

Art Assessment – Gawber School



EYFS	Working towards the standard	Expected standard	Greater depth
Drawing	Talk about ideas with prompting from an adult.	Talk about ideas.	Talk about the artwork of someone else and say what I like or dislike about it.
	Explore mark making with support.	Explore mark making.	Makes a range of different marks for a range of different purposes.
	Use a range of drawing materials with support.	Use a range of drawing materials	Use a range of drawing materials and chooses these independently.
	Work on a range of different materials with different textures with adult support.	Work on a range of different materials with different textures.	Work on a range of different materials with different textures and chooses to do independently.
	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in many cases.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.
Painting	Explore different application methods with the support of an adult.	Explore different application methods	Uses different methods of pain application for different purposes.
	Begin to use different forms of paint such as mud and puddles creating artwork that is either figurative and abstract.	Use different forms of paint such as mud and puddles creating artwork that is both figurative and abstract.	Use different forms of paint such as mud and puddles creating artwork that is both figurative and abstract, giving a narrative to the artwork they have created.
Sculpture	Explore and play with clay-like substances (e.g. playdough) with the support of an adult.	Explore and play with clay-like substances (e.g. playdough).	Creates recognisable models using clay-like substances (e.g. playdough).
	Begin to push, pull and twist a range of modelling materials into different shapes.	Push, pull and twist a range of modelling materials into different shapes.	Push, pull and twist a range of modelling materials into different shapes and discuss the attributes of these shapes.
	Begin to join materials in different ways (e.g. using sticky tape/ using glue) with the support of an adult.	Join materials in different ways (e.g. using sticky tape/ using glue) with a little support from an adult.	Join materials in different ways (e.g. using sticky tape/ using glue) with minimal support.
Craft and design:	Recognise a plan for creating something.	Make their own plan for something.	Make their own plan for something and explain the plan verbally with detail.
	Follow the plan given to them with support of an adult.	Follow the plan they have made.	Follow the plan they have made rigorously.
	Begin to cut, join and thread materials following instruction with the support of an adult.	Cut, join and thread materials following instruction.	Cut, join and thread materials following instruction, maintaining focus on the process throughout.

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Year 1	Working towards the standard	Expected standard	Greater depth
Drawing	Some knowledge of the language and literacy to describe lines. Some control in their use of the string and chalk lines	Knowledge of the language and literacy to describe lines. Control in their use of the string and chalk lines	More precise use of materials and control when drawing lines on the A4 sheet with pencil and on black card using chalk
	Beginning to experimenting with a range of mark making techniques.	Experimenting with a range of mark making techniques.	Linking their marks to others and responding to the music and the work of the artist
	Drawing some shapes in an interesting composition that overlap, experimenting with some different media and colour.	Drawing shapes in an interesting composition that overlap, experimenting with a range of different media and colour.	Discussing and explaining their choices of material, including differences between materials used.
	Attempts to apply a range of marks to a drawing, making considered choices.	Successfully applying a range of marks to a drawing, making considered choices.	Showing a more developed approach to observation, and using marks that reflect a deeper understanding of appropriate mark making for a specific effect.
	Producing a drawing that displays some observational skill, experimenting with some of lines and mark making.	Producing a drawing that displays observational skill, experimenting with a range of lines and mark making.	Experimenting further with lines and marks to represent texture, dark and light.
Painting	Naming some of the primary colours and beginning to explore coloured materials to mix secondary colours.	Naming the primary colours and exploring coloured materials to mix secondary colours.	Knowing how the secondary colours are made, and making them using different materials.
	Beginning to remember the primary/secondary colours and how to mix primary colours to make secondary colours.	Remembering the primary/secondary colours and how to mix primary colours to make secondary colours.	Applying paint using the impasto style successfully and achieving a balance of colour on their paintings.
	Starting to using a range of colours when printing, being able to apply paint sometimes to achieve a print.	Using a range of colours when printing, being able to apply paint consistently to achieve a print.	Creating designs that indicate deliberate pattern and/or colour choices.
	Being able to mix at least one different shades of their chosen secondary colour.	Being able to mix five different shades of their chosen secondary colour.	Being able to reflect on their work and talk about how they might mix a lighter or darker shade of a secondary colour. Painting patterns with some control.
	Mixing some secondary colours with confidence.	Mixing secondary colours with confidence and describing and comparing their finished plates.	Being able to make considered decisions about their choice of colours; mixing secondary colours confidently and showing some independence in their organisation and choice of painting equipment.
Sculpture	Persevering to roll paper tubes and attaching them to the base securely with the support of an adult.	Persevering to roll paper tubes and attaching them to the base securely. Making choices about their sculpture, eg colour and arrangement of tubes.	Describing their ideas and decisions as they work. Adding detail to or adapting the tube shapes as they work.
	With support - shaping, overlapping and arranging the paper strips in interesting ways to make their 3D drawings.	Shaping, overlapping and arranging the paper strips in interesting ways to make their 3D drawings.	Shaping the paper strips confidently and using original ideas. Making considered choices about the way they arrange the shapes on the base.
	Beginning to show they can apply a variety of skills in shaping paper to their sculpture.	Showing they can apply a variety of skills in shaping paper (learned in lesson 1 and 2) to their sculpture.	Solving problems as the work and creating a tree sculpture that uses a variety of paper shapes and includes details that add interest.
	Working with others with some support to construct from adults.	Working successfully with others; sustaining effort over a time, working with peers.	An awareness of how the sections they are making contribute to the whole piece.
	Painting with some technique, ensuring good coverage	Painting with good technique, ensuring good coverage	Giving reasons for their evaluation of the success of the project. Suggesting changes that could be made next time
Craft and design:	Beginning to give an opinion about whether an activity counts as 'art'.	Giving an opinion about whether an activity counts as 'art'. Listening attentively to the visitor describing their creative interests. drawing and talking about a remembered experience of making something creative.	Justifying their ideas about whether an activity is 'art' by relating it to their own experience. Listening attentively to the visitor describing their creative interest and asking questions that show understanding. Drawing a picture that clearly shows them engaging in a creative activity and describing how it shows them being an artist.
