



## Art Enquiry Questions and Assessment Checkpoints

2023/2024 EYFS Expressive Arts & Design	Spring 1	Summer 2
<b>Lead Enquiry Question (Composite Outcome)</b>	How can materials be used to make art?  (Alfred Wallis – landscape)	How can I make a collage?  (Henri Matisse)
<b>Component Questions</b> (components to be explored throughout the unit)	CQ1: Who is Alfred Wallis?  CQ2: How does this art make me feel?  CQ3: How do different materials look next to each other?  CQ4: What colours should I choose?  CQ5: What ways can I place my material?  CQ6: Can I create artwork in the style of Alfred Wallis?	CQ1: Who is Henri Matisse?  CQ2: How can artwork tell a story?  CQ3: How does a colour make me feel?  CQ4: What colours look good together?  CQ5: How can I stick items carefully?
<b>Assessment Checkpoint</b>	Children who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>✓ Say what they see in a given piece of artwork</li> <li>✓ Give a personal viewpoint on art</li> <li>✓ Describe different materials and how they look/feel</li> <li>✓ Select materials and colours that are linked to a specific theme</li> <li>✓ Rotate flip and arrange materials deliberately</li> <li>✓ Show progress in selecting and arranging materials with a purpose</li> </ul>	Children who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>✓ Give a personal viewpoint on art</li> <li>✓ Identify primary colours and associate them with feelings</li> <li>✓ Relate artwork to their own experiences (reading books)</li> <li>✓ Select colours deliberately</li> <li>✓ Improve accuracy of sticking and placement of materials</li> <li>✓ Reflect on the success of a piece of artwork</li> </ul>



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2023/2024 Year 1	Spring 1	Spring 2	Summer 1	Summer 2
<b>Lead Enquiry Question (Composite Outcome)</b>	<b>Collage – mixed media</b> How can I combine mark making with collage?	<b>Drawing</b> - How can marks be used to mimic nature?	<b>Sculpture –</b> What is a 3D sculpture?	<b>Print –</b> How do you create animal prints?
<b>Component Questions</b> (components to be explored throughout the unit)	CQ1: What colours are animals from around the world?  CQ2: How can I group different materials?  CQ3: How can I use my hands to create texture?  CQ4: How are oil pastels different to pencils?  CQ5: What is a colour palette?  CQ5: How can I combine material and pastels to create a lion portrait?	CQ1: What shapes and patterns can I see in nature?  CQ2: How can I make different sized lines using pencils, pens, chalks?  CQ3: What shapes and lines can I create?  CQ4: How can lines and dots add detail to drawings?  CQ5: Can I recreate patterns found in nature?	CQ1: What are 2D and 3D objects?  CQ2: What do I think of 3D sculptures?  CQ3: How do I draw sea creatures?  CQ4: What are the key colours and textures in a jelly fish?  CQ5: What materials are best for a jellyfish’s body and tentacles?  CQ6: What sticking technique is most appropriate for my model?	CQ1: What patterns and shapes are repeated in animal prints?  CQ2: How do you draw animal prints using simple shapes?  CQ3: What shapes do different object print?  CQ4: How do I make a good print?  CQ5: What colour palette do I need?  CQ6: Can I combine my skills to make an animal print?
<b>Assessment Checkpoint</b>	Children who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>✓ Make observations of animals, commenting on colour and texture</li> <li>✓ Group materials into a) colours and b) textures</li> <li>✓ Use different techniques to alter the texture of a given material</li> </ul>	Children who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>✓ Identify simple shapes/lines (straight/curved lines, dots, rows,) in images of nature (leaves, stone, sticks etc)</li> </ul>	Children who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>✓ Describe the difference between 2D and 3D objects</li> <li>✓ Apply previously learned skills to create simple outline drawing</li> <li>✓ Select materials carefully based on form</li> </ul>	Children who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>✓ Talk about shapes found in animal prints</li> <li>✓ Create simple animal prints using repeated shapes and lines</li> <li>✓ Make prints using different objects</li> </ul>



