

**CREATE Federation**  
Taddington, Peak Dale and Dove Holes Primary School  
**Art & Design Assessment Rationale**  
*Integrating Artistic Mastery with Attitudes to Learning (A2L)*

## Curriculum Philosophy: The “Elements” Approach

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Our Art & Design curriculum is designed to inspire and challenge children, equipping them with the knowledge and skills to experiment, invent, and create. To ensure effective assessment, we focus on the **Elements of Art** (Line, Colour, Tone, Shape, Space, Texture, Form and Pattern). These represent the “distilled” technical endpoints required for children to express their own style and ideas.

Detailed **Knowledge Organisers** and **Learning Overviews** are provided at the start of each block to outline the specific skills and diverse artists being studied. Parents are encouraged to view the full curriculum overviews on the school website to see how these skills build cumulatively from EYFS to Year 6.

## The A2L “Litmus Test”

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We utilize the **Attitude to Learning (A2L)** criteria (Levels 1-10) as a “litmus test” for artistic achievement. High A2L scores indicate a child is successfully experimenting, evaluating, and refining their craft. Conversely, an **A2L Barrier** identifies a risk that a child may struggle with the precision required for fine motor skills or the critical thinking needed for effective evaluation.

## Integrated Art Progress & A2L Barrier Map

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### Phase-Specific Support at Home

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#### Phase 1: Pre-school & Reception (Foundations of Creativity)

- **Behaviour:** Practice “Control” by painting slowly with water on dry pavement or a fence.
- **Active Voice:** Use “I notice...” and “It feels...” prompts when exploring household fabrics.
- **Ownership:** Let them be the “Art Curator”—deciding where to display their work at home.
- **Fixed Mindset:** If a drawing “goes wrong,” turn the mistake into a “doodle monster.”

#### Phase 2: Year 1 & Year 2 (The Emerging Artist)

- **Behaviour:** Practice “Precision” by drawing one object using only dots, then only lines.
- **Active Voice:** Play “Color Spy”: Find items that are a “tint” (lighter) or “tone” (darker) of blue.
- **Ownership:** Help them maintain a “Nature Sketchbook” for one week, collecting leaf rubbings.

Level / Year	Assessment Endpoints	Active Barrier	Voice	Behaviour Barrier	Ownership Barrier	Mindset / Safety Net
<b>L1-4 (EYFS)</b>	Name 2 artists; mix primary colors to make secondary; use correct vocabulary to describe patterns.	Lack of talk about how colors make them "feel."		Impulsivity leads to over-mixing colors into "mud."	Difficulty choosing own materials or tools.	Quitting if a mark isn't "perfect." Waiting for adult help.
<b>L5-6 (Y1-Y2)</b>	Use marks for mood; make prints from natural objects; build 3D sculptures using recycled or indigenous-inspired ideas.	Inability to describe texture or form of an object.		Rushing through mark-making without varying pressure.	Disorganised use of sketchbooks for ideas.	Fear of "making a mess" prevents exploration.
<b>L7-8 (Y3-Y4)</b>	Create negative space; refine line detail; use blocks for multi-surface prints; apply ombre effects (tints/tones).	Failing to evaluate work against a key artist's style.		Lack of precision when carving or joining 3D forms.	Missing key tools; only "mostly equipped."	Avoiding difficult techniques like negative space.
<b>L9-10 (Y5-Y6)</b>	Create abstract landscapes; use one-point perspective; apply applique/batik; represent depth and translucency.	Passive participation in critiques stops growth.		Lack of care in complex processes (e.g. batik).	Low-quality sketchbook records lead to lost ideas.	Avoiding complex challenges (e.g. depth).

*Note: Identification of an A2L barrier suggests potential gaps in technical skill or critical evaluation. Learning overviews are available for detailed coverage of the Drawing, Painting, Sculpture, and Printmaking domains.*