

Lostwithiel Primary School Assessment Grid

 ART ASSESSMENT GRID Knowledge and Understanding	Well Below	Working Towards	Expected	Above
Year 1	With support start to recognise and describe some simple characteristics of different kinds of art, craft and design Understand ideas can come through hands-on exploration Work in a group with support	Start to recognise and describe some simple characteristics of different kinds of art, craft and design The names of some tools Understand ideas can come through hands-on exploration Work at different scales, alone and in groups	How to recognise and describe some simple characteristics of different kinds of art, craft and design The names of tools, techniques and formal elements Understand ideas can come through hands-on exploration Work at different scales, alone and in groups	Begin to build knowledge of what different materials and techniques can offer the creative individual Begin to feel confident to express a preference in... Discover that art is subjective (we all have our own legitimate understanding)
Year 2	With support, start to know how to recognise some simple characteristics of different kinds of art, craft and design Know some of the names of tools, techniques and formal elements with support With support, start to know that different forms of creative works are made by artists and craftspeople	Start to know how to recognise some simple characteristics of different kinds of art, craft and design Know some of the names of tools, techniques and formal elements Start to know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times	Know how to recognise and describe some simple characteristics of different kinds of art, craft and design Know the names of tools, techniques and formal elements Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes	Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary
Year 3	With support, know the names of tools Be able to talk about the materials With support, be able to demonstrate how to safely use some of the tools they have chose to work with Start to understand ideas can come through hands-on exploration Start to share their journey and outcomes with others. Begin to feel celebrated and feel able to celebrate others.	With support, know the names of tools, techniques and formal elements Begin to know that different forms of creative works are made by artists, craftspeople, and designers for different purposes. With support, be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary Start to demonstrate how to safely use some of the tools and techniques they have chose to work with Begin to understand ideas can come through hands-on exploration Start to develop their knowledge of what different materials and techniques can offer the creative individual Work at different scales, alone and in groups Begin to share their journey and outcomes with others. Feel celebrated and feel able to celebrate others	Know the names of tools, techniques and formal elements Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with Experience the connection between brain, hand and eye Understand ideas can come through hands-on exploration Develop their knowledge of what different materials and techniques can offer the creative individual Work at different scales, alone and in groups Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others	Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities Discover that art is subjective (we all have our own legitimate understanding) Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge)
Year 4	With support, know the names of tools, techniques and formal elements Begin to know that different forms of creative works are made by artists, craftspeople, and designers for different purposes. With support, be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary	Know the names of tools, techniques and formal elements Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary	Know the names of tools, techniques and formal elements Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including	Feel safe enough to take creative risks and follow their intuition (fed with skills knowledge) Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others

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	<p>Start to demonstrate how to safely use some of the tools and techniques they have chose to work with</p> <p>Begin to understand ideas can come through hands-on exploration</p> <p>Start to develop their knowledge of what different materials and techniques can offer the creative individual</p> <p>Work at different scales, alone and in groups</p> <p>Begin to share their journey and outcomes with others. Feel celebrated and feel able to celebrate others</p>	<p>Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with</p> <p>Experience the connection between brain, hand and eye</p> <p>Understand ideas can come through hands-on exploration</p> <p>Develop their knowledge of what different materials and techniques can offer the creative individual</p> <p>Work at different scales, alone and in groups</p> <p>Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others</p>	<p>artists who are contemporary, female, and from various ethnicities</p> <p>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</p> <p>Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with</p> <p>Discover that art is subjective (we all have our own legitimate understanding)</p> <p>Experience the connection between brain, hand and eye</p> <p>Understand ideas can come through hands-on exploration</p> <p>Develop their knowledge of what different materials and techniques can offer the creative individual</p> <p>Work at different scales, alone and in groups</p>	
Year 5	<p>Know the names of tools, techniques and formal elements</p> <p>Know that different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes.</p> <p>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</p> <p>Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with</p> <p>Experience the connection between brain, hand and eye</p> <p>Understand ideas can come through hands-on exploration</p> <p>Develop their knowledge of what different materials and techniques can offer the creative individual</p> <p>Work at different scales, alone and in groups</p> <p>Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others</p>	<p>Know the names of tools, techniques and formal elements</p> <p>Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes.</p> <p>Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</p> <p>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</p> <p>Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with</p> <p>Discover that art is subjective (we all have our own legitimate understanding)</p> <p>Experience the connection between brain, hand and eye</p> <p>Understand ideas can come through hands-on exploration</p> <p>Develop their knowledge of what different materials and techniques can offer the creative individual</p> <p>Work at different scales, alone and in groups</p>	<p>Know the names of tools, techniques and formal elements</p> <p>Research and discuss ideas and approaches of range of artists, craftspeople, architects and designers from all cultures and times, for different purposes.</p> <p>Be able to know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</p> <p>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary.</p> <p>Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with</p> <p>Discover that art is subjective (we all have our own legitimate understanding)</p> <p>Experience the connection between brain, hand and eye</p> <p>Understand ideas can come through hands-on exploration</p> <p>Work at different scales, alone and in groups</p> <p>Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey</p> <p>Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others</p>	<p>Describe processes used and how they hope to achieve high quality outcomes</p> <p>Develop their knowledge of what different materials and techniques can offer the creative individual</p>
Year 6	<p>Know the names of tools, techniques and formal elements</p> <p>Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists,</p>	<p>Know the names of tools, techniques and formal elements</p> <p>Research and discuss ideas and approaches of range of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and</p>	<p>Know the names of tools, techniques and formal elements</p> <p>Be happy to describe, interpret and explain the work, ideas and working practices of artists, craftspeople, architects and designers from all cultures and times, for different purposes. Be able to know and describe the work of some artists, craftspeople, architects and designers, including</p>	<p>Confidently describe processes used and how they hope to achieve high quality outcomes</p> <p>Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey</p> <p>Develop their knowledge of what different materials and techniques can offer the creative individual</p>

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	<p>craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities</p> <p>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary</p> <p>Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with</p> <p>Discover that art is subjective (we all have our own legitimate understanding)</p> <p>Experience the connection between brain, hand and eye</p> <p>Understand ideas can come through hands-on exploration</p> <p>Develop their knowledge of what different materials and techniques can offer the creative individual</p> <p>Work at different scales, alone and in groups</p>	<p>designers, including artists who are contemporary, female, and from various ethnicities</p> <p>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary.</p> <p>Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with</p> <p>Discover that art is subjective (we all have our own legitimate understanding)</p> <p>Experience the connection between brain, hand and eye</p> <p>Understand ideas can come through hands-on exploration</p> <p>Work at different scales, alone and in groups</p> <p>Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey</p> <p>Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others</p>	<p>artists who are contemporary, female, and from various ethnicities</p> <p>Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary.</p> <p>Be able to demonstrate how to safely use some of the tools and techniques they have chose to work with</p> <p>Discover that art is subjective (we all have our own legitimate understanding)</p> <p>Experience the connection between brain, hand and eye</p> <p>Understand ideas can come through hands-on exploration</p> <p>Work at different scales, alone and in groups</p> <p>Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others</p>	
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