## Art Enquiry Questions and Assessment Checkpoints

	<ul style="list-style-type: none"> <li>✓ Make simple marks with oil pastels</li> <li>✓ Describe how oil pastels are different to pencil/pen</li> <li>✓ Create a simple colour palette for a particular animal</li> <li>✓ Create a mixed-media piece of artwork of a lion</li> </ul>	<ul style="list-style-type: none"> <li>✓ Hold different utensils comfortably and use to make marks</li> <li>✓ Explore different types of lines</li> <li>✓ Create dots with precision</li> <li>✓ Create simple outlines based on objects</li> <li>✓ Add detail and texture using skills developed</li> </ul>	<ul style="list-style-type: none"> <li>and colour (rigid body, flexible tentacles)</li> <li>✓ Stick items using different utensils, identifying their preferred method</li> <li>✓ Combine materials to create a 3D sculpture</li> </ul>	<ul style="list-style-type: none"> <li>✓ Produce prints that are well pressed and complete</li> <li>✓ Explain why colours have been chosen</li> <li>✓ Produce an animal print that mimics that of a chosen animal</li> </ul>
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2023/2024 Year 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Lead Enquiry Question (Composite Outcome)</b>	<b>Painting – Colour mixing</b> How do you make secondary colours?	<b>Drawing – texture and shades</b> How do you create texture with pencils?	<b>Collage – mixed media</b> What is mixed media?	<b>Textiles</b> What is weaving?
<b>Component Questions</b> (components to be explored throughout the unit)	CQ1: What are primary colours? CQ2: What is a colour wheel? CQ3: Can I mix secondary colours? CQ4: What thickness of brush best suits my purpose? CQ5: How do you make tints and shades? CQ6: Can I recreate part of a painting by David Hockney?	CQ1: What textures do I see on Arctic animals? CQ2: What is the difference between abstract and realism? CQ3: How can dots and lines mimic different textures? CQ4: How can distance between lines change how they look? CQ5: How can pressure on pencils change their darkness?	CQ1: What textures, colours and shapes can I see in landscapes? CQ2: How can I change the appearance of materials? CQ3: What effect does overlapping materials create? CQ4: How can I change the appearance of paint? CQ5: What materials can add texture to my work?	CQ1: What is weaving? CQ2: What do you need to weave? CQ3: What thread is best for weaving? CQ4: How do you create a simple woven piece? CQ5: How can I create a unique pirate sail?



# Art Enquiry Questions and Assessment Checkpoints

		<p>CQ6: How can chalk create highlights</p> <p>CQ7: Does my drawing look realistic?</p>	<p>CQ6: How many techniques can I include in my final piece?</p>	
<b>Assessment Checkpoint</b>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Name primary colours</li> <li>✓ Name secondary colours</li> <li>✓ Know which colours mix to make secondary</li> <li>✓ Mix colours successfully to produce a colour wheel</li> <li>✓ Add white and black to create tints and shades</li> <li>✓ Apply colours in the style of David Hockney</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Describe the texture of different animals</li> <li>✓ Describe the difference between realism and abstract art</li> <li>✓ Use dots and lines to replicate textures</li> <li>✓ Use pressure and chalk to create areas of dark and light</li> <li>✓ Combine skills to create realistic fur drawing</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Talk about the different textures seen in an ocean landscape</li> <li>✓ Create new materials by painting and ripping</li> <li>✓ Overlap paper to replicate texture of the sea</li> <li>✓ Use objects to change appearance of paint (etching with sticks, mixing with sand)</li> <li>✓ Add additional detail to landscape using printing/rolling/scrunching</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Recall what woven materials have been used for</li> <li>✓ Say what resources are required for weaving</li> <li>✓ Explain why one type of thread is better than others for weaving</li> <li>✓ Create a simple weaved sail</li> </ul>

