

Ashwell Primary School

Art & Design Curriculum

Knowledge and Skills Organiser – Evaluating & Analysing



	EYFS: Reception	Year 1 – Evaluating & Analysing	Year 2 – Evaluating & Analysing
What is art?	Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...	<ul style="list-style-type: none"> ▪ Art is made in different ways. ▪ Art is made by all different kinds of people. ▪ An artist is someone who creates. 	
Why do people make art?			<ul style="list-style-type: none"> ▪ People use art to tell stories. ▪ People make art about things that are important to them. ▪ People make art to share their feelings. ▪ People make art to explore an idea in different ways. ▪ People make art to help others understand something.
How do people talk about art?	<ul style="list-style-type: none"> ▪ Talk about their artwork, stating what they feel they did well. ▪ Say if they like an artwork or not and begin to form opinions by explaining why. 	<ul style="list-style-type: none"> ▪ Describe and compare features of their own and others' artwork. ▪ Evaluate art with an understanding of how art can be varied and made in different ways and by different people. 	<ul style="list-style-type: none"> ▪ Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. ▪ Begin to talk about how they could improve their own work. ▪ Talk about how art is made.

	Year 3 – Evaluating & Analysing	Year 4 – Evaluating & Analysing
What is art?	<ul style="list-style-type: none"> ▪ Artists make art in more than one way. ▪ There are no rules about what art must be. ▪ Art can be purely decorative or it can have a purpose. 	<ul style="list-style-type: none"> ▪ Artists make choices about what, how and where they create art. ▪ Artworks can fit more than one genre.
Why do people make art?	<ul style="list-style-type: none"> ▪ People use art to tell stories and communicate. ▪ People can make art to express their views or beliefs. ▪ People make art for fun, and to make the world a nicer place to be. ▪ People use art to help explain or teach things. ▪ People make art to explore big ideas, like death or nature. 	<ul style="list-style-type: none"> ▪ Art can be created to make money; being an artist is a job for some people. ▪ Art, craft and design affects the lives of people who see or use something that has been created.
How do people talk about art?	<ul style="list-style-type: none"> ▪ People can have their own opinions about art and sometimes disagree. ▪ One artwork can have several meanings. 	<ul style="list-style-type: none"> ▪ Art is influenced by the time and place it was made, and this affects how people interpret it. ▪ Artists may hide messages or meaning in their work. ▪ Artists evaluate what they make and talking about art is one way to do this.

	Year 3 – Evaluating & Analysing	Year 4 – Evaluating & Analysing
So that they can:	<ul style="list-style-type: none"> ▪ Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. ▪ Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. ▪ Begin to carry out a problem-solving process and make changes to improve their work. 	<ul style="list-style-type: none"> ▪ Use more complex vocabulary when discussing their own and others' art. ▪ Discuss art considering how it can affect the lives of the viewers or users of the piece. ▪ Evaluate their work more regularly and independently during the planning and making process.

	Year 5 – Evaluating & Analysing	Year 6 – Evaluating & Analysing
What is art?	<ul style="list-style-type: none"> ▪ Sometimes people disagree about whether something can be called 'art'. ▪ Art doesn't always last for a long time; it can be temporary. 	<ul style="list-style-type: none"> ▪ Art doesn't have to a literal representation of something, it can sometimes be imagined and abstract. ▪ Art can represent abstract concepts, like memories and experiences. ▪ Art can be a digital art form, like photography.
Why do people make art?	<ul style="list-style-type: none"> ▪ People make art to express emotion. ▪ People make art to encourage others to question their ideas or beliefs. ▪ People make art to portray ideas about identity. ▪ People make art to fit in with popular ideas or fashions. 	<ul style="list-style-type: none"> ▪ Sometimes people make art to express their views and opinions, which can be political or topical. ▪ Sometime people make art to create reactions. ▪ People use art as a means to reflect on their unique characteristics.
How do people talk about art?	<ul style="list-style-type: none"> ▪ People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. ▪ Some artists become well-known or famous and people tend to talk more about their work because it is familiar. ▪ Talking about plans for artwork, or evaluating finished work, can help improve what artists create. ▪ Comparing artworks can help people understand them better. 	<ul style="list-style-type: none"> ▪ Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. ▪ People can have varying ideas about the value of art. ▪ Art can be analysed and interpreted in lots of ways and can be different for everyone. ▪ Everyone has a unique way of experiencing art.
So that they can:	<ul style="list-style-type: none"> ▪ Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. ▪ Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. ▪ Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<ul style="list-style-type: none"> ▪ Give reasoned evaluations of their own and others' work which takes account of context and intention. ▪ Discuss how art is sometimes used to communicate social, political, or environmental views. ▪ Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. ▪ Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.