

Art Assessment Grid : William Morris : Year 3/4

William Morris																					
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>																	
Art																					
Lesson 1	Can children find similarities and differences between the different works of William Morris?																				
	Can children recreate a wallpaper pattern in the style of William Morris?																				
	Can children analyse an existing piece of artwork using language associated with Art and Design?																				
Lesson 2	Can children discuss the difference between quality and quantity?																				
	Can children describe what the Arts and Crafts movement was?																				
	Can children explain why the Arts and Crafts movement was founded?																				
Lesson 3	Can children use soft, light sketching techniques to create a still life sketch?																				
	Can children use careful observation skills to create a still life sketch?																				
	Can children make observations about different mediums?																				
Lesson 4	Can children create a design inspired by nature and William Morris?																				
	Can children briefly describe the process of creating a print?																				
	Can children compare and recognise patterns around them?																				
Lesson 5	Can children use a design to guide them in making a printing block?																				
	Are children able to reflect on design choices?																				
	Can children print using a printing block?																				

Art Assessment Grid : Famous Buildings : Year 3/4

Famous Buildings																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
Art																				
Lesson 1	Do children know that buildings are designed for a variety of purposes?																			
	Do children know that an architect is someone who designs buildings?																			
	Can children examine buildings and comment on what they think of them?																			
Lesson 2	Do children know that Christopher Wren was a famous architect?																			
	Can children comment on the features of St Paul's Cathedral and say what they feel about them?																			
	Can children identify and apply different shading techniques?																			
Lesson 3	Do children know that architectural styles change over time and across different locations?																			
	Can children describe the main features of St Basil's Cathedral?																			
	Can children recreate St Basil's Cathedral using their own interpretations?																			
Lesson 4	Can children identify lines of symmetry in buildings?																			
	Can children use symmetry accurately in their artwork to create effects?																			
	Can children discuss why many architects choose symmetrical designs for their buildings?																			
Lesson 5	Do children know that architectural styles change over time?																			
	Do children know who designed the Sydney Opera House?																			
	Can children recreate the Sydney Opera House, making choices about colours, materials and media to use?																			
Lesson 6	Can children design a building for a particular purpose?																			
	Can children incorporate shape, line and colour into their designs?																			
	Can children evaluate their finished artwork fairly?																			

Art Assessment Grid : Seurat and Pointillism : Year 3/4

Seurat and Pointillism																				
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>																
Art																				
Lesson 1	Do children know who Georges Seurat is and why he is famous?																			
	Do children know what Pointillism is?																			
	Can children state how they think and feel about artwork?																			
Lesson 2	Can children describe what Pointillism is?																			
	Can children experiment with a range of Pointillist techniques?																			
	Can children state which method they preferred and describe their reasons?																			
Lesson 3	Do children know how to mix colours to create secondary and tertiary colours?																			
	Do children know some pairs of complementary colours?																			
	Can children mix colours using Pointillism?																			
Lesson 4	Can children discuss artwork and say what they think and feel about it?																			
	Can children use Pointillism to create effects such as shading?																			
	Can children use Pointillism to blend colours?																			
Lesson 5	Do children understand that Pointillism was an art movement that developed over time?																			
	Can children name some Pointillism artists?																			
	Can children explore the work of Pointillism artists and comment upon their findings?																			
Lesson 6	Can children make decisions about subjects and colours for their artwork, giving reasons for their choices?																			
	Can children apply what they have learnt about Pointillism to create their own piece of artwork?																			
	Can children evaluate their finished artwork and compare it to that of their peers?																			

Art Assessment Grid : Plant Art : Year 3/4

Plant Art																			
Group:		Year:		Term:															
Art																			
Lesson 1	Can children identify an artwork that is visually pleasing to them?																		
	Can children give their personal opinion of different artworks?																		
	Can children listen to others' opinions of artworks, and try to see their point of view?																		
Lesson 2	Do children know what a botanical illustration is and why they were first created?																		
	Can children use their observational skills to create a detailed sketch of part of a plant?																		
	Can children express their opinion about this style of drawing?																		
Lesson 3	Do children understand the difference between tints, shades and tones?																		
	Can children create tints, shades and tones to match a given colour?																		
	Can children use tints, shades and tones to create an artwork?																		
Lesson 4	Do children understand how to make a cardboard print board?																		
	Can children create designs by printing?																		
	Can children talk about famous designers?																		
Lesson 5	Do children understand what depth in an artwork is?																		
	Do children understand how artists create the illusion of depth in their artwork?																		
	Can children create the illusion of depth in their artwork?																		
Lesson 6	Do children understand what a sculpture is and what different materials they can be made from?																		
	Do children know how to add or remove bits of clay to create detail?																		
	Can children make their own simple sculpture from clay?																		
Lesson 7	Can children discuss how to represent a plant as a piece of art?																		
	Can children design their artwork and give reasons for their choices?																		
	Can children create their artwork from a given plan?																		

