Art Assessment at Mundy CofE Junior School

In Art, formative assessment is carried out at the end of each lesson with both the children and adults assessing the work against the Learning Objective.

Some Art Units or pieces of work may take several weeks, and the children will also assess their finished product against the Art success criteria. This can be both verbal and written evaluations with opportunities for the children to suggest how to improve their work.

Examples of practical work or if their final piece is too large for their sketch book is often recorded by photographs and these are added to individual children's sketch books.

Smaller versions of the "Art Progression Map" and "Art/DT Key Vocabulary" will also be stuck in the front of each child's sketch book and statements highlighted when they have been achieved.

Mundy C of E Junior School.

Art and DT Key Vocabulary

Basics	Year 3	Year 4	Year 5	Year 6
Brush: A tool for applying paint. **Clay:** A sticky fine grained earth that can be moulded when wet. Can be used to make pottery. **Colour:** The property possessed by an object of producing different sensations on the eye as a result of the way it reflects light. **Draw:** Produce a picture by making lines and marks on paper. **Paint:** A coloured substance which is spread over a surface and dries to leave a thin decorative coating. **Pattern:** A repeated decorative design. **Pencil:** An instrument for writing and drawing. **Picture:** A painting, drawing or photograph. **Shape:** The external form, contours or outline of something. **Glue:** An adhesive substance used for sticking materials together. **Artist:** A person who creates paintings or drawings. **Collage:** A piece of art created by sticking different materials onto a backing. **Design:** A plan or drawing used to show the workings of an item before it is made. **Detail:** A minor decorative feature used in a work of art. **Drawing:** A picture or diagram made with a drawing implement. **Image:** A representation of the external form of a person or object in art. **Print:** Mark a surface with a coloured design or pattern. **Texture:** The feel, appearance or consistency of a surface or a substance.	**Cool:** Containing light colours (pale blue, green or grey tones). **Hue:** A colour or shade. **Line:** A long narrow mark or band. **Materials:** Items needed to create a piece of art. **Position:** A particular way in which something is positioned. **Sculpture:** The art of making a two or three dimensional representation of an item using stone, wood, metal etc. **Sketch:** A rough unfinished drawing or painting. **Textiles:** A type of cloth or woven fabric. **Tone:** A quality of brightness, deepness or hue of a shade of colour. **Visual:** Relating to seeing or sight. **Warm:** Referring to colours such as; red, yellow or orange.	**Appearance:** The way that something looks. **Dimension:** The measurements of an object. **Equipment:** The items needed for a particular purpose. **Illustrate:** Provide a book/newspaper with pictures. **Mixing:** Combine different substances to form another substance. **Natural:** Derived from nature, not man made. Or the colour white. **Opacity:** The quality of lacking transparency. **Techniques:** A particular way of carrying out a task. **Transparency:** The condition of being able to see through it.	**Ceramic:** Made of clay and permanently hardened by heat. **Charcoal:** A black solid made from carbon of an item when heated, used for drawing. **Effect:** A change which I a result of actions taken. **Experiment:** A course of action taken without being sure of the outcome. **Impact:** A marked effect of influence. **Processing:** perform a series of changes in order to change or preserve. **Proportion:** Dimension or sizes of items. **Reflection:** An image seen in a mirror. Have thoughts about the item you have created. **Shadows:** A dark area or shape produced by a body coming between rays of light and a surface.	**Architect:** A person who designs buildings. **Atmosphere:** The tone or mood of a place, situation or creative work. **Complementary:** Combining in such a way as to enhance or emphasize the qualities of each other. **Dyeing:** Add a colour to change the colour of something by soaking it in a solution. **Joining:** To link or connect items together. **Mosaic:** A picture produced by arranging small pieces of stone, tile, glass etc. **Portraiture:** The art of painting or taking portraits. **Precision:** The quality of being exact and accurate.

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Art Progression of Skills.

	Year 3	Year 4	Year 5	Year 6
Drawing	• Build on skills of tonal shading in their drawing. • Show facial expression in art • Use sketches to help produce a final piece of art. • Use different grades of pencils to show tones and textures. • Use line to replicate geometric patterns in Islamic Art	• Begin to make individual choice in their choice of media . • Show body language in sketches and paintings • Use line, tone, shape and colour to represent figures and forms in movement. • Show reflections in art • Use line to replicate geometric patterns	• Begin to include measuring skills to help with proportion in their drawings. • Use shading to create mood and texture • Organise line, tone, shape and colour to represent figures and forms in movement. • Use shading to create mood and feeling. • Learn and use technical vocabulary • Evaluate and analyse creative works.	• Explain the different tools used to create art. • Explain personal choices of specific art techniques used. • Draw with precision using different gradient pencils or other mediums for effect • Show shape, proportion and perspective in drawings and artwork.
Clay/Textiles/3D Sculpture	• A project using clay.	• Sculpt using clay and other mouldable materials.	• Research the work of an artist and use their work to replicate a style	• Create a mosaic, mask and sculpture.
Painting	• Know tertiary colours • Further explore tint/tone shade- apply this in their paintings. • Create a background using a colourwash • Use a range of brushes to create different effects in painting. • Identify the techniques used by different artists • Compare the work of different artists. • Recognise when art is from different cultures. • Recognise when art is from different historical periods.	• Mix tertiary colours • Know how different colours affect our mood/feelings- compare/contrast two paintings with separate moods. • Experiment with the styles used by other artists. • Explain some of the features of art from historical periods.	• Use tertiary colour in their paintings • Use the past as a source of artistic inspiration.	• Make individual choices regarding choice of media and state why in their work. • Research artwork from different periods of history. • Research artwork from different periods of history and locations and investigate similarities and differences between the technique and styles used. • Identify great artists and how their work has impacted on art today • Explain the style work produced and how it has been influenced by a famous artist. • Use feedback to make amendments and improvements to art.
Printmaking/Collage/ IT	• Shape prints—adding colour • Use digital images and combine with other media in artwork. • Use IT to create art which includes my own work and that of others.	• Print onto different materials using at least 4 different colours • Integrate own digital images into my art.	• Use images which have been created, scanned and found; altering them where necessary to create art.	• Use A range of e- resources to create Art. • Print using relief or etching to create different patterns.