	Support from adults when choosing and measuring lengths of wool; adjusting their wrapping technique if something doesn't work well immediately.	Being independent when choosing and measuring lengths of wool; adjusting their wrapping technique if something doesn't work well immediately; showing that they are selecting colours thoughtfully and showing independence when joining wool sections together.	Independently approaching the task by choosing the equipment they need and using it appropriately to measure, cut and join the wool; problem-solving as they work and by exploring possibilities with the technique, perhaps by combining objects to wrap or by cutting out their own shapes.
	Support when trying out a new skill; discussing with an adult what they are choosing materials based on.	Being open to trying out a new skill; showing that they are choosing materials based on colour, thickness and flexibility; showing resilience and keeping going when things don't go right the first time.	Showing a level of independence when trying a new skill; developing their existing skills by trying out unfamiliar combinations of materials or by combining techniques, e.g. adding knots to a threaded section, and by showing resilience and being able to guide others in the techniques.

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Year 2	Working towards	Expected standard	Greater depth
Drawing	Beginning to show experimentation using the charcoal stick. Beginning to suggest the meaning of a word through independent reading or verbally spoken to suggest ways to draw it. Applying some ideas to creating drawn marks - with guidance.	Varied mark-making showing experimentation using the charcoal stick. Understanding and suggesting the meaning of a word through independent reading or verbally spoken to suggest ways to draw it. Applying ideas to creating drawn marks -with some guidance.	Varied mark-making with clear and confident experimentation of charcoal. Strong understanding of words to concisely articulate the meaning, confidently able to suggest ways to draw it and applying to paper with little or no guidance.
	Using relevant language to describe how an object feels. Suggesting ways to create different textures through drawn marks. Experimenting with different tools - may need some guidance and encouragement to experiment further.	Using relevant language to describe how an object feels. Suggesting ways to create different textures through drawn marks. Experimenting with different tools - may need some guidance and encouragement to experiment further.	Confident use of a good range of language to explain how an object feels. Experimenting the use of different drawing materials, selecting with an understanding of the marks it can make. Experimenting with surfaces to draw on to explore how to enhance marks purposefully.
	Beginning to describe and draw shapes that make up the object. Using good observational skills to add details with some support. Starting to use an interesting range of marks that show an understanding of how to draw different textures.	Describing and drawing shapes that make up the object. Using good observational skills to add details. Using an interesting range of marks that show an understanding of how to draw different textures.	Good observational skills using careful drawing and accurate representation of the object. Control and variety in the use of line, colour and tone, demonstrating an expressive use of marks to imply texture.
	Making sketches that may be basic stick-like figures- more shapes might be implied but not always executed well.	Making sketches that may be basic stick-like figures- more shapes might be implied. developing sketches into a character with some support or guidance. Demonstrating an understanding of how drawing facial features in different ways conveys expressions. Adding details to enhance characters which may include implying texture through mark making.	Making sketches with accuracy and that may show form. Developing sketches into a character with little if any support or guidance. Drawing demonstrates understanding how facial features convey expressions. Able to add details to enhance characters, including implying texture through mark making. May recognise how mark making techniques can also show shadows.
	Is able to recount a story and select key events to draw on occasions. Creating scenes from their own imagination, with support and guidance. Draw using a limited range of marks.	Recounting a story and selecting key events to draw. Creating scenes from their own imagination, which might be with some support and guidance. Draw using a range of marks, demonstrating an understanding of using mark making to imply different textures.	Recounting a story, possibly with inference. Selecting key events with clear ideas about what to draw. Creating interesting scenes from their own imagination with more detail with less support if at all. Using a diverse range of marks, demonstrating an understanding of using mark making to imply different textures.
Painting and mixed media	Can name some primary and secondary colours with support.	Being able to name the primary and secondary colours. Talking about the colour changes they notice and making predictions about what will happen when two colours mix.	Naming primary and secondary colours. Describing and comparing the colours they mix using precise language, for example, 'The orange is lighter here because it has mixed with the yellow' and 'Wetter paper makes the colour lighter'.
	Beginning to describe the colours and textures they see. Beginning to try out different tools to recreate a texture and decide which tool works best.	Describing the colours and textures they see. Trying out different tools to recreate a texture and decide which tool works best.	Being able to talk about how they are adapting colours as they mix paint. Explaining why they have chosen a particular tool to create a texture, comparing the effects of each.
	Starting to show they can identify different textures in a collaged artwork.	Showing they can identify different textures in a collaged artwork. Choosing what paper to paint on and which tool to try to create a specific texture. Applying their knowledge of colour mixing to match colours effectively.	Identifying different textures in a collaged artwork. Making considered choices about the paper they work on and the painting tool they use, describing the effect they aim for as they work. Colour mixing confidently and making changes to match colours more closely.
	Starting to choose collage materials based on colour and texture. Beginning to talk about their ideas for an overall collage.	Choosing collage materials based on colour and texture. Talking about their ideas for an overall collage. Trying out different arrangements of materials, including overlapping shapes.	choosing collage materials based on colour and texture and making choices about how to create the shapes they need, e.g. using scissors or tearing the paper. Children can confidently describe how their choices match their collage ideas. They try out different arrangements of materials, including overlapping shapes, showing that they consider the overall effect.
	Sharing likes and dislikes about their work and others with support. Describing their ideas for developing their collages and choosing materials and tools once they have tried them out with support.	Sharing likes and dislikes about their work and others. Describing their ideas for developing their collages and choosing materials and tools once they have tried them out.	Discussing their own work and comparing it to others, expressing opinions. Confidently describing how they could improve or develop their work and independently choosing how to work on top of their collages.