## Art Enquiry Questions and Assessment Checkpoints

2023/2024 Year 3	Spring 1	Spring 2	Summer 1	Summer 2
<b>Lead Enquiry Question (Composite Outcome)</b>	<b>Print – impress</b> What patterns are found in nature?	<b>Collage – digital</b> How can digital media enhance art?	<b>Drawing - linework</b> How does linework compare to shading?	<b>Sculpture</b> How do you make a sculpture secure?
<b>Component Questions</b> (components to be explored throughout the unit)	CQ1: What patterns exist in macro nature?  CQ2: How do lines combine to create patterns?  CQ3: What is impress printing?  CQ4: What materials can be used for impress printing?  CQ5: What materials best suit my pattern?  CQ6: How do I minimise background noise of prints?  CQ7: How successful was my impress print?	CQ1: What is digital artwork?  CQ2: What illustration will I recreate?  CQ3: What materials and colours will create a striking effect?  CQ4: How will I combine digital and physical art?  CQ5: How will I arrange my artwork to tell a story?  CQ6: How will I ensure my artwork is precise?	CQ1: What is the difference between shading and hatching (linework)?  CQ2: Can I create sketches of Mayan pyramids?  CQ3: What leads are best for shading?  CQ4: How can rubbers be used to create highlights?  CQ5: How do you blend graphite?  CQ6: How can I use lines to recreate shading?  CQ7: How do my final pieces differ?	CQ1: How are Mayan pyramids structured?  CQ2: What smaller parts join to make a Mayan pyramid?  CQ3: What tools enable accurate cutting of clay?  CQ4: What is 'slip and score'?  CQ5 Can I successfully join two pieces of clay?  CQ6: How secure is my Mayan pyramid?
<b>Assessment Checkpoint</b>	Children who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>✓ Discuss different patterns which are found in nature, identifying key shapes/repeating motifs</li> <li>✓ Draw simple patterns in sketchbook based on observations</li> </ul>	Children who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>✓ Describe what makes digital art unique</li> <li>✓ Create a plan based on an illustration from Stone Age Boy (what will be collage, what will be digital)</li> </ul>	Children who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>✓ Identify the differences between shading and line work (hatching)</li> <li>✓ Create a sketch of Mayan pyramid</li> </ul>	Children who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>✓ Discuss the structure of Mayan pyramids using key vocabulary</li> <li>✓ Draw a Mayan pyramids as simple parts (guided)</li> </ul>



## Art Enquiry Questions and Assessment Checkpoints

	<ul style="list-style-type: none"> <li>✓ Describe what impress printing is</li> <li>✓ Make several different prints using a variety of materials</li> <li>✓ Explain choice of material and how it best suits purpose</li> <li>✓ Improve neatness of print with practise</li> <li>✓ Replicate prints with accuracy and precision</li> <li>✓ Explain if final piece has been successful</li> </ul>	<ul style="list-style-type: none"> <li>✓ Choose colours carefully to match plan</li> <li>✓ Show evidence of a range of orientations and techniques when sticking</li> <li>✓ Produce a final piece of work that resembles the original illustration</li> </ul>	<ul style="list-style-type: none"> <li>✓ Shade simple shapes using hard and soft leads</li> <li>✓ Shade using lines, changing the distance between to alter darkness</li> <li>✓ Create one Mayan pyramid with shading And one with linework</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cut clay into shapes based on plan</li> <li>✓ Use slip and score technique to attach pieces of clay</li> </ul>
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2023/2024 Year 4	Spring 1	Spring 2	Summer 1	Summer 2
<b>Lead Enquiry Question (Composite Outcome)</b>	<b>Print – relief</b> What is Pop Art?	<b>Sculpture</b> How can you create texture in clay?	<b>Painting – combined media</b> Who is Margaret Godfrey?	<b>Textiles – applique</b> How do you attach materials using thread?
<b>Component Questions</b> (components to be explored throughout the unit)	CQ1: What do I think of Pop Art? CQ2: What is relief printing? CQ3: What images represent European countries? CQ4: What are complementary and harmonious colours? CQ5: How do I create clean and precise prints?	CQ1: What makes a mythological creature? CQ2: How do tools create different textures in clay? CQ3: What textures will I include in my mythological creature? CQ4: How do I cut clay accurately and delicately?	CQ1: Who is Margaret Godfrey? CQ2: How do you create a watercolour wash? CQ3: What effects can ink create on paper? CQ4: How can techniques be combined for dramatic effect?	CQ1: What are appliques? CQ2: How do you straight stitch using needle and thread? CQ3: What would my coat of arms look like? CQ4: What materials would make good appliques? CQ5: Can I attach materials using straight stitch?



