



ART Enquiry Questions and Assessment Checkpoints – Year B

Y1	Autumn 2	Spring 2	Summer 2
Lead Enquiry Question (Composite Outcome)	Sculpture: Can I create 3D sculpture using paper? (Links to 'Toys' in history)	Craft and Design: Can I create a piece of woven craft? (Woven African art) <i>local crafter – Nicola Chambers</i>	Drawing: Can you make your mark? (links to countryside and farming) <i>Bridget Riley</i>
WALTS (Components)	C1: Can we construct a tube tower? C2: Can I draw in 3D? C3 and 4: Can I construct a 'tree of life'? C5 and 6: Can I design and construct a giant spider model? (+evaluation and assessment)	C1: Is woven craft art? C2: What is wool wrapping? C3: Can I use different threads? C4: What is warp and weft? C5: Can I use fibres to create a piece of craft art? (+ reflection and end of unit assessment)	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? + evaluation
Assessment Checkpoint	Children who are secure will be able to: ✓ Roll paper tubes and attach them to a base securely. ✓ Make choices about their sculpture, e.g. how they arrange the tubes on the base ✓ Glue their strips to a base in an interesting arrangement ✓ Work successfully with others, sustaining effort over a time.	Children who are secure will be able to: ✓ Develop some control when using a wide range of tools to create crafts ✓ Make choices about which materials to use to create an effect. ✓ Explore and analyse a wider variety of ways to join, fix and weave materials in place.	Children who are secure will be able to: ✓ 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

Y2	Autumn 2	Spring 1	Summer 2
Lead Enquiry Question (Composite Outcome)	Drawing: Can I use different mark-making materials to create illustrations to tell a story? (portraits of famous monarchs – history) <i>Quentin Blake</i>	Sculpture (and 3D): Can I shape and decorate clay to create an object? (Pompeii history link) <i>Henry Moore</i> <i>Rachel Whiteread</i>	Printing and Mixed-media: Can I use stamping, printing and collage to create sea-inspired prints? (History – Titanic link) <i>Henri Matisse</i>
WALTS (Components)	<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)? (+C6 = evaluation + assessment quiz)</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? (+C6 = evaluation + assessment quiz)</p>	<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? (+C6 = evaluation + assessment quiz)</p>
Assessment Checkpoint	<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. 	<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

Y3	Autumn 1	Spring 1	Summer 1
Lead Enquiry Question (Composite Outcome)	Painting: Can I recreate the style of cave artists using charcoal and natural pigments? (Look at specific cave art, e.g. Cave of Maltravieso – hand art)	Drawing: Can I use shape, shading and texture to enhance my drawings? (links in C4/5 to Florida’s flora + fauna) <i>Charles Darwin</i>	Sculpture (craft and design): Can I create an ancient Egyptian scroll? (link to Ancient Egyptian history, e.g. statue of Khufu)
WALTS (Components)	C1: Can I understand proportion when drawing animals? C2: How do I use scale to enlarge drawings in a different medium? C3: What different natural items produce pigments for differing colours? C4: Can I select and apply different painting techniques for effect? C5: Can I apply different painting skills when creating a collaborative piece of art? (+C6 = reflection and evaluation + assessment quiz)	C1: Can I recognize how artists use shape in drawing and apply this? C2: How do I create tone in drawing by shading? C3: How do I create different texture to create different effects? C4: Can I create a detailed botanical drawing from observations? C5 (+C6): Can I explore composition and scale to create abstract drawings? (+C6 = evaluation + assessment quiz)	C1: Can I describe Ancient Egyptian art? C2: Can I design a scroll? C3: Can I make paper in the style of Ancient Egyptians? C4: Can I create an image on a scroll? C5 (C6): Can I design and create an Egyptian zine + end of unit quiz
Assessment Checkpoint	Children who are secure will be able to: ✓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.	Children who are secure will be able to: ✓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	Children who are secure will be able to: ✓Confidently use of a range of materials and tools ✓Use hands and tools confidently to cut, shape and join materials for a purpose. ✓Develop direct observation, for example by using tonal shading ✓Start to apply an understanding of shape to communicate form and proportion.