Sculpture and 3D	Flattening and smoothing their clay, rolling an even sausage shape and making a range of marks in their clay with support.	Flattening and smoothing their clay, rolling an even sausage shape and making a range of marks in their clay.	Applying clay work skills to improve their model. Being more adventurous in the range of surface marks they incorporate.
	Starting to use the scoring and slipping technique when using clay.	Joining at least one clay shape onto the side of another piece of clay using the scoring and slipping technique.	Making a pinch pot with quite even sides and with clay pieces attached to create a finished design.
	Rolling a smooth tile surface with support. Joining clay shapes and making marks in the tile surface to create a pattern with support.	Rolling a smooth tile surface. Joining clay shapes and making marks in the tile surface to create a pattern.	A finished tile with a clear pattern made by both clay shapes being joined effectively and interesting use of marks in the tile surface.
	Drawing a design and identifying how they plan to create the key features in clay with support.	Drawing a design and identifying how they plan to create the key features in clay.	Confidently drawing a design that includes plans for using shapes in relief, features pressed in and surface patterning.
	Creating a tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes, with support.	Creating a clay tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.	Adapting their drawn designs as they work to create a successful clay tile, and using the impressing and joining techniques learned effectively

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Craft and design	With support, following the instructions to make a piece of felt that holds together.	With little support, following the instructions to make a piece of felt that holds together.	Following the felting instructions independently and making a felt piece that interprets elements of their square in a creative way.
	Beginning to be able to make decisions about how to place the 'jigsaw' pieces to create an abstract composition.	Being able to make decisions about how to place the 'jigsaw' pieces to create an abstract composition. Being able to make choices about which shapes and details from their map to include in their stained glass. Cutting cellophane shapes with care and arranging them into a pleasing composition.	Making and justifying decisions about how to place the 'jigsaw' pieces to create an abstract composition. Being able to make independent choices about which shapes and details from their map to include in their stained glass. Problem solving as they work to simplify or replace shapes in their design. Cutting cellophane shapes accurately and arranging them into a pleasing composition.
	Beginning to design a print with simple lines and shapes.	Design a print with simple lines and shapes; make choices about what to turn their prints into and make improvements as they work.	Designing an effective printing tile; following the steps in the printing process mostly independently; making creative choices about how to turn their prints into a final piece; displaying some problem-solving skills as they work, possibly by making suggestions to their peers.
	Being able to justify their preferences for a favourite artwork through verbal discussions.	Being able to justify their preferences for a favourite artwork; annotating their chosen artwork with relevant evaluation points and taking an active part in decisions around how to display their artworks in the class gallery.	Confidently justifying their preferences for a favourite artwork; annotating their chosen artwork with relevant evaluation points using some art vocabulary and trying out different options for how to display their artworks in the class gallery.

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Year 3	Working towards	Expected standard	Greater depth
Drawing	Beginning to demonstrate a good knowledge of different shapes, able to sometimes recognise them in objects with little support and draw them accurately.	Demonstrating a good knowledge of different shapes, able to recognise them in objects with little support and draw them accurately. Knowing the difference between organic and geometric shapes, able to understand how this is reflected in objects. Being able to apply using simple shapes as a basis to drawing, may require support to consider the size and scale of the objects in relation to each other.	Demonstrating a strong knowledge of different shapes and will be able to recognise them in objects with little or no support. Knowing the difference between organic and geometric shapes, quickly noticing that not all objects are made from geometric shapes. Can independently problem solve how to identify the shape of an organic object to draw it.
	With support, is able to demonstrate a sense of light and dark in their work by shading with a reasonable degree of accuracy and skill following the four shading rules.	Able to demonstrate a sense of light and dark in their work by shading with a reasonable degree of accuracy and skill following the four shading rules. Able to shade from light to dark, blending tones smoothly, mostly gradually, without sudden changes.	Able to describe the different tones in their work and that of others, demonstrating how this reflects light and dark in a drawing. Following all four shading rules to a high accuracy and minimal teacher input or direction. Blending smoothly with minimal noticeable changes displaying a confident use of tools.
	Beginning to recognise suitable surfaces to collect a varied range of textures with a competent use of tools and willingness to experiment.	Recognising suitable surfaces to collect a varied range of textures with a competent use of tools and willingness to experiment. Able to generate ideas mostly independently and make decisions to compose an interesting frottage picture. Can make considered cuts and tears to create their ideas and need little support.	Recognising suitable surfaces to collect a varied range of textures that may include less obvious choices. Competent and confident use of tools, confident to experiment. Able to generate their own ideas without support, confidently making decisions to compose an interesting picture. Demonstrating greater dexterity and independence in tearing or cutting the shapes.
	Will use simple shapes to form the basis of a detailed drawing some of the time. Able to add some detail from good observation with direction or prompting.	Will use simple shapes to form the basis of a detailed drawing most of the time, able to add detail from good observation with little direction or prompting. Will be able to understand how to apply tone but may need a little guidance to think about where to use it.	Will confidently sketch using simple shapes to form the basis of a detailed drawing. Can add a range of different details, using tools to create other effects and show precise, careful observation. Will be confident to apply tone to drawings independently, carefully considering where to use it to build form in their drawing.
	Can sometimes select interesting compositions using a viewfinder. May need reminding to work to the edges of the paper. Willing to use a range of drawing materials.	Can select interesting compositions using a viewfinder. Able to draw a framed selection onto a large scale with some guidance. May need little reminding to work to the edges of the paper. Willing to use a range of drawing materials and can experiment with trying out tools in an interesting way to begin to make gestural marks.	Can select interesting compositions which are varied in features. Able to draw a framed selection onto a large scale with confidence. Demonstrates good use of different drawing materials, using expressive marks confidently using tools in an interesting way.