## Art Enquiry Questions and Assessment Checkpoints

	CQ6: Is my print inspired by Pop Art?	CQ5: Can I secure smaller pieces using 'slip and score'?		
		CQ6: Is my final piece secure and texturised?		
<b>Assessment Checkpoint</b>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Provide personal responses to Pop Art</li> <li>✓ Design a simple stamp</li> <li>✓ Identify complementary and harmonious colours from colour wheel</li> <li>✓ Create relief print in style of Pop Art</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Identify and sketch textures</li> <li>✓ Use tools to create texture in clay</li> <li>✓ Roll, knead and cut clay to create body parts</li> <li>✓ Adhere pieces of clay using slip and score technique</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Create watercolour washes of differing colours</li> <li>✓ Use ink to create lines and marks</li> <li>✓ Select colours inspired by Godfrey</li> <li>✓ Produce final piece in style of Godfrey</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Describe what an applique is</li> <li>✓ Thread a needle and thread</li> <li>✓ Stitch in a straight line</li> <li>✓ Use straight stitch to attach material to a base</li> </ul>

2023/2024 Year 5	Spring 1	Spring 2	Summer 1	Summer 2
<b>Lead Enquiry Question (Composite Outcome)</b>	<b>Textiles – cross stitch</b> What is cross-stitch?	<b>Painting – acrylic</b> Who is Rachel Painter?	<b>Collage –</b> Industrial vs natural landscape	<b>Painting – colour mixing</b> Who is Leonid Afremov?
<b>Component Questions</b> (components to be explored throughout the unit)	<p>CQ1: What is cross-stitch?</p> <p>CQ2: Can I thread a needle and thread efficiently?</p> <p>CQ3: How do you cross stitch?</p> <p>CQ4: Can I cross stitch without guiding material?</p>	<p>CQ1: What do I think about Rachel Painter's artwork?</p> <p>CQ2: What is the difference between poster, acrylic and watercolour paint?</p> <p>CQ3: How can I create texture when applying paint?</p>	<p>CQ1: How do industrial and natural landscapes differ?</p> <p>CQ2: What palette suits industrial landscapes?</p> <p>CQ3: What is proportion and depth in art?</p>	<p>CQ1: What are my personal opinions on Afremov's work?</p> <p>CQ2: How do industrial and natural landscapes differ?</p> <p>CQ3: How can I create vivid colours?</p>



## Art Enquiry Questions and Assessment Checkpoints

	<p>CQ5: How can cross stitch combine to make an image?</p>	<p>CQ4: What harmonious palettes are suited to seascapes?</p> <p>CQ5: (Trip – make observational sketches of the coast, labelling colours and palettes)</p> <p>CQ6: Does my final piece reflect Painter’s style?</p>	<p>CQ4: How can I combine techniques to create impact?</p> <p>CQ5: How can fine-liners add detail?</p>	<p>CQ4: How can tints and tones develop my palette?</p> <p>CQ5: How does Afremov create highlights and reflections?</p> <p>CQ5: What will my landscape look like (sketch)?</p> <p>CQ6: How can black paint create a contrasting focal point?</p>
<p><b>Assessment Checkpoint</b></p>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Identify cross stitch in textile pieces</li> <li>✓ Successfully thread needle and thread</li> <li>✓ Produce several lines of cross stitch on guiding material</li> <li>✓ Produce a cross stitches St Piran’s Day flag</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Talk about Painter’s work using key vocabulary</li> <li>✓ Use and identify the different in paints</li> <li>✓ Apply paint using different tools to create roughness and texture (ocean and land)</li> <li>✓ Create harmonious colour palettes suitable for landscape</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Verbally compare natural vs industrial landscapes</li> <li>✓ Generate industrial palette using black, grey and white</li> <li>✓ Sketch buildings that are proportionate and consider depth</li> <li>✓ Select and alter materials deliberately to contribute to overall appearance</li> <li>✓ Add subtle (windows, outlines, shadows) details on top of work (charcoal, pencil, fine liners etc)</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Discuss the differences in colour, texture and layout of natural vs industrial</li> <li>✓ Mix secondary colours successfully</li> <li>✓ Create tints and tones to expand palette</li> <li>✓ Use white paint to create highlights and reflections</li> <li>✓ Include a focal point in final piece (selecting appropriate brush size and paint consistency)</li> <li>✓</li> </ul>





