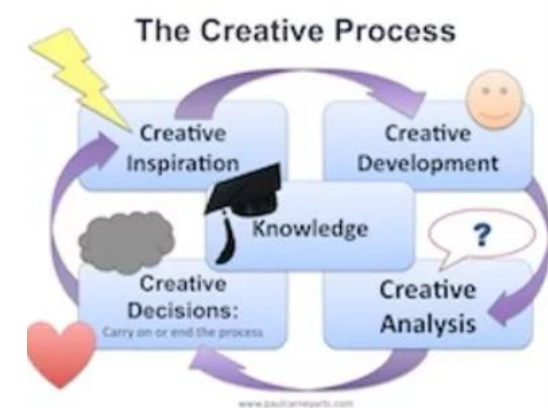




	Factual what you need to know to do the task	Conceptual Ideas, principles, theories, behaviours	Procedural the skills and techniques of doing things	Metacognitive Self-awareness, using experiences, cognition
Remembering (Recognise, remember, recall)	Recite key terminology, names of materials, processes, artists & movements	Recognise what you already know and understand what might be helpful for the task	Recall your existing experiences, skills & techniques	Identify your tastes & preferences, answer tasks to show own thoughts, opinions
WTS				
EXP				
GDS				
Understanding (Illustrate, explain, translate, compare)	Explain the meanings, content, process, mood & context of artists work	Show you understand how to answer complex questions, problems, tasks	Demonstrate knowledge, skill, control and understanding of materials, techniques	Understand that there are different ways of responding to the task
WTS				
EXP				
GDS				
Applying (Carry out, execute, use, implement)	Apply knowledge of artists techniques/concepts to inform your own work	Design a range of ideas & approaches, alone and in collaboration	Carry out making processes and/or experiments in new skills and techniques	Use your abilities and skills appropriately, take risks, overcome failure, learn new things
WTS				
EXP				
GDS				
Analysing (Select, organise, deconstruct, discover, focus)	Deconstruct artists work to learn techniques/deeper meanings	Investigate information to find new approaches, innovative solutions	Discover new skills, materials, techniques and approaches	Separate and select information relevant for successful outcomes
WTS				
EXP				
GDS				
Evaluating (Check, decide, test, make choices, modeling, critiquing)	Critique others work to develop personal, informed opinions and choices	Modify Ideas and solutions to improve them, acquiring new skills and knowledge when required	Check with self and others what is or is not working and make sound choices to go forward	Decide the most favoured action from your own preferences, tastes, experiences
WTS				
EXP				
GDS				
Creating (Design, make, construct, generate, produce)	Produce personal work that demonstrates a knowledge & understanding of how artists work	Generate appropriate, original ideas, prototypes and/or Marquette's that clarify your thoughts and intentions	Develop original products, objects, artifacts to solve problems	Create And design original products objects, artifacts that reflect your own thoughts, ideas and opinions
WTS				
EXP				
GDS				

Concrete thinking



Abstract Thinking

Assessment Capabilities

Creative capabilities are expectations and look for’s, that you think children should know and do at certain educational points. Keeping with the UK educational framework we might then draw up expectations for art and design at key educational phases.

By end of EYFS

- Drawing - Pupils should be able to draw basic lines, circles, squares, x shapes and triangles and construct more complex forms using these, e.g. flowers, people, animals. They should have practiced shading techniques through simple colouring exercises and experimented making different marks using a range of tools and techniques.
- Painting - Pupils should have had experience of painting. They should know how to hold a paintbrush comfortably, be able to mix and apply basic colours to make secondary colours. They should have experienced painting lines, dots, patterns and shapes, trying to paint neatly to edges.
- Media - They should have experienced a range of craft activities such as modelling with clay, cutting with scissors, simple printing and creating things using fabrics and textures. They should have made digital art using cameras and editing apps.
- Ideas - Pupils should have made art from observation and using their imagination.
- Knowledge - Pupils should have seen the work of significant artists and discussed their personal opinions of them.
- Evaluation - They should have talked about how art makes them feel and the emotions it evokes.

By end of KS1

- Drawing - Pupils should be able to draw basic lines and shapes with increasing confidence to create more complex forms. They should have drawn and made marks using a range of media and surfaces, drawn from observation and imagination and developed their ability to shade and colour neatly & evenly.
- Painting – there should be an increased ability to control brushes and paint to render ideas & observations. They should have used different paints and surfaces, be able to mix primary & secondary colours confidently and use different painting techniques such as stippling, dripping, spattering etc.
- Media - there should be a well-developed ability to apply formal elements in their work using drawing, painting, craft and mixed media. Pupils should have designed & invented complex forms to solve problems, experienced craft processes such as weaving, sewing, cutting, fabrics, wire, clay and collage.
- Ideas – Should understand how to develop ideas over time. Express ideas about things they want to make. Use imagination to invent and create. Select aspects of significant art to incorporate in own work.
- Knowledge – Learn how artists use formal elements in work to create effects, ideas and feelings. Study significant works of art.
- Evaluation – Identify similarities and differences in own and others work. Make choices and decisions. Give and receive constructive praise and criticism.

By end of lower KS2

- Drawing - Further developed skills in drawing using 2D and 3D shapes, becoming aware of proportion, scale and order of drawn forms. Develop shading using a range of media. Learned sketching techniques, mark making and drawing in different media. Draw for different purposes and reasons.
- Painting – Increasing control using different painting techniques, painting on different surfaces exploring textures, pattern, colour, line, shape and form. Create ideas, thoughts, moods and feelings through paint.
- Media – Design & make for purpose, experience a range of craft mediums such as collage, embroidery, sewing, weaving, felt. Have learned simple printing techniques and used blocks to make repeat patterns. Created 3D sculptures and forms in a range of materials. Created digital images and edited these using appropriate apps.
- Ideas – Have used sketchbooks to record observations, thoughts, ideas, research & explore. Used art to express ideas & feelings, made art for pleasure and to develop ideas.
- Knowledge – Given opinions of art using a more complex vocabulary related to the formal elements of art. Studied how significant artists work both in the past and today.
- Evaluation – Used evaluation in the classroom to understand what they need to do to improve. Learned how to advise others and receive constructive criticism.
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Upon leaving KS2

- Pupils should be able to draw complex forms using 2D and 3D shapes to help them. They should have a grasp of basic one-point perspective and learned how to model forms using shading, light and tone. They should have drawn using a range of mark making techniques in a range of media, making their own choices and decisions when drawing. There should be an awareness of different styles of drawing for different purposes and reasons.
- Painting – Pupils should paint with greater confidence and control, understanding how to mix and blend primary & secondary colours, create tone and textures and apply paint sensitively for purpose. They understand how to use and apply the formal elements when painting.
- Media – Pupils should have designed and made art for different purposes. They should have explored craft techniques and developed their skill in cutting, joining and forming when working in a range of craft materials. They will have developed their printing ability by printing geometric patterns, made 3D sculptures, and created digital art using photography and editing apps.
- Ideas – Pupils will be familiar with using a sketchbook to record thoughts, ideas, feelings, research, investigations and explorations in media. They will be more confident at taking risks, working independently and mistake making. They will have worked from their imagination, from observation and used art to express their thoughts and feelings.
- Knowledge – Pupils will have studied significant art in some depth and be aware of a basic chronological development of art over time. They will know the content, process, form, mood technique of deconstructing art. They will be aware of the different purposes of art in society and as a creative occupation.
- Evaluation – Pupils will be sensitive to the inner difficulty of the creative process and be able to use discussion and feedback to build confidence in themselves and others.