## Lostwithiel Primary School Assessment Grid

ART ASSESSMENT GRID Knowledge and	Well Below	Working Towards	Expected	
Understanding				
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 b techniques Begin to fo Discover t legitimate
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 processes
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 craftspeo who are co Discover t legitimate Feel safe intuition (f
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 ( intuition († Share the celebrated

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build knowledge of what different materials and
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to talk about the motorials to obvious and
to talk about the materials, techniques and es they have used, using an appropriate vocabulary
to know and describe the work of some artists,
eople, architects and designers, including artists contemporary, female, and from various ethnicities
r that art is subjective (we all have our own
ite understanding)
fe enough to take creative risks and follow their
n (fed with skills knowledge)

fe enough to take creative risks and follow their n (fed with skills knowledge) heir journey and outcomes with others. Feel ted and feel able to celebrate others

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	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	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	artists who are contemporary, female, and from various ethnicities 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 Discover that art is subjective (we all have our own legitimate understanding) 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	
Year 5	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	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 artists who are contemporary, female, and from various ethnicities 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 Discover that art is subjective (we all have our own legitimate understanding) 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	Know the names of tools, techniques and formal elements 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 designers, including artists who are contemporary, female, and from various ethnicities 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 Discover that art is subjective (we all have our own legitimate understanding) Experience the connection between brain, hand and eye Understand ideas can come through hands-on exploration Work at different scales, alone and in groups Feel safe to take creative risks and follow their intuition (fed with skills knowledge) and define their own creative journey Share their journey and outcomes with others. Feel celebrated and feel able to celebrate others	Describe quality ou Develop t technique
Year 6	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,	Know the names of tools, techniques and formal elements 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	Know the names of tools, techniques and formal elements 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	Confident achieve hi Feel safe (fed with journey Develop t technique

be processes used and how they hope to achieve high outcomes

their knowledge of what different materials and ues can offer the creative individual

ently describe processes used and how they hope to e high quality outcomes fe to take creative risks and follow their intuition

th skills knowledge) and define their own creative

their knowledge of what different materials and ues can offer the creative individual

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craftspeople, architects a		ners, including artists who are contemporary,	artists who are contemporary, female, and from
including artists who are a	ontemporary, femal	le, and from various ethnicities	various ethnicities
female, and from various e	thnicities Be ab	ble to talk about the materials, techniques and	Be able to talk about the materials, techniques and
Be able to talk about the n	naterials, proce	esses they have used, using an appropriate	processes they have used, using an appropriate
techniques and processes	hey have used, vocab	oulary.	vocabulary.
using an appropriate vocab	ulary Be ab	ole to demonstrate how to safely use some of	Be able to demonstrate how to safely use some of
Be able to demonstrate ho	w to safely use the to	ools and techniques they have chose to work	the tools and techniques they have chose to work
some of the tools and tech	niques they have with		with
chose to work with	Disco	over that art is subjective (we all have our own	Discover that art is subjective (we all have our own
Discover that art is subject	tive (we all have legiting)	imate understanding)	legitimate understanding)
our own legitimate underst	anding) Exper	rience the connection between brain, hand and	Experience the connection between brain, hand and
Experience the connection	between brain, eye		eye
hand and eye	Under	rstand ideas can come through hands-on	Understand ideas can come through hands-on
Understand ideas can com	e through hands-on explo	pration	exploration
exploration	Work	A at different scales, alone and in groups	Work at different scales, alone and in groups
Develop their knowledge o	f what different Feel s	safe to take creative risks and follow their	Share their journey and outcomes with others. Feel
materials and techniques c	an offer the intuit	tion (fed with skills knowledge) and define	celebrated and feel able to celebrate others
creative individual	their	own creative journey	
Work at different scales,	alone and in groups Share	e their journey and outcomes with others. Feel	
	celeb	prated and feel able to celebrate others	