## Art Enquiry Questions and Assessment Checkpoints

2023/2024 Year 6	Spring 1	Spring 2	Summer 1	Summer 2
<b>Lead Enquiry Question (Composite Outcome)</b>	<b>Drawing – Henry Moore</b> How can art relay history?	<b>Sculpture</b> What is the human form?	<b>Collage</b> Does art influence society?	<b>Drawing/painting – comparison</b> Kandinsky vs Delaunay
<b>Component Questions</b> (components to be explored throughout the unit)	CQ1: What impact does Moore’s artwork have on the viewer?  CQ2: What is Moore’s drawing style?  CQ3: How does the body look in different positions?  CQ4: What is monochrome art?  CQ5: How can a single colour impact a monochrome piece?  CQ5: What arrangement and perspectives will form my final piece?	CQ1: What is realism and abstract art?  CQ2: How has the human form has changed over time (link to evolution)?  CQ3: What is a realistic human form?  CQ4: How can I change these sketches to become abstract?  CQ5: How do you carve and smooth clay?  CQ6: Have I provided sufficient base for a stable sculpture?	CQ1: How can artwork contain messages?  CQ2: How could art communicate the dangers of pollution?  CQ3: What materials would enhance my message?  CQ4: How do my materials fit my colour palette?  CQ5: How can I combine different tools, resources and techniques for dramatic effect?  CQ6: Does my final piece communicate an important message?	CQ1: Who are Kandinsky and Delaunay?  CQ2: How does their artwork compare?  CQ3: What makes art abstract?  CQ4: How can I use line and shape to great abstract art?  CQ5: Which artist has inspired my final piece?
<b>Assessment Checkpoint</b>	<ul style="list-style-type: none"> <li>✓ Contribute to discussions about Moore’s significance in WW2</li> <li>✓ Replicate Moore’s sketches of people</li> <li>✓ Create sketches of people in different positions, using visual and digital supports</li> </ul>	Children who are secure will be able to: <ul style="list-style-type: none"> <li>✓ Use the terms ‘abstract’ and ‘realistic’ confidently in discussion</li> <li>✓ Sketch the human form, considering proportion</li> <li>✓ Create several sketches of abstract bodies</li> </ul>	Children who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>✓ Find messages within art work</li> <li>✓ Suggest artistic ways to represent global issues</li> <li>✓ Select materials with purpose, contributing to overall meaning</li> </ul>	Children who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>✓ Present facts about Kandinsky and Delaunay</li> <li>✓ Identify similarities and differences between two artists’ artwork</li> <li>✓ Replicate Delaunay’s and Kandinsky’s work</li> </ul>



## Art Enquiry Questions and Assessment Checkpoints

	<ul style="list-style-type: none"><li>✓ Use chalk and charcoal in unison to create depth and highlights</li><li>✓ Include single colour detail in final work (carefully chosen)</li></ul>	<ul style="list-style-type: none"><li>✓ Use tools and water to smooth and mould clay</li><li>✓ Allow for sufficient surface area to support weight of sculpture</li></ul>	<p>(litter, wrappers, headlines, leaflets)</p> <ul style="list-style-type: none"><li>✓ Show evidence of a range of artistic skills and techniques learned over years (shading, highlights, media choice)</li><li>✓ Incorporate collage successfully into final piece</li></ul>	<ul style="list-style-type: none"><li>✓ Create different geometric shapes using line</li><li>✓ Comment on artwork, offering analysis of techniques</li></ul>
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