

# ART & DESIGN

## *Spotlight on Assessment*

Proud to be part of



Bishop Chadwick  
Catholic Education Trust

### WHY ART AND DESIGN?

The study of art enables pupils to understand, appreciate and contribute to a dimension of life that taps into and expresses human innovation, imagination and thought. A high-quality art education can build pupils' ability to 'appreciate and interpret what they observe, communicate what they think and feel, or make what they imagine and invent'. At its best, the subject is both intellectually challenging and creatively demanding.

#### Research review series: Art & Design (February 2023)

---

We aim for our pupils to learn how:

- aesthetic judgements are formed and claimed
- art is studied
- to participate in the discourse of artists, scholars and critics



**"Teaching art to children is like inviting them to engage with endless creativity and joy. It's where imagination runs wild and every colour tells a story."**

# CURRICULUM DESIGN

The art and design curriculum is designed to assess what children know and remember over time, as well as assessing the development of skills and pupils' understanding of how we communicate through art.

Establish prior learning to ensure that new learning links with and builds upon current knowledge of pupils. Drawing units are built upon each year, with painting and sculpture units being developed across each phase.

Concise rationale for learning that has been prioritised and how does this learning prepare pupils for the next stages of their learning in Art

Clearly defined sequential components to learning.

Vocabulary rich, subject-specific terminology to develop understanding of media, processes, techniques and artists.

**Art and Design**

**Year 4: Drawing Illuminated letters and patterns**

**Rationale/Curriculum links...**  
Pupils will explore the shapes, lines and colours used in the illuminated lettering which features in the Lindisfarne Gospels (links to local history). They will develop their drawing skills by creating their own illuminated letter. They will explore elements of sculpture through the development of relief pattern and embossing (using aluminium foil). Pupils will study the work of a famous artist (suggested artist - Gustav Klimt) and make links with the lines, shapes and colours used in the illuminated lettering. They will explore pattern and will create their own patterns, using the Lindisfarne gospels and the artwork as inspiration. The children will produce a collaborative final piece by linking their patterns together.

Session	Developing	Experimenting	Recording	Presenting	
<b>Session One</b> Introduction to Celtic letters -Shape -Line -Colour	<b>Session Two</b> Introduction to images from illuminated manuscripts -Children to discuss imagery	<b>Session Three</b> Create a relief using a variety of materials -inspired by the patterns in illuminated lettering.	<b>Session Four</b> Emboss the relief with aluminium foil. -Explore in sketchbook	<b>Session Five</b> Introduce large scale group task. - Sketchbook study of Klimt.	<b>Session Six</b> Experiment with patterns for background to group task. -Collaborative piece
				<b>Session Seven</b> Create patterns for background -Using different drawing techniques	<b>Session Eight</b> Add colour and metallic finishes to background and combine to create final piece.

**Key vocabulary**

- Illuminated letters:** The first letter of a page or paragraph. It was always enlarged and in colour with gold applied in areas, while the rest of the text remained black. The images used to enhance the letters include animals, plants, and mythological creatures. To make clear or to tell a story using drawings or pictures.
- Illustrate:** To make clear or to tell a story using drawings or pictures.
- Zentangle:** A way to create beautiful images by drawing structured patterns. We call these patterns, tangles. You create tangles with combinations of dots, lines, simple curves, S-curves and arcs (many people will associate these types of pattern with mindfulness colouring)
- Relief:** A sculpture in which the 3D elements are raised from a flat base.
- Contrast:** When opposite elements are arranged together.
- Pattern:** A design in which lines, shapes, forms or colours are repeated
- Embossing:** Any process used to create a raised or depressed surface.

**Artistic influence**

- The Book of Kells
- Lindisfarne Gospels
- Gustav Klimt
- Pattern
- Embossed Artwork

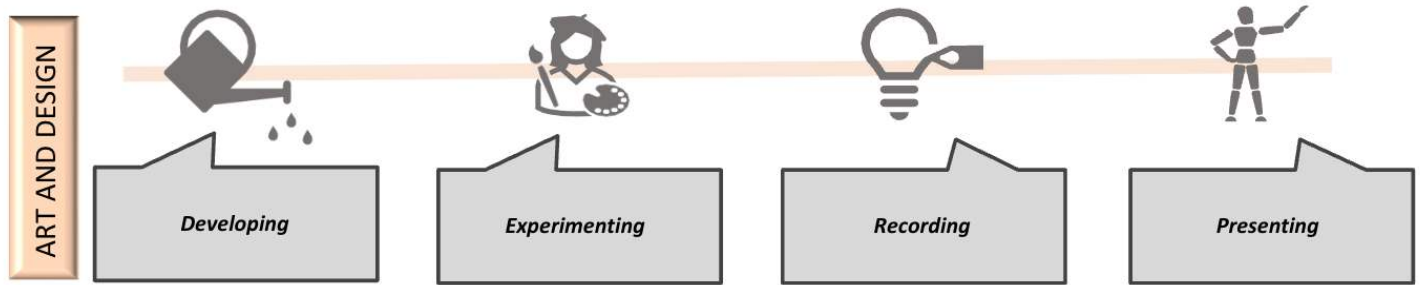
Opportunities to assess learning and offer feedback, as learners move towards clearly defined end points, have been considered as part of the curriculum design for each unit. Using a range of ongoing assessment approaches will most likely ensure that assessment captures the range of knowledge that pupils need. It will also address the various purposes of assessment in art & design.