Art Assessment Grid : Sonia Delaunay : Year 3/4

Sonia Delaunay																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
Art																			
Lesson 1	Can children recall some facts about the early life of Sonia Delaunay?																		
	Can children express their opinion about an artist or artwork?																		
	Can children ask and answer questions about an artist and their artwork?																		
Lesson 2	Do children know what Orphism art is?																		
	Can children explain the difference between complementary and harmonious colours?																		
	Can children experiment with the use and effect of colours in their own artwork?																		
Lesson 3	Can children explain how Sonia Delaunay created a feeling of movement in her artwork?																		
	Can children discuss and give their opinions of specific artworks?																		
	Can children create their own artwork to represent a journey?																		
Lesson 4	Do children know how and why Sonia Delaunay began to design clothes?																		
	Can children explain their opinion of Sonia Delaunay's designs?																		
	Can children create their own designs in the style of Sonia Delaunay?																		
Lesson 5	Can children talk about the life and work of Sonia Delaunay?																		
	Can children recognise the influence Sonia Delaunay's work has had on both fashion and modern art?																		
	Can children express their own thoughts and opinions on the work of Sonia Delaunay?																		

Art Assessment Grid : Recycled Art

Recycled Art																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
Art																			
Lesson 1	Can children join two pieces of cardboard together securely?																		
	Can children identify advantages or disadvantages of a joining method?																		
	Are children able to suggest a suitable joining method for two pieces of material?																		
Lesson 2	Can children attribute adjectives to describe the properties of different junk materials?																		
	Are children able to generate ideas inspired by different materials and their properties?																		
	Can children justify their ideas?																		
Lesson 3	Can children create a recognisable creature from junk materials?																		
	Are children able to select suitable joining methods for their art piece?																		
	Can children evaluate and discuss their artwork?																		
Lesson 4	Can children evaluate the ease of working with a material?																		
	Can children suggest a suitable paint to decorate their sculptures based on the material it is made from?																		
	Are children able to create a 3D sculpture from cardboard?																		
Lesson 5	Are children able to understand the messages that some artwork can portray?																		
	Can children understand how recycled art can portray a particular message?																		
	Are children able to create their own piece of artwork to convey a message?																		

Art Assessment Grid : Chinese Art : Year 5/6

Chinese Art																				
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>																
Art																				
Lesson 1	Can children identify some themes commonly used in traditional Chinese art?																			
	Can children identify some colours commonly used in Chinese art?																			
	Can children discuss traditional Chinese artwork and say what they think and feel about it?																			
Lesson 2	Do children understand the significance of the dragon in Chinese culture?																			
	Can children discuss examples of dragons in traditional Chinese artwork, identifying features and explaining how they have changed over time?																			
	Can children use a variety of skills to create their own dragon artwork?																			
Lesson 3	Can children explain the importance of lines in Chinese art in relation to the Four Gentlemen?																			
	Can children practise a variety of brushstrokes to improve technique?																			
	Can children apply their brush control when creating artwork?																			
Lesson 4	Do children understand the importance of line and brushstrokes in Chinese Art?																			
	Can children create Chinese calligraphy characters using the correct brushstroke sequence?																			
	Can children control their brushstrokes to create effects?																			
Lesson 5	Do children know what the Terracotta Army is and why it is famous?																			
	Can children work with clay to create a detailed model?																			
	Can children use drawing and shading skills to recreate a terracotta warrior?																			
Lesson 6	Do children know when the Ming dynasty was in power and why their porcelain is famous?																			
	Can children identify patterns, images and styles associated with Ming porcelain?																			
	Can children create artwork to reflect the style of Ming porcelain?																			

Art Assessment Grid : Frida Kahlo : Year 5/6

Frida Kahlo																				
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>																
Art																				
Lesson 1	Can children describe who Frieda Kahlo is and give a brief summary of her work?																			
	Can children analyse aspects of a painting including mood and colour?																			
	Are children able give their opinion of a painting or artist?																			
Lesson 2	Can children describe the differences between a portrait and a self-portrait?																			
	Can children describe the general proportions of a face?																			
	Can children use their knowledge of proportions to complete a self-portrait?																			
Lesson 3	Are children able to describe aspects of Mexican folk art?																			
	Can children identify aspects of the Mexican culture in Kahlo's artwork?																			
	Can children identify their own cultural background and use artwork to express this?																			
Lesson 4	Can children describe the aspects of the surrealist movement?																			
	Can children express their opinion of the surrealism in paintings?																			
	Are children able to apply aspects of surrealism to their own artwork?																			
Lesson 5	Can children explain what an autobiographical artist does?																			
	Can children identify emotions from a painting?																			
	Can children express emotions though their own artwork?																			

