assessment checkpoints Subject Leader Jules Jenkin

	<p>C5: Use a range of media to create an end piece Greek landscape</p>	<p>C5: Represent our local area as a piece of art in the style of an artist of their choosing from those studied</p> <p>C6: Explore images of Newquay and paint one of these in a chosen style</p>	<p>C5: Create smoothing techniques to create a desired finish before painting</p> <p>C6: Add finishing techniques to our sculpture</p> <p>C7: for 2024 year - Compare the landscape artwork of Tom Holland to classical artists Van Gogh, Monet, Constable</p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Discuss the techniques Stuart Parker uses in his artwork ✓ Practise sketching techniques using different media, including ink ✓ Refine observational drawing skills 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Use simplistic representations of line, colour and form ✓ Represent landscapes in the style of Tom Holland 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know the impact of Barbara Hepworth's work ✓ Compare sculpture artists ✓ Manipulate a range of media to create 3D forms ✓ Add finishing techniques



Upper Key Stage 2

Y5	Autumn 2	Spring 2	Summer 1
Lead Enquiry Question (Composite Outcome)	Painting and Print Banksy	Drawing and paint - mapwork Clair Rossiter	Sculpture in nature Andy Goldsworthy
Tier 3 Vocabulary	<i>mural, fresco, portrait, graffiti, line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers, negative space, positive space</i>	<i>line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, graduating tones, hatching, cross hatching</i>	<i>form, structure, texture, shape, mark, soft, join, cast, design, evaluate, sculpt natural, elements, overlapping</i>
WALTS (Components)	<p>C1: Know about notable artists and designers' lives: Banksy</p> <p>C2: Explore the meaning of some of Banksy's graffiti</p> <p>C3: Explore how colour can convey emotions</p> <p>C4: Design and create a graffiti tag (explain what it shows)</p> <p>C5: Use printing techniques to create Graffiti tag in the style of Banksy to convey a message</p> <p>C6: Evaluate the success of your artwork – colour, style, image – in conveying your message</p>	<p>C1: Explore if a map is a piece of artwork</p> <p>C2: Explore colour mixing and blending techniques with coloured pencils</p> <p>C3: Use a variety of dry and wet media to make marks, lines, patterns, textures and shapes</p> <p>C4: Draw with accuracy from a range of sources including observation and photographs</p> <p>C5: Explore how collage and texture can add interest to artwork</p> <p>C6: Be inspired by Clare Rossiter to draw an animated map of our local area</p>	<p>C1: Explore the life and works of Andy Goldsworthy</p> <p>C2: Observe and draw shapes in a 3D form from observation</p> <p>C3: Create sculptures with a range of natural materials</p> <p>C4: Create my own sculpture inspired by the work of Andy Goldsworthy</p> <p>C5: Combine natural sculptures to create a more impactful sculpture in our environment</p>
Assessment Checkpoint	Children who are secure will be able to: ✓ Know that art (including graffiti) has meaning	Children who are secure will be able to: ✓ Blend and colour mix with colouring pencils	Children who are secure will be able to: ✓ Discuss the impact of Andy Goldsworthy as an artist



Trevisker Primary School Art curriculum enquiry questions and assessment checkpoints Subject Leader Jules Jenkin

	<ul style="list-style-type: none"> ✓ Confidently show how colour conveys meaning ✓ Create a graffiti tag which conveys meaning ✓ Use printing techniques for purpose 	<ul style="list-style-type: none"> ✓ Use a variety of dry and wet media ✓ Experiment with collage to create different finishes ✓ Refine observational drawing techniques 	<ul style="list-style-type: none"> ✓ Draw 3D forms ✓ Use natural materials to create sculptures ✓ Evaluate the impact of sculptures created
--	---	---	--

Y6	Autumn 1	Spring 1	Summer 1
Lead Enquiry Question (Composite Outcome)	Printing and Paint <i>William Morris</i>	Drawing and Painting Plants and landscape art <i>Georgia O'Keefe</i>	Sculpture: Who am I? <i>Augusta Savage</i> <i>Jean-Michel Basquiat</i>
Tier 3 Vocabulary	<i>blend, mix, line, tone, shape, abstract, absorb, colour, pattern, mood, pattern, shape, tile, colour, arrange, collagraph</i>	<i>blend, mix, line, tone, hue, complimentary colours shape, abstract, absorb, colour, impressionism, impressionists, mood</i>	<i>shape, form, arrange, fix, plan, design, effect. form, structure, texture, shape, mark, soft, join, cast, design, evaluate, sculpt</i>
WALTS (Components)	C1: Know the life and work of William Morris C2: Design and create printing blocks/tiles C3: Develop techniques in mono, block and relief printing	C1: Compare the artwork of Georgia O'Keefe to Van Gogh with a focus on flowers C2: Explore how to expertly blend in a range of media C3: Mix watercolours to create our own artists colour board	C1: Find out about the life and impact of Augusta Savage C2: Explore 3D sculpture in human form – what messages are the statues/sculptures conveying? C3: Who am I? Explore the 2D portrait work of Jean-Michel Basquiat



Trevisker Primary School Art curriculum enquiry questions and assessment checkpoints Subject Leader Jules Jenkin

	<p>C4: Mix colours to create my own Victorian colour pallet (Shades, tints and tones)</p> <p>C5: Use printing techniques to create and arrange accurate patterns in the style of William Morris</p>	<p>C4: Use watercolour paints to paint an observational painting of a flower</p> <p>C5: Use oil pastels to create a picture of a flower in the style of Georgia O’Keefe</p> <p>C6: Compare the use of different media and select which one for a final piece</p>	<p>C4: Create a mood board portrait for who I am</p> <p>C5: Represent myself as a 3D form</p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Add black and white to colours to create tines and tones ✓ Print in a range of styles ✓ Be inspired by the Victorian era ✓ Create pattern work inspired by the style of William Morris 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Compare different artists styles of the same subject matter ✓ Blend colours using a range of media ✓ Select media for a specific purpose 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Represent who I am in different forms of art – 2D, colour and 3D ✓ Be inspired by the work of other artists ✓ Understand the importance of colour, line and form in representing different emotions ✓ Apply finishing techniques to a sculpture