Painting and mixed media	Recognising the processes involved in creating prehistoric art, explaining roughly when they were made as well as creating their own animal drawing in this style. Being able to use simple shapes to build initial sketches.	Recognising the processes involved in creating prehistoric art, explaining roughly when they were made as well as creating their own animal drawing in this style. Being able to use simple shapes to build initial sketches.	Working with a greater level of control and detail when drawing, confidently using shapes to sketch accurate proportions of the animals and being able to discuss similarities and differences to contemporary art using some art vocabulary.
	Creating a large-scale copy of a small sketch, using charcoal to recreate the style of cave artists.	Creating a large-scale copy of a small sketch, using charcoal to recreate the style of cave artists.	Confidently working with the medium of charcoal, chalk and pastel, using different techniques and tools to create varied effects and textures and being able to describe how they have scaled up their drawing.
	Demonstrating a good understanding of colour mixing when using the natural pigments, evidenced by the record of mixed colours in sketchbooks. Being able to discuss the differences between prehistoric paint and modern paint.	Demonstrating a good understanding of colour mixing when using the natural pigments, evidenced by the record of mixed colours in sketchbooks. Being able to discuss the differences between prehistoric paint and modern paint.	Demonstrating a good understanding of colour mixing when using the natural pigments, evidenced by the record of mixed colours in sketchbooks. Being able to discuss the differences between prehistoric paint and modern paint.
	Experimenting with paint to create different colours and textures to make a piece of art in a prehistoric style. Making choices about equipment or paint that enable them to recreate features like bold lines.	Experimenting with paint to create different colours and textures to make a piece of art in a prehistoric style. Making choices about equipment or paint that enable them to recreate features like bold lines.	Using greater skill and control in their painting and creating a more complex and sophisticated composition, possibly involving more than one animal. Able to discuss the choices they are making as they work, adapting ideas if they don't work as expected on the textured surface.
	Successfully making positive and negative handprints in a range of colours; applying their knowledge of colour mixing to make natural colours suitable for the task	Successfully making positive and negative handprints in a range of colours; applying their knowledge of colour mixing to make natural colours suitable for the task	Creating more elaborate designs; manipulating colours, patterns and shapes to suit their own ideas and intentions.

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Sculpture and 3D	Beginning to try out different ways to make card shapes three dimensional.	Being able to try out different ways to make card shapes three dimensional, for example, folding and curving the card or joining the flat shapes together; making a structure that holds its 3D shape; being able to explain in simple terms the difference between 2D and 3D art.	Confidently trying out their own techniques for shaping or joining the card; creating an interesting structure that stands by itself; by explaining what sculpture is using their own work or experience to add detail to the definition. Showing independence when problem-solving as they work; trying several ways of joining shapes and deciding which works best in each case; creating a sculpture that balances and stands by itself.
	Beginning to identify familiar 2D shapes in photographs; being able to identify shapes in the negative space between objects and by drawing the cardboard model from different angles.	Being able to identify familiar 2D shapes in photographs; being able to identify shapes in the negative space between objects and by drawing the cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect; planning an abstract sculpture based on play equipment.	Confidently identifying 2D shapes in the positive and negative space in a photo of something 3D; experimenting with drawing the shapes they can see when looking at the cardboard model and completing all three of the drawing challenges, showing they are considering how the shapes are arranged to achieve interesting effects; planning an achievable abstract sculpture clearly inspired by play equipment.
	Beginning to show that they have learned how to shape materials in more than one way	Showing that they have learned how to shape materials in more than one way (for example, by folding and rolling it); by choosing appropriate methods for joining elements in their sculptures; combining shapes together to make an interesting free-standing sculpture.	Showing increased confidence when using a variety of ways to shape and join materials; demonstrating independence when problem-solving as they work; creating an interesting abstract sculpture that balances, stands by itself and is linked to their original plan.
	Starting to show that they have thought about how to improve their sculptures.	Showing that they have thought about how to improve their sculptures and made choices about what to add; being able to work cooperatively in pairs to add detail to their artwork.	Being able to discuss their ideas about how they are changing their sculptures, explaining why they believe it will improve the overall effect; being able to work cooperatively in pairs to add detail to their artwork, and combining both partner's ideas to good effect.
Craft and design:	Starting to recognise the importance of Ancient Egyptian art through discussion and questioning.	Recognising the importance of Ancient Egyptian art through discussion and questioning. Creating a background that considers suitability to draw on; recording colours, patterns and shapes through observational drawing.	Recognising the importance of Ancient Egyptian art through discussion and questioning, raising questions of their own. Demonstrating an understanding of composition to create an aesthetically pleasing arrangement of drawn elements.
	Beginning to produce a selection of sketches that show idea exploration and experimentation of drawing techniques and compositions.	Producing a selection of sketches that show idea exploration and experimentation of drawing techniques and compositions. Making a final design with a clear purpose.	Producing a well-drawn and considered selection of sketches showing a thought process of idea exploration and experimentation with composition. Making final designs with a clear purpose and annotating and explaining their ideas.
	Following instructions with some support, understanding how to make the two layers and tearing paper mostly evenly to work in an organised way.	Following instructions with minimal support, understanding how to make the two layers and tearing paper mostly evenly to work in an organised way.	Following instructions with little or no support. Confidently tearing paper evenly, possibly suggesting ways to improve how to do this. Working carefully and methodically. Evaluating the process and the outcome they have created, making suggestions for improvement.
	Completing a painted or drawn piece translated from a design idea, possibly making changes from the design in their sketchbooks with some support.	Completing a painted or drawn piece translated from a design idea, possibly making changes from the design in their sketchbooks. Painting and drawing demonstrate good control of tools and the ability to use colours and materials appropriately.	A competently painted or drawn piece successfully translated from their design idea, with minimal changes from their final design.. The painting and drawing are well-executed and show awareness of effective composition.