Art Assessment Grid : Street Art : Year 5/6

Street Art																				
Group:		Year:		Term:																
Art																				
Lesson 1	Can children express their own ideas, and explain the views of others, about graffiti?																			
	Can children use pencils and felts as instructed to create stylised text?																			
	Can children revise and improved their ideas through repeated sketching?																			
Lesson 2	Can children consider ways in which street art can improve public spaces?																			
	Can children consider reasons why graffiti and other street art is allowed in certain spaces?																			
	Through sketching, can children develop ideas for a work of art that would improve a space?																			
Lesson 3	Can children identify and discuss the meaning of satirical works of art?																			
	Can children simplify a design for street art to make it immediate, recognisable and easy to replicate?																			
	Can some children adapt their designs so they may be reproduced in a variety of ways?																			
Lesson 4	Can children identify features of street art which are appealing to advertisers?																			
	Can children visualise how images may appear when created using stencils of their own design?																			
	Can children turn simple images into stencil designs?																			
Lesson 5	Can children work safely as instructed while cutting out their stencils?																			
	Can children use a variety of painting techniques to create stencil street art?																			
	Can some children create more complex stencil art by moving their stencil, or using two or more stencils?																			

Art Assessment Grid : Landscape Art : Year 5/6

Landscape Art																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
Art																				
Lesson 1	Can children identify a horizon line and vanishing points in photos and pictures of landscapes?																			
	Can children sketch out a landscape scene using a horizon line and vanishing point?																			
	Can children use construction lines to help draw objects in perspective?																			
Lesson 2	Can children explain what watercolours are and discuss watercolour paintings?																			
	Can children use watercolour paints appropriately?																			
	Can children experiment with different watercolour techniques?																			
Lesson 3	Do children know what atmospheric perspective is and how it is used in landscape art?																			
	Do children know how to create tints and shades using different mediums?																			
	Can children use an appropriate medium, and tints and shades, to create a piece of landscape artwork that shows atmospheric perspective?																			
Lesson 4	Do children know what abstract art is?																			
	Can children choose appropriate mediums for creating abstract patterns?																			
	Can children use patterns to create an abstract landscape?																			
Lesson 5	Can children define what 'collage' is?																			
	Can children create a landscape using torn paper collage?																			
	Can children make stylistic choices about colour, size, line and placement to create effects in their collage?																			
Lesson 6	Can children discuss famous landscape artwork and say what they think and feel about it?																			
	Can children make choices about methods and mediums to use in order to create a landscape work of art?																			
	Can children evaluate the artwork of others and identify what they like, giving reasons for their choices?																			

Art Assessment Grid : Sculpting Vases : Year 5/6

Sculpting Vases																			
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>															
Art																			
Lesson 1	Can children describe what a container is?																		
	Can children identify different features of the vases' design?																		
	Can children sketch designs to build up a portfolio of ideas?																		
Lesson 2	Can children describe and assess vases made by designers?																		
	Can children gather ideas for use in their own work?																		
	Can children incorporate design ideas or themes into their own designs?																		
Lesson 3	Can children use appropriate techniques in their work?																		
	Do children know how to develop their control of tools and techniques?																		
	Can children work with control and accuracy?																		
Lesson 4	Can children follow a design to create a vase?																		
	Can children use tools and techniques appropriately?																		
	Can children identify ways they could improve their work?																		
Lesson 5	Can children evaluate and adjust their designs?																		
	Can children make appropriate choices when decorating their vases?																		
	Do children understand how to create different effects using materials?																		
Lesson 6	Can children evaluate their own work fairly?																		
	Can children evaluate the work of others?																		
	Can children suggest ways in which they could improve their vases if they were to make them again?																		

Art Assessment Grid : Express Yourself : Year 5/6

Express Yourself																				
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>																
Art																				
Lesson 1	Can children identify different ways they can express themselves?																			
	Can children identify aspects of a person's personality from their clothing?																			
	Can children use clothing to convey their own personality?																			
Lesson 2	Can the children identify different emotions from facial expressions?																			
	Can children describe how the features change for different facial expressions?																			
	Can children sketch a given emotion as a cartoon?																			
Lesson 3	Do children understand that body language can portray emotions?																			
	Can children describe how bodies change to portray different emotions and feelings?																			
	Can children manipulate wire to create sculptures to portray an emotion or an activity?																			
Lesson 4	Are children able to describe how lines and fonts can express an idea?																			
	Can children make choices based on different lines and fonts to create a desired effect?																			
	Can children use different pressures and thicknesses to create a desired effect?																			
Lesson 5	Can children respond and comment on different pieces of artwork?																			
	Can children identify emotions they feel, linked to a colour?																			
	Can children use colour and shape to illustrate emotions?																			
Lesson 6	Are children able to comment on an artist's work?																			
	Can children use techniques influenced by an artist?																			
	Can children use different pressures and overlaps to create a desired effect?																			