



ART Enquiry Questions and Assessment Checkpoints

Y1	Autumn 2	Spring 2	Summer 2
Lead Enquiry Question (Composite Outcome)	Drawing: Can you make your mark? <i>Bridget Riley</i>	Painting and mixed media: Can I mix primary and secondary colours for effect? <i>Thandiwe Muriu</i>	Sculpture (and 3D): Can I create different engaging 3D structures? <i>William Woodington – The South Bank Lion</i>
WALTS (Components)	C1: How do I create different types of lines? C2: How do I use line and mark making to draw water? C3: Can I draw with different media? C4: Can I understand different mark making? C5: Can I use mark making to draw from observations?	C1: Can I mix secondary colours? C2: Can I mix colour effectively when painting? C3: Can I print with paint successfully? C4: Can I experiment with paint missing to create secondary colours? C5 (C6): Can I apply my painting skills in the style of Thandiwe Muriu	C1: Can I roll paper to make different 3D structures? C2: Can I shape paper to make different 3D drawing? C3: Can I apply paper-shaping skills to make an imaginative sculpture? C4: Can I work as a team and plan a giant sculpture? C5 (C6): Can I apply painting skills when working in 3D?
Assessment Checkpoint	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Show control of a pencil to draw an observed object ✓ Explain that different media can create different effects ✓ Give a personal viewpoint on art ✓ Can begin to explain/justify the reason for a choice of media 	Children who are secure will be able to: <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 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ Know that paper can change from 2D to 3D by folding, rolling and scrunching it ✓ Make choices about their sculpture, e.g. how they arrange the tubes on the base ✓ Shape paper strips in a variety of ways to make 3D drawings.

Y2	Autumn 1	Spring 1	Summer 1
Lead Enquiry Question (Composite Outcome)	Printing and Mixed-media: Can I use stamping, printing and collage to create flower inspired prints? <i>Van Gogh</i> <i>Romare Bearden</i>	Drawing: Can I use different mark-making materials to create illustrations to tell a story? <i>Quentin Blake</i>	Sculpture (and 3D): Can I shape and decorate clay to create an object? <i>Ranti Bam</i> <i>Rachel Whiteread</i>
WALTS (Components)	<p>C1: How can I mix paint to create secondary colours?</p> <p>C2: How do I create different textures with paint?</p> <p>C2: How do I create a patterned surface ready for a collage?</p> <p>C3: Create patterns with a range of media to show movement</p> <p>C4 (+C5): Which materials will create the best effect for my collage?</p> <p>C6: How can I evaluate and then improve my artwork?</p>	<p>C1: How can I use charcoal to create different effects?</p> <p>C2: How can different mark-making materials create different effects?</p> <p>C3: What makes an effective observational drawing?</p> <p>C4: How can I apply expression when illustrating a character?</p> <p>C5 (+C6): How can I create different illustrations to tell a story (concertina project)?</p>	<p>C1: Can I use my hands as a tool to shape clay?</p> <p>C2: Can I shape a pinch-pot and join clay shapes?</p> <p>C3: Can I use impressing and joining techniques for my clay sculpture?</p> <p>C4: Can I use drawing to plan a 3D model?</p> <p>C5 (+C6): Can I create a 3D styled house From a plan?</p>
Assessment Checkpoint	<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 ✓ Understand what a collage is 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Suggest ways to create different textures through drawn marks. ✓ Freely experiment with different tools ✓ Use good observational skills to add details to their drawing. ✓ Use an interesting range of marks that show an understanding of how to draw different textures. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Flatten and smooth their clay, rolling shapes successfully ✓ Make a basic pinch pot and join at least one clay shape onto the side ✓ Roll a smooth tile surface ✓ Join clay shapes and make marks in the tile surface to create a pattern.

