

Subject: Art	Assessment Y1/2	Painting and Mixed Media
YEAR 1 – Colour Splash		
<p>KS1 Programmes of Study Pupils should be taught:</p> <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 <p>Kapow Primary offers full coverage of the KS1 and KS2 Art and design curriculum. The Revised Art and design scheme used at Singleton (September 2022 onwards) offers a holistic and sequenced teaching of the national curriculum, every unit works towards all of the end of key stage attainment targets.</p>	<p>Additional guidance Purpose of study Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>Aims The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Attainment targets 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.</p>	
<p>Knowledge, skills and concepts In this unit, the children will:</p> <ul style="list-style-type: none"> Explore their own ideas using a range of media. Use sketchbooks to explore ideas in an open-ended way. Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing. <ul style="list-style-type: none"> Name the primary colours: red, yellow and blue Mix primary colours to make secondary colours Say which two primary colours are needed to mix each of the secondary colours Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. 	<p>Key Questions</p> <ul style="list-style-type: none"> What happens when we mix primary colours together? (They make other colours) What are the colours made by primary colours called? (Secondary colours) What are the secondary colours? (Orange, purple and green) What primary colours mixed together make: <ul style="list-style-type: none"> green (yellow and blue) orange (red and yellow) purple? (blue and red) What is similar about your own artwork and Johns' work? What is different about your own artwork and Johns' work? How can you make a clear print? Did you keep the same spacing between the prints? What happens when you overlap colours? How would you describe any patterns you have made? 	

	<p>3. Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> ● Red + yellow = orange ● Yellow + blue = green ● Blue + red = purple 	
	<p>Working at greater depth Y1 Progression Framework statement:</p> <ol style="list-style-type: none"> 1. Being able to make considered decisions about their choice of colours; mixing secondary colours confidently and showing some independence in their organisation and choice of painting equipment. 2. Showing an understanding of mixing different shades of a colour – e.g. dark green / light green (Hues) 3. Creating designs that indicate deliberate pattern and/or colour choices. 	
	<p>Working towards expectations Y2</p> <ol style="list-style-type: none"> 1. Mixing secondary colours with confidence and describing and comparing their finished plates. 2. Know that the primary colours are red, yellow and blue. 3. Know that primary colours can be mixed to make secondary colours: <ul style="list-style-type: none"> ● Red + yellow = orange ● Yellow + blue = green ● Blue + red = purple 	

	<p>Working at Expectations Y2</p> <ol style="list-style-type: none"> 1. Know that different amounts of paint and water can be used to mix hues of secondary colours 2. Begin to develop some control when painting, applying knowledge of colour and how different media behave e.g. adding water to thin paint. 3. Create a range of secondary colours by using different amounts of each starting colour or adding water. 	
	<p>Working at greater depth Y2</p> <ol style="list-style-type: none"> 1. Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task e.g. choosing a fine paintbrush for making detailed marks. 2. Mix colours with greater accuracy and begin to consider how colours can be used expressively. 	
<p>Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus</p>		

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Year 1	Working below expectations	Working within Expected Standard	Working above expected
Target	14 – 20% (no more than 2 children)	80 %- 86%	20%
Term 1			
Term 2			
Term 3			

Year 2	Working below expectations	Working within Expected Standard	Working above expected
Target	14 – 20% (no more than 2 children)	80 %- 86%	20%
Term 1			
Term 2			
Term 3			