	Following step by step instructions with some help and support. Creating a zine with a clear subject and filling each page using a range of images and information.	Following step by step instructions with minimal help and support. Creating a zine with a clear subject and filling each page using a range of images and information.	Following step by step instructions with little on no support. Creating a zine with a clear subject that may demonstrate deeper knowledge applied from other subjects and personal study. Each page will be detailed and executed with care.

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Year 4	Working towards	Expected standard	Greater depth
Drawing	Beginning to create several pencil tones when shading and use these to create a simple 3D effect.	Being able to create several pencil tones when shading and use these to create a simple 3D effect. Showing that they have explored different ways to hold the pencil and different pressures of the pencil on the paper to create line and tone.	Showing good observational skills through careful application of tone to create 3D effects.
	Starting to use the charcoal and rubber to show areas of light and dark in their drawings and by demonstrating an awareness of the relative size of the objects they draw.	Using the charcoal and rubber to show areas of light and dark in their drawings and by demonstrating an awareness of the relative size of the objects they draw.	Using the rubber and charcoal effectively to create tone when drawing a range of different shapes and textures. Their finished drawings should include objects drawn to relatively accurate proportions.
	Beginning to use scissors with care and purpose to cut out the images they want to use with the support of an adult. Starting to try out more than one arrangement of the cut images to decide on their composition	Being able to use scissors with care and purpose to cut out the images they want to use; by trying out more than one arrangement of the cut images to decide on their composition and being able to create contrast by using pieces of different shapes and sizes in interesting ways.	Using scissors confidently to cut even intricate shapes out; by making choices with the position of the cut images that combine to create a strong composition; by being able to make changes to their composition to make it more interesting or to create stronger contrasts.
	Beginning to use the tools provided to create different marks and patterns when scratching into the painted surface; showing a little awareness of how to create contrast by including areas with more and less marks; creating an interesting finished drawing based on their original composition.	Being able to use the tools provided to create different marks and patterns when scratching into the painted surface; showing some awareness of how to create contrast by including areas with more and less marks; creating an interesting finished drawing based on their original composition.	Using the scratching tools in creative ways to generate a variety of marks on the painted surface; being able to create curved hatching marks; showing awareness of contrast within their compositions both in terms of the elements they choose to include and by having areas with more or less detail.
Painting and mixed media	Sharing their ideas about a painting, describing the difference between a tint and a shade. Mixing tints and shades by adding black or white paint. Doing all of this with support.	Sharing their ideas about a painting, describing the difference between a tint and a shade. Mixing tints and shades by adding black or white paint.	Using some key art vocabulary to describe similarities and differences between paintings. Confidently mixing tints and shades by adding black or white paint gradually.
	Mixing tints and shades of their original colour and using these to make one side of a painted object appear dark and one side appear light, with some adult support.	Mixing tints and shades of their original colour and using these to make one side of a painted object appear dark and one side appear light.	Discussing the effects of light and shade on how a painted object looks. Working in a considered way to mix tints and shades that give a gradual effect of light and shade.
	With support, organising their equipment for painting, discussing their choices and their work.	Organising their equipment for painting, discussing their choices and their work. Applying their experience with using tints and shades to paint objects in 3D.	Independently organising the equipment needed for a painting technique. Discussing how their choice of technique has challenged them. Applying their experience with using tints and shades to paint objects successfully in 3D.
	Trying out different arrangements of objects and explaining why they chose their composition.	Trying out different arrangements of objects and explaining why they chose their composition. Producing a clear sketch that reflects the way their objects are arranged.	Justifying their decisions about any changes to their compositions. Producing a clear sketch that shows they have observed the relative size and shape of objects in the composition.
	Showing in their final painting that they have some understanding how colour can be used to show light and dark.	Showing in their final painting that they have understood how colour can be used to show light and dark, and therefore show three dimensions. Painting with care and control to make a still life with recognisable objects.	Demonstrating that they can paint using tints and shades to help show the form of objects. Showing a consistent use of the painting techniques they chose for the task. Evaluating and improving their painting as they work.
Sculpture and 3D	Beginning to try out an unfamiliar way of drawing and taking some risks in their work. Beginning use familiar shapes to create simple 3D drawings and describe the shapes they have used.	Trying out an unfamiliar way of drawing and taking some risks in their work. Being able to use familiar shapes to create simple 3D drawings and describe the shapes they have used.	Confidently working in an unfamiliar way and in an unusual space. By showing an understanding of why drawing is important in the ceramic process. Being able to challenge themselves to create more complex or enlarged drawings.
	Starting to select from pre-cut letters to assemble their word; Consider pairing children up to create their shadow sculptures so that the task of creating letters is shared.	Could select from pre-cut letters to assemble their word; Consider pairing children up to create their shadow sculptures so that the task of creating letters is shared; Could work as a group and take on a specific role e.g. designer, photographer.	Should try out different fonts for letters and identify which one works best, and why; Should be encouraged to try out a variety of different ways to display their sculpture before photographing it.
	With support, starting to exploring different ways to join materials to create a three-dimensional outcome; showing they have made considered choices about the placement of materials.	Exploring different ways to join materials to create a three-dimensional outcome; showing they have made considered choices about the placement of materials, being able to describe how their work has been influenced by the work of other artists.	Trying out unfamiliar techniques for joining materials and problem-solving as they work; being able to use art vocabulary to describe their finished piece and make confident links to the work of other artists.
Craft and design	Beginning to describing objects, images and sounds with relevant subject vocabulary.	Describing objects, images and sounds with relevant subject vocabulary. Creating drawings that replicate a selected image; making confident choices about what materials to use. Selecting imagery and colours that link to drawn starting points, creating a mood board where a theme and colour palette are defined.	Using relevant subject language with confidence to describe objects, images and sounds. Drawing from imagery; may include detailed studies of small sections rather than a complete object. Use of expressive drawing techniques to show textures and shapes. Selecting imagery and colours that link to drawn starting points. Creating a mood board that strongly depicts a clear theme and colour palette.