Y4	Autumn 2	Spring 2	Summer 2
Lead Enquiry Question (Composite Outcome)	Drawing: Can I draw using different media to create Mayan-inspired 3D art? <i>Henri Matisse</i>	Sculpture and 3D: Can I use recycled materials to create an effective 3D sculpture? (sustainability in geog) <i>Sokari Douglas Camp</i>	Painting and mixed media: Can I use painting and mixed-media to create light and dark art? (Ancient Greek pottery/artefact themed) <i>Clara Peeters + Audrey Flack</i>
WALTS (Components)	C1: Can I draw using tone to create 3D art? C2: How do I use proportion and tone to draw effectively? C3: Can I plan for a composition using mixed-media? C4: How do I use shading techniques to create pattern and contrast? C5 (+C6): Can I work collaboratively to plan and develop drawings into Mayan-inspired prints? (+Evaluation and reflection)	C1: Can I create 2D ideas and drawings to help me visualise my 3D sculpture? C2: Can I use more complex techniques to shape soap? C3: Can I use wire to create different shapes and forms for effect? C4: Can I consider the effect of shadow on my sculpture art? C5 + C6: Can I plan and then produce a piece of 3D art using recycled materials? (+ evaluation + assessment)	C1: Can I create different tints and shades using painting techniques? C2: Can I use tints and shades to create a 3D effect? C3: Can I use different painting techniques to create different effects? C4: How do I consider proportion when planning a composition for a still life? C5 (+C6): How do I use colour-mixing knowledge to create a finished piece of art? (+Evaluation and reflection)
Assessment Checkpoint	Children who are secure will be able to: ✓ 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 paint.	Children who are secure will be able to: ✓ 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.	Children who are secure will be able to: ✓ 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.

Y5	Autumn 1	Spring 1	Summer 2
Lead Enquiry Question (Composite Outcome)	Drawing: Can I produce a piece of retrofuturistic art? (Earth and Space link) <i>Teis Albers</i>	Painting and mixed-media: Can I produce a range of self-portraits using mixed-media? (Science links to change) <i>Chila Kumari Singh + Van Gogh</i>	Sculpture and 3D: Can I produce an interactive installation for effect? (link to geog climate change) <i>Cai Guo-Qiang</i>
WALTS (Components)	<p>C1: Can I explore the purpose and effect of imagery to inspire my ideas?</p> <p>C2: Can I discuss and justify my artistic choice?</p> <p>C3: Can I develop my drawn ideas into printmaking?</p> <p>C4: Can I test and develop my ideas for my retrofuturism piece of art?</p> <p>C5 (+C6): Can I apply, adapt and alter my drawings to create an effective retro futurism artwork? (+ Evaluate and assessment)</p>	<p>C1: Can I explore the use of words to create a poem portrait?</p> <p>C2: Can I combine different materials for effect for a self-portrait?</p> <p>C3 (C4): Can I choose suitable mixed-media to produce different self-portraits that highlight mood?</p> <p>C5: Can I produce a final mixed-media self-portrait which uses the skills developed in the unit? (+C6 will be evaluation and assessment)</p>	<p>C1: Am I able to identify and compare different art installations?</p> <p>C2: Can I understand space and scale when designing my installation art?</p> <p>C3: Can I use my problem-solving skills to help with the installation art production?</p> <p>C4: Can I plan a piece of installation art that conveys an idea?</p> <p>C5 (+C6): Can I produce a finished piece of installation art after receiving critique and feedback? (+evaluation and assessment)</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Understand and explain what retrofuturism is. ✓ Evaluate images using simple responses ✓ Use past knowledge and experience to explore a range of drawing ✓ 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. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ 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. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ 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; Make my voice heard (Link to Christmas) Banksy	Craft and Design: Photo opportunity (Link to Tudors for self-portraits) Lucas Horenbout	Sculpture and 3D: Can I produce sculpture memories through Art? (Link to Year 6 leavers memories) Louise Nevelson
WALTS (Components)	C1: Can I experiment with mark making? C2: Can I identify symbolic imagery in art? C3: Can I use a chiaroscuro effect? C4: Can I identify Christmas themed street art? C5: Can I identify powerful imagery in art?	C1: Can I create a photo montage? C2: What is macro photography? C3: Can I create digital art? C4: What are recreating paintings and how can I recreate them? C5: What are photorealistic self-portraits?	C1: Can I express my sense of self through Art? C2: Can I create 'relief cardboard sculptures' based on memories? C3: Am I able to produce a 'memory box sculpture'? C4: Am I able to use different materials and techniques to create a 3D sculpture? C5: Am I able to plan, refine and evaluate a piece of artwork based against an outcome?
✓ Assessment Checkpoint	Children who are secure will be able to: ✓ Make relevant comparisons between different styles of art. ✓ Use tools to effectively explore a range of objects. ✓ Understand the impact of using techniques for effect ✓ Discuss ideas to use light and dark in drawing.	Children who are secure will be able to: ✓ Demonstrate a competent knowledge of effective composition ✓ Use recording devices and available software ✓ Discuss the features of a design, e.g. explaining what is effective ✓ Select a suitable range of props, considering the design brief and their initial ideas. ✓ Use the viewfinder to set up an effective composition, thinking about the scale of objects. ✓ Use editing software to change their image, reflecting an artist's style	Children who are secure will be able to: ✓ 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.