"Assessment in primary art is uniquely challenging; it's about discovering the joy of creativity and the thrill of self-expression, whilst ensuring pupils develop and build on their learning over time with purpose and intent."

## A THRESHOLD CURRICULUM

Threshold Concepts are carefully interleaved within the curriculum from EYFS to KS5 so that they are revisited and reinforced with different content and context attached to the concept over time.



The threshold concepts relate to all domains of knowledge in art, they incorporate the skills children develop over time, both productive (pupils becoming proficient in the aspects of art or producing art) and receptive (pupils learning about aspects of art) across a range of units in drawing, painting, sculpture and other areas of making.

**Developing ideas and exploration are key to children understanding art and design and allow them to gain a critical understanding of art work and their own ideas. Through investigative work and experimentation, children will develop their ideas and techniques, building upon skills throughout the curriculum units and learning from the process, which is evidenced in children's work.**



Experimenting provides children opportunity to develop their ideas further, through using a broad range of different media and materials and techniques. Analysing what has worked well through annotation and communicating preferences. Work in sketchbooks provide examples of where children have carried out such work to explore such ranges.



**Recording will be evidenced in a variety of ways through art & design. Through their responses and use of a range of different materials, pupils' developing techniques as an artist should be evidenced and demonstrate progression throughout the curriculum. All forms of recording provide opportunity for dialogue and feedback to be exchanged and assessment of pupil**



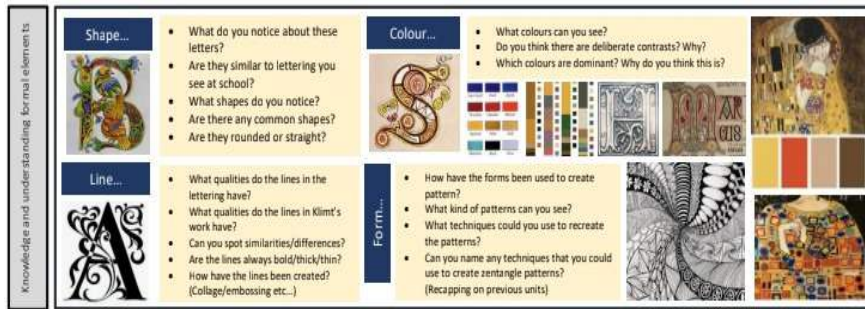
Within art & design, pupils will 'present' their personal response, meaning they've developed their own, original artwork by taking inspiration from artists. Children's sketchbooks will show clear links between ideas and visual elements, which allows for the assessment of the pupils' understanding of what they have done and why.

Our threshold concepts relate to all domains of knowledge in art, they incorporate the skills children develop over time, both productive (pupils becoming proficient in the aspects of art or producing art) and receptive (pupils learning about aspects of art) across a range of units in drawing, painting, sculpture and other areas of making.

## Accurately identifying pupil progress

Pupils make progress in art & design by developing:

- technical knowledge necessary for when they make and create art. This allows pupils to make choices based on what they know about the limits and possibilities of materials and media (described as practical knowledge)
- knowledge about the cultural and contextual content about artists and artwork. Through art history, an understanding of: meaning and interpretations; materials and processes; journeys and connections through time (described as theoretical knowledge)
- knowledge about how art is studied, discussed and judged, how aesthetic judgements are formed and claimed and how to participate in the discourses of artists, scholars and critics (described as disciplinary knowledge)



Each lesson within a sequence of art, provides a sequential scaffold covering the essential skills and knowledge, whilst not limiting individual creativity and expertise. Defining the knowledge and understanding needed is provided to allow for pupils to respond in a way which may be unexpected, unpredictable, or unanticipated.

## Assessment 'embedded' within the design

**Opportunities to know where pupils are with their learning and to identify and address any gaps.**

Each lesson allows for new knowledge to be placed in the context of previous learning, as well as providing an opportunity to highlight any learning still to come. Allowing time to explain this to pupils will enable them to see the purpose of their learning in the 'bigger picture' of the art being studied.



The art & design curriculum uses effective assessment through various forms of information and provides feedback to pupils, in the moment, in order to evaluate and assess pupil progress.

Assessment within art & design is heavily based around dialogue and feedback between teachers and pupils, which is particularly beneficial when pupils learn practical knowledge. Within each lesson, live marking and feedback focuses on improvement in the immediate task. Through this approach, ways in which pupils can modify and refine the way they are applying component knowledge can be improved. This formative assessment, within lessons, is achieved through effective dialogue between teachers and pupils in a timely, frequent and bite-size manner. Assessment in this way, ensures that knowledge of specific components is checked and allows teachers to identify and address specific misconceptions or knowledge gaps in a purposeful way.

The design of the curriculum and sequential components in art & design, build up to a final piece or outcome, which can be assessed in a summative way to identify how well the pupils have remembered, and put into practice, the knowledge that is being applied in the piece. These tasks provide rich opportunities for assessment of pupils' disciplinary knowledge and their theoretical knowledge and are planned with sufficiently long intervals to allow time for enough curriculum content to be taught and learned, before being assessed.