



Art Assessment and Tracking

Year 5 Overview 24/25

Year 5 Disciplinary Knowledge – the disciplinary knowledge of Art and Design incorporates the discrete artist skills and techniques (components) which are explicitly taught in reference to the principals of Art and Design. Disciplinary knowledge also refers to contextual studies of specific artists and artworks and the language of art in which we use to analyse and discuss Art and Design. Disciplinary knowledge is broken down into components which culminate together to create a composite outcome.

	WTS	EXS	GDS
To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.		Rest of class	
To create sketch books to record their observations and use them to review and revisit ideas		Rest of class	
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		Rest of class	
About great artists, architects and designers in history		Rest of class	

Space			
	WTS	EXS	GDS
Understand and explain what retrofuturism is.		Rest of class	
Participate in discussions and offer ideas.		Rest of class	
Evaluate images using simple responses, sometimes using formal elements to extend ideas.		Rest of class	
Provide plausible suggestions for how a piece was created.		Rest of class	
Comfortably use different stimuli to draw from.		Rest of class	
Use past knowledge and experience to explore a range of drawing processes.		Rest of class	
Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.		Rest of class	
Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks.		Rest of class	
Generate a clear composition idea for a final piece that shows how it will be drawn.		Rest of class	
Apply confident skills to make an effective collagraph print.		Rest of class	
Independently select tools and drawing techniques, with some guidance.			
Demonstrate growing independence, discussing ways to improve work.			

Portraits			
	WTS	EXS	GDS
Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.		Rest of class	
Try a variety of materials and compositions for the backgrounds of their drawings.		Rest of class	
Communicate to their partner what kind of photo portrait they want.		Rest of class	
Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.		Rest of class	
Create a successful print.		Rest of class	
Use some Art vocabulary to talk about and compare portraits.		Rest of class	
Explain their opinion of an artwork.		Rest of class	
Identify key facts using a website as a reference.		Rest of class	
Experiment with materials and techniques when adapting their photo portraits.		Rest of class	
Show they have considered the effect created by their choice of materials and composition in their final piece.			
Create a self-portrait that aims to represent something about them.			

Art 3D sulphure			
	WTS	EXS	GDS
Group images together, explaining their choices.		Rest of class	
Answer questions about a chosen installation thoughtfully and generate their own questions.		Rest of class	
Show that they understand what installation art means.		Rest of class	
Justify their opinions of installation artworks.		Rest of class	
Evaluate their box designs, considering how they might appear as full-sized spaces.		Rest of class	
Suggest changes they could make if they repeated the activity to create a different atmosphere in the space.		Rest of class	
Create an installation plan, model or space.		Rest of class	
Describe their creations and the changes they made as they worked.		Rest of class	
Describe how their space conveys a particular message or theme.		Rest of class	
Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation		Rest of class	
Show they have considered options for how to display their installation best e.g. lighting effects.		Rest of class	
Present information about their installation clearly in the chosen format.		Rest of class	
Justify choices made, explaining how they improve the viewer experience or make it interactive.			

Next Steps -Learning Points for next enquiry (noting revisit points for Pupils at WTS)

1)

2)

3)