

Art & Design Assessment

The National Curriculum for Art and Design (2014) has the following aims. That all pupils should:

- 1) Produce creative work, exploring their ideas and recording their experiences
- 2) Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- 3) Evaluate and analyse artistic works using the language of art, craft and design
- 4) Know about great artists, craft makers and designers, and understand the historical development of their art forms

Our four progress objectives are:

- 1) Generating Ideas: The skills of designing and developing ideas
- 2) Making: The skills of making art, craft and design
- 3) Evaluating: The skills of judgement and evaluation
- 4) Knowledge: Knowledge of both technical process and cultural context



Assessment in art, craft and design takes account of all aspects of pupils' learning and achievement. This includes, not only what pupils make, but also how they make it, what skills they acquire and what they know about the tools and materials they use.

Assessment also takes account of what they know about the world of art, craft and design which places their own work in the wider cultural context.











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Bloom's Revised Taxonomy	Factual The basic elements a student must know to be acquainted with a discipline or solve problems.	Conceptual The interrelationships among the basic elements within a larger structure that enable them to function together	Procedural How to do something, methods of inquiry and criteria for using skills, algorithms, techniques and methods.	Metacognitive Knowledge of cognition in general as well as awareness and knowledge of one's own cognition
NSEAD Framework for Progression	 Knowledge Knowledge of process and context	 Generating Ideas Skill of designing and developing ideas	 Making The skill of making art, craft and design	 Evaluating Skills of judgement and evaluation
National Curriculum	 Know about great artists, craft makers and designers, and understand the historical development of their art forms.	 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 artistic works using the language of art, craft and design.

Bloom's Revised Taxonomy's 'Knowledge Dimension' objectives link through our own assessment progress objectives which, we have adopted from The National Society for Education in Art & Design (NSEAD).

These align with the NC requirements for Art & Design.

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Explore and Draw
Autumn 1B

Aim

In this pathway pupils are introduced to the idea that artists are inspired by the world around them. Children are empowered to go out into the world, re-see, collect and re-present through drawing.

I can...

- I have seen how some artists explore the world around them to help them find inspiration.
- I can explore my local environment (school, home, etc) and collect things which catch my eye.
- I can explore composition by arranging the things that I have collected.
- I can talk about what I collected, and how and why I arranged the things I collected.
- I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.
- I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.

Lesson Progression	Key Question	Learning Outcome	Our Key Vocabulary																									
Lesson 1: Introduce explorers and collectors	How are artists inspired by their environment?	To understand that artists find inspiration for artwork from their environment.	<div style="text-align: center; font-size: 0.7em; margin-bottom: 5px;">Explore Collect</div> <table style="width: 100%; text-align: center; font-size: 0.6em;"> <tr> <td>Imagine</td><td>Curious</td><td>Arrange</td><td>Composition</td><td>Light</td> </tr> <tr> <td>Shade</td><td>Observational Drawing</td><td>Pressure</td><td>Sense of Touch</td><td></td> </tr> <tr> <td>Wax resist</td><td>Graphite</td><td>Watercolour</td><td>Mark making</td><td>Line</td> </tr> <tr> <td>Tone</td><td>Shape</td><td>Reflect</td><td>Present</td><td>Share</td> </tr> <tr> <td>Discuss</td><td></td><td></td><td></td><td>Feedback</td> </tr> </table>	Imagine	Curious	Arrange	Composition	Light	Shade	Observational Drawing	Pressure	Sense of Touch		Wax resist	Graphite	Watercolour	Mark making	Line	Tone	Shape	Reflect	Present	Share	Discuss				Feedback
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Tone	Shape	Reflect	Present	Share																								
Discuss				Feedback																								
Lesson 2: Explore and collect	How can I be inspired by my environment?	To explore my environment and collect things that inspire me.	<p>Our Key Artists</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Alice Fox</p> </div> <div style="text-align: center;"> <p>Rosie James</p> </div> </div>																									
Lesson 3: Drawing in sketchbooks	How can I record the items I have collected through drawing?	To explore different drawing exercises to record the things you have collected.																										
Lesson 4 & 5: materials and mark making	How can I use a range of materials to explore mark making?	To use a range of materials to create lots of varied mark making drawings of natural objects around me.																										
Lesson 6: Reflect, share, and discuss	How can I reflect on my drawings?	To display the work made through the half term and reflect on the outcomes.																										

Each half-termly pathway will be set out by the overview proforma. This acts as a benchmark for each pathway in the children's' sketchbook. At the beginning of each half-term, this is discussed with the class. The pathway aim will be shared alongside the enquiry question, (set out on our MTPs) where children will discuss their first thoughts on their creative journey.

These proformas are to be referred back to during the full pathway, allowing the children to understand the steps, making links in their learning and utilising the I can statements, enabling the children to continuously be reflective in their practice.

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At the end of each pathway, it is important to present opportunities to celebrate the work of the class. The half term will end with mini in-class exhibitions. These will be known to the children as our 'Reflect and Respond' time which is our interpretation on an art 'crit' critical study. The children will reflect and use their evaluation skills to respond to the artwork of their peers. It is important for the children to practice verbalising their opinions and views on pieces of artwork, children can improve their 'visual literacy' skills.



Once the children have received their feedback from peers and had the opportunity to discuss their work, they will complete an end of pathway 'Reflect and Respond'.



Teachers will ensure that formative assessment illuminates the achievement profile across each of the progress objectives. Teachers will regularly and explicitly talk about and refer to the skills of 'generating ideas', 'making' and 'evaluating' and to what they have learned and 'know' about the subject. Students should understand that achievement in art, craft and design covers each of the four progress objectives.

In formative and summative assessment and feedback the four progress objectives are clearly identified, explained and discussed.

			
Ideas	Making	Evaluating	Knowledge
I was inspired by...	I used (watercolour, acrylic) to create the waves in my artwork.	I ("I enjoyed... This went well... I would have liked... next time I might...).	I learnt about (artists) and how they use...
I liked this artist's colour scheme...	I started by...	My peers thought...	We looked at the painting ... (date/artist) and how it showed...
I used ... to draw ideas from.	Next, I...		
	My favourite part of creating was...		

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RAG outline:

A = Exceeding expectations: Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their peer group. Assessment in each of the strands could be described as:

1. **Generating Ideas:** Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.
2. **Making:** Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.
3. **Evaluating:** Showing greater: judgement; autonomy; independence; perception; subtlety.
4. **Knowledge:** Showing greater: breadth; contextual understanding; explanation; judgement.

B = Meeting expectations: Pupils who are meeting the expectations in full will typically be providing consistent evidence of achievement which shows that they have understood and confidently achieved the assessment criteria. They are working at a level which is appropriate for their peer group.

C = Not yet meeting expectations: Pupils who have yet to meet the expectations in full will typically be providing evidence of achievement which is consistently less resolved and confident than their peer group.

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