Y3	Autumn 1	Spring 1	Summer 1
Lead Enquiry Question (Composite Outcome)	<i>Painting: Can I recreate the style of cave artists using charcoal and natural pigments?</i> <i>(Look at specific cave art, e.g. Cave of Maltravieso – hand art)</i>	Drawing: Can I use shape, shading and texture to enhance my drawings? <i>(Charles Darwin) Max Ernst + Maud Purdy</i>	Sculpture and 3D: Can I transform 2D shapes into 3D structures? <i>Robert Morris</i>
WALTS (Components)	<p>C1: Can I understand proportion when drawing animals?</p> <p>C2: How do I use scale to enlarge drawings in a different medium?</p> <p>C3: What different natural items produce pigments for differing colours?</p> <p>C4: Can I select and apply different painting techniques for effect?</p> <p>C5: Can I apply different painting skills when creating a collaborative piece of art? (+C6 = reflection and evaluation)</p>	<p>C1: Can I recognize how artists use shape in drawing and apply this?</p> <p>C2: How do I create tone in drawing by shading?</p> <p>C3: How do I create different texture to create different effects?</p> <p>C4: Can I create a detailed botanical drawing from observations?</p> <p>C5 (+C6): Can I explore composition and scale to create abstract drawings?</p>	<p>C1: Can I join 2D shapes to create a 3D structure?</p> <p>C2: Can I join different materials in different ways when working in 3D?</p> <p>C3: Can I use the local area for inspiration to develop 3D ideas?</p> <p>C4 (+C5): Can I apply my knowledge of sculpture when working in 3D?</p> <p>C6: Can I add surface decoration to good effect? (+ evaluation/reflection)</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Recognise the processes involved in creating prehistoric art. ✓ Use simple shapes to build initial sketches. ✓ Create a large scale copy of a small sketch. ✓ Use charcoal to recreate the style of cave artists. ✓ Demonstrate good understanding of colour mixing with natural pigments. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know the difference between organic and geometric shapes. ✓ Use simple shapes to form the basis of a detailed drawing. ✓ Use shading to demonstrate a sense of light and dark in their work. ✓ Shade with a reasonable degree of accuracy and skill. ✓ Blend tones smoothly 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Try out different ways to make card shapes three dimensional ✓ Make a structure that holds its 3D shape. ✓ Explain in simple terms the difference between 2D and 3D art. ✓ Combine shapes together to make an interesting free-standing sculpture. ✓ Identify shapes in the negative space between objects.

Y4	Autumn 2	Spring 2	Summer 2
Lead Enquiry Question (Composite Outcome)	Drawing: Can I draw using different media to create 3D art? <i>Henri Matisse</i>	Painting and mixed media: Can I use painting and mixed-media to create light and dark art? <i>Clara Peeters + Audrey Flack</i>	Sculpture and 3D: Can I use recycled materials to create an effective 3D sculpture? <i>Sokari Douglas Camp</i>
WALTS (Components)	<p>C1: Can I draw using tone to create 3D art?</p> <p>C2: How do I use proportion and tone to draw effectively?</p> <p>C3: Can I plan for a composition using mixed-media?</p> <p>C4: How do I use shading techniques to create pattern and contrast?</p> <p>C5 (+C6): Can I work collaboratively to plan and develop drawings into prints? (+Evaluation and reflection)</p>	<p>C1: Can I create different tints and shades using painting techniques?</p> <p>C2: Can I use tints and shades to create a 3D effect?</p> <p>C3: Can I use different painting techniques to create different effects?</p> <p>C4: How do I consider proportion when planning a composition for a still life?</p> <p>C5 (+C6): How do I use colour-mixing knowledge to create a finished piece of art? (+Evaluation and reflection)</p>	<p>C1: Can I create 2D ideas and drawings to help me visualise my 3D sculpture?</p> <p>C2: Can I use more complex techniques to shape soap?</p> <p>C3: Can I use wire to create different shapes and forms for effect?</p> <p>C4: Can I consider the effect of shadow on my sculpture art?</p> <p>C5: Can I plan and then produce a piece of 3D art using recycled materials?</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Create several pencil tones when shading and create a simple 3D effect. ✓ Use charcoal and rubber to show areas of light and dark in their drawings. ✓ Demonstrate an awareness of the relative size of the objects they draw. ✓ Try out multiple arrangements of cut images to decide on their composition. ✓ Use different tools to create marks and patterns when scratching into a painted surface. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Describe the difference between a tint and a shade. ✓ Mix tints and shades by adding black or white paint. ✓ Try different arrangements of objects for a composition, explaining their decisions. ✓ Produce a clear sketch that reflects the arrangement of their objects. ✓ Create a final painting that shows an understanding of how colour can be used to show light and dark objects. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Vary drawing in an unfamiliar way and take risks in their work. ✓ Use familiar shapes to create simple 3D drawings and describe the shapes they use. ✓ Draw a simple design with consideration for how its shape could be cut from soap. ✓ Successfully bend wire to follow a simple template, adding details for stability and aesthetics. ✓ Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp.

