

Assessment in Art and Design

The purpose of assessing in Art and Design is first and foremost to support the child's personal development. The creative curriculum at Robin Hood will build pupils knowledge and skills as they progress through school as well as opportunities to apply these skills creatively.

Our progressive, creative curriculum in art and design ensures the children are able to explore different mediums, scales and artists*as well as being able to work individually and collaboratively.

Coverage of the curriculum will be monitored to ensure there are no gaps and that the knowledge and skills taught are revisited and developed.

There will be two formal assessment activities in the year. Each of these activities give the child the opportunity to showcase their skills. These drawings will help the teacher to decide whether a child is working at expected standard.

Autumn Term

Drawing assessment

Each child will complete the drawing assessment. No judgements about the drawing should be made to the child.

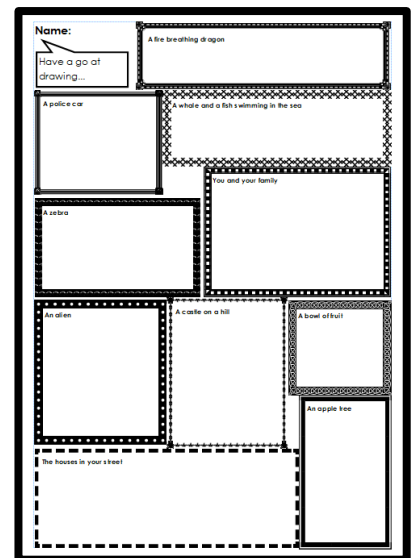
During the drawing activity the teacher will circulate around the class asking questions to inspire their drawings such as: "Does your police car have anyone inside?"

The children will then have the opportunity to reflect on the drawing assessment they completed in the previous year.

Have your drawings improved?

Pick a drawing from last year (E.g: castle on a hill) and look at the same drawing this year. Tell me what you notice.

Which drawing are you most proud of? Why? These questions can be asked as a whole class or in groups.



Spring Term

Creativity Assessment

Each child will complete an activity in this term that will demonstrate their ability to imagine and think creatively.

EYFS/KS1

Show the children a picture of a mysterious gateway or doorway. What lies beyond the gate? What is behind the door?

Lead them into possible imaginative worlds.

Describe your idea in drawing. Tell them you are, "looking for original ideas so don't copy someone else's idea".

At the end of the session talk about the drawings. Have the children been able to describe their world in drawing? Can they talk about it and explain what they have drawn?

KS2

Show the children a random object (a key, an old screw, a peg etc.). Ask them to complete an observational drawing of the object. Ask them to be as accurate as possible. Add shading and detail (15/20 mins). Now ask them to transform their drawing into an imaginary picture. They can rotate it, add things to it, make it into a scene or a

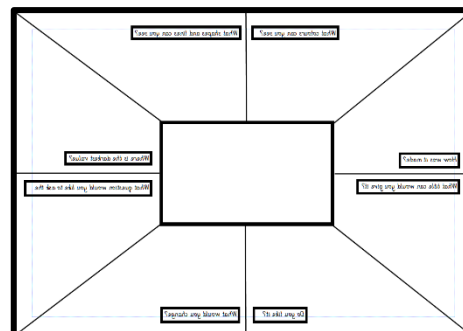
*artists (to include architects, designers and craftspeople – ensuring a diverse range)

character or even just an abstract pattern. Inform them you will be looking at their ability to come up with novel, original ideas.

Critique Art

Each term the class teacher will select an artwork that they will share with the children. The artwork can be linked to project, current affairs or just be something that the teacher likes. The image of the artwork will be placed into the centre of the pupil '**art evaluation sheet**'.

The same sheet is used in KS1 and KS2. Teachers advisory notes give example questions to ask each key stage.



In Y1/EYFS an image should still be shared with the children and discussed together rather than filling out a shape. If you then place the image on the creative table in class, children can be invited to create in response to it. Responses can be noted.

Critique of own work/peer assessment

As well as assessing drawing, teachers need to assess a range of skills and knowledge that are evident in the planned activities. Knowledge-based objectives such as 'I know the primary colours and know how to mix secondary colours' and skills-based objectives such as 'I can choose the layout of my collage and explain my reasons for those choices'. These are ongoing assessments that can be shared with the class (E.g: I'm going to be looking at whether you have chosen an appropriate brush for your painting) or not.

Children will use the critique displays to form questions to evaluate their work and that of their peers - be kind, be specific and be helpful. The critique can be done at any point in the lesson.

Collate art work at the end of the lesson and ask the children: "Who has impressed you this lesson and why?" Choose an artwork that you would like to comment on (Try to keep names hidden so the children don't just pick their friends).



Sketchbooks

Sketchbooks give the opportunity to evaluate children's work. They should not be marked. If a positive comment is to be made this should be done on a post-it and stuck in. Children will have frequent opportunities to revisit previous work in lessons to evaluate their own progress.



Summary

The formative assessments carried out during tasks, the summative drawing assessments and the sketchbook will provide the teacher with evidence as to whether children are below expected standard, at expected standard or above expected standard. This data will be collected at two points during the year.

*artists (to include architects, designers and craftspeople – ensuring a diverse range)