	Beginning to discuss the work and inspiration of artists using subject relevant language.	Discussing the work and inspiration of artists using subject relevant language. Completing four drawings that are mostly different and fill the space, created with confident use of materials and tools to add colour.	Discussing the work and inspiration of artists using subject relevant language; may include the formal elements. Completing four drawings that show four distinctly different views, that fill the space. Confident use of materials and tools to add colour but to also illustrate texture and detail through mark making.

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	Beginning to understand the work of artists and using subject vocabulary to describe their work and style.	Understanding the work of artists and using subject vocabulary to describe their work and style. Creating a pattern using their drawing and taking inspiration from mood boards and initial research to develop it.	Describing and discussing the techniques of artists, using subject vocabulary and their own experience; making comparisons to the work of other artists; creating a pattern made from their drawing; making choices to translate in glue batik; developing from mood board inspiration and initial research.
	With support, identifying where a pattern repeats and explain; following instructions to create a repeating pattern; adding extra details and patterns to improve their design.	Identifying where a pattern repeats and explain; following instructions to create a repeating pattern; adding extra details and patterns to improve their design.	Demonstrating an understanding of a repeating pattern through discussion using examples; identifying and explaining where a pattern repeats; following instructions to create a repeating pattern taking inspiration from other artists and their own research to make considered enhancements to the design.
	Beginning to understand different methods of creating printed fabric in creative industries.	Understanding different methods of creating printed fabric in creative industries. Using sketchbooks to evaluate patterns, recognising what has worked well and what could be improved. Producing ideas to illustrate products using their designs.	Understanding and discussing different methods of creating printed fabric using examples. Evaluating patterns in detail, recognising what worked well and what could be improved, possibly using sketches to illustrate. Illustrating and annotating detailed and carefully drawn designs to show a product.

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Year 5	Working towards	Expected standard	Greater depth
Drawing	Beginning to understanding what retrofuturism is. Participating in discussions and offering ideas. Evaluating images using simple responses with support such as ‘I like...I don’t like..’	Understanding and explaining what retrofuturism is. Participating in discussions and offering ideas. Evaluating images using simple responses such as ‘I like...I don’t like..’ but may use formal elements to extend ideas.	Understanding and explaining what retrofuturism is and referencing examples that they have seen before. Participating in discussions; offering and explaining ideas. May take the lead to direct discussion. Evaluating images with a varied range of responses, confidently using the formal elements to extend.
	Beginning to provide plausible suggestions for how a piece was created.	Providing plausible suggestions for how a piece was created. Comfortable to use a different stimulus to draw from. Using past experiences to use a good range of drawing processes.	Providing suggestions for how a piece was created referring to personal experiences or process knowledge. Confidently using different stimuli to draw from. Confidently uses a diverse range of drawing techniques, which may extend to using simple printing.
	Participating in discussion with support of an adult; suggesting sensible ideas about how the image was produced.	Participating in discussion; suggesting sensible ideas about how the image was produced. Can select and place textures to create a collagraph plate applying an understanding of the material, which may be supported by testing.	Participating in, and possibly leading, discussions about how the image was produced. Able to use knowledge and language of the formal elements to support their ideas. Confidently selects and places textures to create a collagraph plate applying an understanding of how they expect it to print.
	Beginning to produce drawings and visual notes that demonstrate using sketchbooks to explore ideas with the support of an adult. Generating a clear composition for a final piece; including how it will be drawn with some support.	Producing drawings and visual notes that demonstrate using sketchbooks to explore ideas. Generating a clear composition for a final piece ; including how it will be drawn.	Diverse drawings and visual notes with confident use of sketchbooks to test. A clear composition for a final piece annotated to shows how it will be drawn and includes what the drawing could be used for.
	Selecting tools and drawing techniques with guidance from an adult. Demonstrating a growing independence; able to discuss ways to improve work; willing to seek support or guidance.	Selecting tools and drawing techniques with some guidance. Demonstrating a growing independence; able to discuss ways to improve work; willing to seek support or guidance when needed.	Selecting tools and drawing techniques with little or no guidance. Working confidently and independently throughout most of the task. Recognising that seeking guidance allows them to develop; able to discuss and demonstrate ways to improve work .
Painting and mixed media	Beginning to vary the size, shape and placement of words to create interest during the drawing task. Trying out a variety of materials and compositions for their drawing backgrounds.	Varying the size, shape and placement of words to create interest during the drawing task. Trying out a variety of materials and compositions for their drawing backgrounds.	Creating a drawing that skillfully manipulates text and image. Playing with materials for effect when creating background surfaces for the final drawing
	Beginning to make decisions about the position of their drawing on their background and trying out more than one idea.	Showing that they are making decisions about the position of their drawing on their background and trying out more than one idea.	Describing decisions made about the position of their drawing on their background, solving problems to improve the effect. Creating a finished self-portrait that combines several media successfully.
	Using some Art vocabulary to talk about and compare portraits.	Using some Art vocabulary to talk about and compare portraits. Identifying key facts using a website as a reference.	Confidently using Art vocabulary to talk about and compare portraits. Identify key facts using a website as a reference and to use these facts to justify their ideas about the artist’s work.
	Using some art vocabulary to talk about a portrait and be able to explain their opinion of an artwork.	Using some art vocabulary to talk about a portrait and be able to explain their opinion of an artwork. Trying something new when experimenting with adapting their photo portrait.	Using appropriate art vocabulary to describe and compare portraits; justify their opinion of choices the artist has made. Try out several different ways of using the photo portrait and confidently adapt ideas as they work.