Y5	Autumn 1	Spring 1	Summer 2
Lead Enquiry Question (Composite Outcome)	Drawing: Can I produce a piece of retrofuturistic art? <i>Teis Albers</i>	Painting and mixed-media: Can I produce a range of self-portraits using mixed-media? <i>Chila Kumari Singh + Van Gogh</i>	Sculpture and 3D: Can I produce an interactive installation for effect? <i>Cai Guo-Qiang</i>
WALTS (Components)	C1: Can I explore the purpose and effect of imagery to inspire my ideas? C2: Can I discuss and justify my artistic choice? C3: Can I develop my drawn ideas into printmaking? C4: Can I test and develop my ideas for my retrofuturism piece of art? C5 (+C6): Can I apply, adapt and alter my drawings to create an effective retro futurism artwork? (+ Evaluate and improve throughout unit)	C1: Can I explore the use of words to create a poem portrait? C2: Can I combine different materials for effect for a self-portrait? C3 (C4): Can I choose suitable mixed-media to produce different self-portraits that highlight mood? C5: Can I produce a final mixed-media self-portrait which uses the skills developed in the unit? (+C6 will be evaluation and reflection)	C1: Am I able to identify and compare different art installations? C2: Can I understand space and scale when designing my installation art? C3: Can I use my problem-solving skills to help with the installation art production? C4: Can I plan a piece of installation art that conveys an idea? C5 (+C6): Can I produce a finished piece of installation art after receiving critique and feedback?
Assessment Checkpoint	Children who are secure will be able to: ✓ Understand and explain what retrofuturism is. ✓ Evaluate images using simple responses, sometimes using formal elements to extend ideas. ✓ Use past knowledge and experience to explore a range of drawing processes. ✓ Select and place textures to create a collagraph plate ✓ Create a selection of drawings and visual notes that demonstrate their ideas ✓ Generate a clear composition idea for a final piece that shows how it will be drawn.	Children who are secure will be able to: ✓ Outline a portrait drawing with words, varying the size, shape and placement of words ✓ Try a variety of materials and compositions for the backgrounds of their drawings. ✓ Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. ✓ Use some Art vocabulary to talk about and compare portraits. ✓ Explain their opinion of an artwork.	Children who are secure will be able to: ✓ Answer questions about a sen installation thoughtfully ✓ Show that they understand what installation art means. ✓ Evaluate their box designs, considering how they might appear as full-sized spaces. ✓ Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. ✓ Make and explain their choices about materials used, arrangement of items in the space

Y6	Autumn 2	Spring 2	Summer 2
Lead Enquiry Question (Composite Outcome)	Drawing: Can I use different art styles to create symbolic and expressive drawings? <i>Dan Fenelon</i>	Painting and mixed media: Can I create an expressive piece of abstract art?	Sculpture and 3D: Can I produce sculpture memories through Art? <i>Louise Nevelson</i>
WALTS (Components)	<p>C1: Can I use different expressive drawing techniques to create a distinctive effect?</p> <p>C2: How does symbolism in Art convey meaning?</p> <p>C3: Can I experiment with using the drawing technique chiaroscuro?</p> <p>C4: Can I evaluate the context and intention of steel art?</p> <p>C5 (+C6): Can I create a powerful image using the techniques learned? (+evaluation/reflection)</p>	<p>C1: Am I able to analyse a famous painting? (David Hockney)</p> <p>C2: Am I able to find meaning in painting? (Paula Rego)</p> <p>C3: Can I apply a drama technique to explore the meaning of a painting? (John Singer Sargent)</p> <p>C4: Am I able to interpret a piece of abstract art? (Fiona Rae) (+ research different artists styles for inspiration?)</p> <p>C5/6: Am I able to produce a piece of abstract art from the unit's inspiration?</p>	<p>C1: Can I express my sense of self through Art?</p> <p>C2: Can I create 'relief cardboard sculptures' based on memories?</p> <p>C3: Am I able to produce a 'memory box sculpture'?</p> <p>C4: Am I able to use different materials and techniques to create a 3D sculpture?</p> <p>C5: Am I able to plan, refine and evaluate a piece of artwork based against an outcome?</p>
✓ Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Collect a good range of imagery, adding annotated notes and sketches. ✓ Use tools effectively to explore a range of effects. ✓ Create a tile of pattern, symbols and colours ✓ Apply chiaroscuro to create light and form through a tonal drawing. ✓ Understand the impact of using techniques for effect. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Suggest ideas for the meaning behind a picture. ✓ Identify different features within a painting and use the formal elements to describe it. ✓ Be creative in finding their own meaning in a painting. ✓ Use their own art or personal experiences to justify their ideas. ✓ Reflect on personal experiences to convey through their own piece of abstract art. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Discuss the work of artists that appreciate different artistic styles. ✓ Create a sculpture to express themselves literally ✓ Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. ✓ Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed.