

ASSESSMENT IN ART AND DESIGN



"We do not measure attainment in art. We do not compare ourselves to others. There is no best and worst art. What we do have in art is ... personal progression. We take starting points, then measure progress from them toward our agreed objectives and endpoints." Paul Carney

National Curriculum

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject Content

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

"Art is a unique subject. It does not always have a clear linear path, and it is not possible to assess creativity and individuality using the same assessment methods as in other subjects." Kapow

At St John's, we believe that Art should be a joyful activity. Creativity is precious and should be cherished. When assessing Art, we realise that we cannot apply the same protocols and measures as in other subjects. The purpose of Art is to express creativity. The purpose of assessment in Art is to ensure that pupils work towards their creative potential.

There are two main types of assessment, and each takes place at different points in the learning process.

- Formative takes place both before and during the learning process.
- Summative takes place at the end of key segments in a learning cycle or at the end of an art project.

Formative assessment in Art occurs throughout the learning process through observation, dialogue and conversation. Effective questioning techniques and open-ended feedback can be helpful ways to value pupils' creative and individual responses. Formative assessment allows for self-reflection and peer feedback.

Progress in Art and Design can be demonstrated strongly through the use of sketchbooks. Pupils at St John's begin to use sketchbooks in EYFS and continue to use them throughout the school to record ideas, reflections, critical analysis of artists, and development of technical skills.

Another useful assessment method is self- and peer-review. If pupils know objectives and success criteria, they will be able to do this successfully. With younger children, this is likely to be mainly oral, but as they progress through school, written annotations may support this. Peer assessment enables children to observe and apply skills they learn from each other. In self-assessment, individuals or groups reflect on their own work to identify strengths as well as areas that need improvement, and this 'ownership' increases motivation. Peer assessment and self-assessment both allow pupils to develop their own ideas about improving and developing their work.

Keeping a photographic record of children's work can be an effective way of recording progress.

We use the AccessArt curriculum for our planning, teaching and assessment.

"The AccessArt Curriculum is about OPENING UP what art is, giving pupils lots of different kinds of opportunities and experiences, all underpinned by creative use of drawing and sketchbooks."

The AccessArt curriculum is split into three Areas of Focus:

- Drawing and Sketchbooks
- Surface and Colour
- Working in Three Dimensions

By following this curriculum we are able to deliver a rich and exciting visual arts curriculum which meets the needs of the current National Curriculum for Art.

AccessArt also provides a curriculum for EYFS.

Assessment opportunities are planned into the AccessArt medium term planning.

<https://www.accessart.org.uk/>