	Applying skills and understanding developed throughout the unit, including creating a self-portrait that aims to represent something about them.	Applying skills and understanding developed throughout the unit, including creating a self-portrait that aims to represent something about them. Considering the effect created by their choice of materials and composition of their final piece.	Creating a self-portrait with a strong composition that clearly represents something about them, combining a range of materials confidently, thinking about the effect on the viewer, and being able to talk about the choices they have made throughout the process using some Art vocabulary.
Sculpture and 3D	Justifying how they grouped images together.	Justifying how they grouped images together. Answering questions about their chosen installation fully, with reference to the image. Showing that they understand what installation art means.	Describing and justifying their image sets using some subject-specific vocabulary. Completing both parts of the question’s activity, answering thoughtfully and explaining any subjective answers. Giving a clear definition of installation art.
	Justifying their opinions of installation artworks and evaluate their own work.	Justifying their opinions of installation artworks and evaluate their own work, considering how the box might appear if it were a full-sized space. Suggest changes they could make if they repeated the activity in order to create a different atmosphere in the space.	Describing how their installation space is similar or different to the work of Cai Guo-Qiang. Clearly explain the effect of their installation model on a viewer showing that they are considering the effect in a scaled-up space. Suggest changes they could make if they repeated the activity in order to create a different atmosphere in the space.
	Showing they are considering more than one option when working on their installation piece	Showing they are considering more than one option when working on their installation piece; making choices about materials used and arrangement of the object in the space. Being able to describe what they make and how they made changes as they worked.	Showing they are considering the viewer of their piece by making changes as they work and being able to describe their ideas; making choices about materials used and arrangement of the object in the space. Giving reasons for their choices and describing a problem they solved whilst working.
	Creating an installation plan, model or space and being able to describe how it conveys a particular message or theme.	Creating an installation plan, model or space and being able to describe how it conveys a particular message or theme. Making and explaining their choices about materials used, arrangement of items in the space and the overall display of the installation.	Creating an installation plan, model or space that communicates a particular message or theme. Being able to problem solve independently as they work, generating alternative ideas if necessary. Being able to evaluate their work and describe how it meets the points to consider given in the Main event.
Craft and design	Sketching a house from first-hand or second-hand observation using basic shapes to place the key elements to form the composition.	Sketching a house from first-hand or second-hand observation using basic shapes to place the key elements to form the composition. Beginning to measure features to work out proportions but may not use consistently. Noticing small details to incorporate into the drawing by observing and not guessing. Evaluating as they draw; willing to make adjustments.	Sketching a house from first-hand or second-hand observation using basic shapes to place the key elements to form the composition, applying measuring skills to do this with increased accuracy. Good understanding of proportion from confident use of measuring techniques. Increased detail that may include shading to start to imply 3 dimensions further. Naturally evaluating as they draw; making improvements as needed.
	Beginning to selecting a section that creates an interesting composition, that includes a variety of patterns, lines and texture.	Selecting a section that creates an interesting composition, that includes a variety of patterns, lines and textur. Purposeful evaluation that demonstrates a reflection on what went well as well as what could be improved.	Selecting a section that creates an interesting composition that explores unusual angles and a variety of features. Demonstrating an understanding of selecting areas purposefully, knowing what will create more interesting effects or variations in patterns, lines and texture. Purposeful evaluation that demonstrates a reflection on what went well as well as what could be improved.

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	With support, creating a building design based on a theme or set purpose; drawing a plan view or front elevation.	Creating a building design based on a theme or set purpose; drawing a plan view or front elevation. Their designs should include basic annotated notes to explain key features.	Creating a more intricate design in perspective view, perhaps using an architectural style layout. Their design should be detailed with clear consideration of the design brief shown in their annotations. They may have also planned the interior of their building.
	Discussing Hundertwasser's work, and recognising his style.	Discussing Hundertwasser's work, and recognising his style. Creating a factual presentation about Hundertwasser in a visually pleasing way incorporating a variety of patterns and colours	Discussing and forming opinions on Hundertwasser's work and explaining their ideas. Presenting a visually pleasing response in sketchbooks that includes recording their opinions and new ideas formed from their research.

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Year 6	Working towards	Secure understanding	Greater depth
Drawing	Beginning to select a good range of imagery presented with annotated notes and sketches.	Selecting a good range of imagery presented with annotated notes and sketches. Able to make relevant comparisons between different styles of art, able to use tools effectively to explore a range of effects.	Selecting a diverse range of imagery presented to a high standard with annotated notes and detailed sketches. Able to make relevant comparisons and connections between different styles of art, able to use tools effectively to explore and create a diverse range of effects.
	Can discuss ideas to create light and dark through drawing techniques with the support of an adult.	Can discuss ideas to create light and dark through drawing techniques. Can apply chiaroscuro to create light and form through a tonal drawing. Understands the impact of using techniques for effect.	Can discuss ideas to create light and dark suggesting specific techniques and use of tools. Can confidently apply chiaroscuro to create light and form through a tonal drawing, able to revisit to make improvements.
	With some support, participates in discussion that examines the similarities and differences between different styles of art.	Participates in discussion that examines the similarities and differences between different styles of art. Can form own opinions about what art is, justifying their ideas. Identifying an issue or cause able and deciding what message they want to convey.	Participates and possibly leads a discussion that examines the similarities and differences between different styles of art. Has strong opinions about what art is and can justify with reasoned ideas. Can identify an issue or cause important to them, with a clear idea of what message they want to convey.
	Beginning to understand artist choices to convey a message. Can review sketchbook and creative work to develop a drawn image with support.	Understands artist choices to convey a message. Can review sketchbook and creative work to develop a drawn image, applying techniques explored throughout the unit. Able to review and revisit ideas to develop work.	Understands the artist's choices to convey a message, and recognises the use of symbolism to convey meaning. Can review sketchbook and creative work to develop a drawn image, applying techniques specifically chosen for effect and the impact for their audience. Can review and revisit ideas to develop their work.
