

Subject: Art	Assessment Y5/6		Drawing
YEAR 6 Make my voice heard			
<p>KS2 Programmes of Study 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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 	<p>Additional guidance Purpose of study Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>Aims The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> 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. <p>Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>		
<p>Knowledge, skills and concepts In this unit, the children will:</p> <ul style="list-style-type: none"> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. 	<p>Key Questions Does this image use chiaroscuro? What impact does a tonal image have and why is it effective? Should you graffiti? Is it graffiti if an artist is commissioned? How is street art different to Mayans' creating murals on walls? Why do you think these artists chose to produce their art in this way? Why do you think they have chosen to create their art in that specific place? Does all street art communicate a message? What was Picasso trying to say? How did he use this piece to convey his message?</p>		

<ul style="list-style-type: none"> Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	
<p>Key Vocabulary Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience</p>	
<p>Cultural Capital</p>	<p>Opportunities</p>
<p>Key Assessment Opportunity</p> <ul style="list-style-type: none"> To apply knowledge and skills to create drawn image to convey a message on a subject they feel passionate about. Consider symbolism, colour, pattern, line and tone for effect and impact on audience 	
<p>Assessment Task in week 5</p> <ul style="list-style-type: none"> I can analyse how an artist conveys a message. I can use my creative work to develop an idea, applying drawing techniques for visual impact and effect. I can work independently, revisiting and reviewing my work to develop it. 	<p>Working towards expectations yr 5 Progression Framework statement:</p> <ul style="list-style-type: none"> Pupils beginning to make relevant comparisons between some different styles of art, able to use tools effectively to explore a range of effects. Pupils beginning to create light and dark through some drawing techniques. Has some understanding of chiaroscuro? Beginning to independently apply chiaroscuro to create light and form through a tonal drawing. Some understanding of the impact of using techniques for effect.
<p>NOTES on children</p>	

- Creates a tile that has some pattern, some symbols and some colours that effectively represents them.
- Pupils beginning review sketch book and creative work to develop drawn image
- Begin to review and revisit ideas to develop work

Working at expectations yr 5

Progression Framework statement:

- Pupils beginning to make relevant comparisons between different styles of art, able to use tools effectively to explore a range of effects.
 - Pupils beginning to create light and dark through drawing techniques. Has some understanding of chiaroscuro?
 - Beginning to independently apply chiaroscuro to create light and form through a tonal drawing.
 - Some understanding of the impact of using techniques for effect.
 - Creates a tile that has some pattern, symbols and colours that effectively represents them.
 - Pupils beginning review sketch book and creative work to develop drawn image
- Begin to review and revisit ideas to develop work

	<p>Working at Greater depth Expectations yr 5 Progression Framework statement:</p> <ul style="list-style-type: none"> • 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. • Can respond to the meaning of a spirit animal through discussion and drawing. Able to generate symbols that reflect their likes and dislikes, with minimal support. Able to create a tile that is full of pattern, symbols and colours that effectively represents them. <p>Can discuss ideas to create light and dark through drawing techniques. Able to explain the term chiaroscuro. Can apply chiaroscuro to create light and form through a tonal drawing. Understands the impact of using techniques for effect.</p>	
	<p>Working towards expectations yr 6 Progression Framework statement:</p> <ul style="list-style-type: none"> • Pupils beginning to make relevant comparisons between different styles of art, able to use tools effectively to explore a range of effects. • Pupils beginning to create light and dark through drawing techniques. Has some understanding of chiaroscuro? • Beginning to independently apply chiaroscuro to create light and form through a tonal drawing. 	

	<ul style="list-style-type: none"> • Some understanding of the impact of using techniques for effect. • Creates a tile that has some pattern, symbols and colours that effectively represents them. • Pupils beginning review sketch book and creative work to develop drawn image <p>Begin to review and revisit ideas to develop work</p>	
	<p>Working at Expectations</p> <p>Progression Framework statement:</p> <ul style="list-style-type: none"> • 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. • Can respond to the meaning of a spirit animal through discussion and drawing. Able to generate symbols that reflect their likes and dislikes, with minimal support. Able to create a tile that is full of pattern, symbols and colours that effectively represents them. • Can discuss ideas to create light and dark through drawing techniques. Able to explain the term chiaroscuro. Can apply chiaroscuro to create light and form through a tonal drawing. Understands the impact of using techniques for effect. 	

Working at greater depth

Progression Framework statement:

- 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
- Responds to the meaning of a spirit animal through discussion and a carefully observed drawing. Can generate symbols independently that reflect their likes and dislikes and personality. Creates a carefully drawn tile that is full of pattern, symbols and colours that is detailed and accurately representative.
- Can discuss ideas to create light and dark suggesting specific techniques and use of tools. Gives clear explanation of chiaroscuro with reference to examples, understanding why artists use techniques for specific effects. Can confidently apply chiaroscuro to create light and form through a tonal drawing, able to revisit to make improvements.
- 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

	<p>them, with a clear idea of what message they want to convey.</p> <ul style="list-style-type: none"> • 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. 	
<p>Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus</p>		

Year 5	Working below expectations	Working within Expected Standard	Working above expected
Target	14 – 20% (no more than 2 children)	80 %- 86%	20%
Term 1			
Term 2			
Term 3			

Year 6	Working below expectations	Working within Expected Standard	Working above expected
Target	14 – 20% (no more than 2 children)	80 %- 86%	20%

Term 1			
Term 2			
Term 3			