Painting and mixed media:	With support from an adult, can suggest a story behind the painting and use descriptive language to talk about what they can see.	Can suggest a story behind the painting and use descriptive language to talk about what they can see. Able to suggest ideas for the meaning behind objects in the picture. Can plan a family portrait of their own and explain why they would include certain elements within it.	Can suggest a story behind the painting that shows they have considered the characters and the possible emotional content of the painting (for example, how do the people feel?). Able to use inference skills to suggest ideas for the meaning behind objects in the picture and justify their ideas. Use descriptive language to talk about what they can see, relating it to the formal elements where appropriate. Plan a family portrait of their own and confidently explaining why they would include certain elements within it.
	Beginning to interpret the painting, identifying different elements and meanings, possibly suggesting a narrative and using descriptive language to talk about possible meanings behind the painting with some support.	Can interpret the painting, identifying different elements and meanings, possibly suggesting a narrative and using descriptive language to talk about possible meanings behind the painting. They should reflect on their own experiences and feelings they want to convey through their piece of abstract art.	Will use richer language in their discussions, including referring to the formal elements and justifying their opinions. Can create an inventive piece that represents the same feeling or mood as a famous piece of art. Can reflect on their own experiences and feelings that they want to convey through their piece of abstract art, making connections between their work and that of the artist.
	Produces a piece of work that demonstrates an ability to select appropriate tools and materials to create an intended effect after some discussion with an adult. Able to translate final composition from ideas and sketches. Continuing to experiment and revisiting ideas, drawing on creative experiences.	Produces a piece of work that demonstrates an ability to select appropriate tools and materials to create an intended effect. Able to effectively translate final composition from ideas and sketches. Continuing to experiment and revisiting ideas, drawing on creative experiences. Being able to work in a sustained way to complete a piece making evaluations at each stage.	Produces a confident piece of work selecting tools and materials drawing upon previous creative experiences to achieve specific effects. Effectively translating ideas and sketches from sketchbooks to a larger scale. Continuing to experiment which may include using mixed media and/or preparing different surfaces to work on. Working in a sustained way to complete a piece making and acting upon evaluations at each stage.
Sculpture and 3D	Discussing the work of artists showing appreciation of different artistic styles with the support of an adult. Creating a sculpture that shows an ability to use art to express themselves (literal or symbolic), with some guidance; showing some willingness to have a go and experiment.	Discussing the work of artists showing appreciation of different artistic styles. Creating a sculpture that shows an ability to use art to express themselves (literal or symbolic), with minimal guidance; showing a willingness to have a go and experiment. Reflecting either verbally or as a written response to demonstrate an understanding of creative decisions.	Discussing artists' work with responses that reflect a strong knowledge of artistic techniques and language. Creating a literal or symbolic sculpture that could be more complex in structure and design; demonstrating a clear understanding of self. Willing to experiment, requiring little, if any guidance, confidently drawing upon past sculptural experience. Reflecting either verbally or as a detailed written response to demonstrate an understanding of creative decisions.
	Discussing artists' work and explaining what they might use in their own work.	Discussing artists' work and explaining what they might use in their own work. Producing a clear sketchbook idea for a sculpture that includes written notes and drawings to explain what they will need and how they intend to make it.	Confidently discussing artists work that is supported by personal experiences. Producing a clear sketchbook idea for a sculpture that includes detailed written notes and drawings and may show evidence of influences from other artists. Explaining what they will need and how they intend to make it with consideration for potential pitfalls and how these may be overcome.
	Identifying and making improvements to work with some support, selecting appropriate tools to do so. Producing a completed sculpture.	Identifying and making improvements to work, selecting appropriate tools to do so. Producing a completed sculpture demonstrating experimentation, originality and technical competence. Competent reflection on successes and personal development shows an understanding of progress made.	Identifying and making improvements to their work that may explore new ideas and confident use of materials. Producing a completed sculpture that demonstrates experimentation, originality, technical competence, and some craftsmanship. Detailed reflection on successes and personal development with a clear understanding of progress made and what their next steps may be.

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Craft and design	Beginning to understand what photomontage is; selecting relevant images and cutting with some support with age-appropriate level of control.	Understanding what photomontage is; selecting relevant images and cutting with confidence with age-appropriate level of control; demonstrating a competent knowledge of effective composition and reflecting an understanding of the style of another artist.	Understanding what photomontage is and discussing their own opinions with confidence. Selecting relevant images, making purposeful choices, understanding effective composition and experimenting to achieve a sense of depth with the composition while also reflecting an understanding of the style of another artist.
	Recognising how photography is used by artists with some support from an adult, choosing and selecting appropriate options in setting up their photograph.	Recognising how photography is used by artists, choosing and selecting appropriate options in setting up their photograph, using recording devices and available software with confidence.	Confidently discussing why and how photography is used by artists, choosing and selecting options for setting up their photograph with confidence, explaining how this demonstrates the style of the artist. Using more critical analysis in looking at the artist's work, and using the hardware and software fluently.
	Taking a portrait that is focused and appropriately framed. Creating a final painting or drawing, showing some understanding of how tonal differences create a photo-realistic effect	Taking a portrait that is focused and appropriately framed, drawing an accurately measured grid, and using this to translate a photograph to a drawn image that is mostly correctly proportioned using secure observation skills. Creating a final painting or drawing that shows an understanding of how tonal differences create a photo-realistic effect	Taking a portrait that is focused and appropriately framed, drawing an accurately measured grid, and using this to confidently translate a photograph to a drawn correctly proportioned image using good observation skills. Creating a final painting or drawing by applying understanding of tonal differences creating a photorealistic effect, using patterns and shapes within the squares.