

### Assessment in Art

Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
Y7 – Drawing Skills – Observational Drawing	How to draw an object accurately from observation.	Transferrable skills involved that underpin foundations of most artistic techniques and processes.	Drawing cannot be learnt. A successful drawing is about technical skill – when a large part of it is observational skills.	Tone Observation Scale Mark making Shape/Form	Be able to control formal elements will give pupils tools to create accurate observational drawings.
Y7 – Colour Theory – Painting Exercise Booklet	Correct consistency of paint for mixing colours.	Being able to successfully control paint will enable students to have confidence in creating work in colour in future projects.	How to hold a paintbrush for maximum control.	How to mix a range of colours in paint.	Students will be able to confidently make and use any colour of their choosing.
Y7 – The British Library – Book Cover Design	Yinka Shonibare’s work is informed by his dual heritage – as a British Nigerian.	Recognising the context behind an artwork helps students understand why artists create the work they make.	Art is supposed to look ‘pretty’ – often it is conveying an idea not simply making something that looks nice.	How to create an effective design when using pattern – repetition, effective colour schemes and utilising variety.	Being able to recognise what makes an artwork successful will help pupils reflect on refining their work.
Y7 – Illustration – A useless Superhero	How to develop original concepts into refined outcomes.	Pupils will develop the confidence and skills in the design process that will help them bring original ideas into fully formed outcomes.	The first idea students have is the best – it is always worth trying out different ideas or ways of drawing that idea.	Pen and ink wash drawing techniques.	It enables students to capture tone in a quick and effective way.
Y7 – Ceramics - Figure	Antony Gormley created <i>Field from the British Isles</i> as a collaborative installation of sculptures.	Considering how artwork is presented – introducing the idea of Galleries and going to see Art outside of school.	An impressive level of skill is the only way to create impressive artistic results.	How to use sculptural techniques to control shape of clay – moulding, carving and slip/score.	Confidence with 3D processes.

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Y8 – Portraiture – Musical Icons	How to create a recognisable portrait of someone.	Students will have the confidence to produce meaningful works of art, students will be able recognise if they have been successful	Portraits must look exactly like the person to be successful.	Tone. Observation. Creating texture through mark making techniques.	Continues to build confidence in drawing techniques.
Y8 – Landscapes – David Hockney Style Landscape	David Hockney is a British Artist who produced a number of landscape paintings of Yorkshire around 2008.	Students will understand the context behind the artwork that inspires their own work.	Artwork is either abstract or not abstract – where it is more of a spectrum.	How to use watercolour paints. How to simplify complex details into simplified and recognisable patterns.	In order to successfully recreate the style of David Hockney.

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Y9 – Architecture – 2 Point Perspective	Architecture is the study and design of buildings – incorporating elements of Art, Design and Maths.	Architecture is a career path that students can take following study of Art.	Choosing options – all jobs require certain subjects, or no jobs require certain options subjects.	Perspective drawing – how to use orthogonal lines to create the illusion of depth.	A technique that enables designers to create successful depth in their pictures.
Y9 – Surreal Collage – Collage from Preston local archive images.	Surrealism combines everyday images in unusual ways to create surprising images.	Helps students to understand the point behind Surreal artworks – means they think about the point of their own artworks – they can articulate what the aim behind their creative work is.	Surrealism is completely random. In collage you do not have to think too hard about where you place objects.	How to cut safely and neatly with a craft knife.	Using a craft knife is the most effective way to accurately cut material for a collage but has H&S concerns that are vital students understand.
Y9 – Cakes and Sweets – Observational Drawing	How to approach an observational drawing – what to focus on and in which order.	Breaks down what can be a challenging task and one that a lot of students struggled with in terms of confidence.	Drawing a complex object is only possible if you are confident with your skills.	Scale Shape Tone Detail/Texture	Continues to build confidence in drawing techniques.
Y9 – Words & Art – Paul Peter Piech Slogan	Some artists use words in their artworks, often to convey a message very clearly.	Students will think about produce their own work that is meaningful to them.	Words and writing cannot be made into forms of Art.	Typography skills – how to correctly size lettering and techniques for designing fonts.	Students can use drawing techniques to present written messages in the most effective way possible - making the message stand out.

### Summative Assessment KS4

Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
Y10 - Still Life Drawing	How to approach an observational drawing – what to focus on and in which order.	Produce confident outcomes for AQA Art GCSE AO3 and AO4	Drawing a complex object is only possible if you are confident with your skills.	Scale Shape Tone Detail/Texture	Required for the GCSE Component 1.
Y10 - Still Life Painting	How to develop a painting – from background, blocking in areas, adding tonal values and detail.	Produce confident outcomes for AQA Art GCSE AO3 and AO4, develop evidence toward AO2	Unaware of layering processes in paint – wash, blocking in, adding detail.	Use of Payne's Grey/Yellow Ochre for backgrounds.	Required for the GCSE Component 1.
Y10 – Still life student led response	AO4 requires pupils to plan their final outcomes and show the examiner the 'creative journey' that lead them to their outcomes.	Pupils understand how to gain marks for AO4, and how evidence for other AOs ties into this.	Final Pieces are different to the rest of the project – they are in fact a development from earlier work.	Reflective skills – being able to recognise in own work what is successful or not and needs working on to produce best possible work.	Required for the GCSE Component 1.
Y10 – Kira Kim research	What AO1 means – understanding the context behind work – Kira Kim's still life is a contemporary response to traditions from 17 <sup>th</sup> Century Dutch Still Life.	Be able to gain marks for AO1 when students begin to choose own artists.	Not aware that artists are often inspired by work of other artists.	How to analyse individual artworks.	Required for the GCSE Component 1.

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Y11 – German Expressionist Prints	German Expressionist prints focus on bold and exaggerated portraits, with clear emotions shown on faces of sitters.	In order to inform own outcomes.	The abstract nature of the portraits is simply random, when artists have made clear conscious decisions.	How to cut and print lino cuts.	Required for the GCSE Component 1.
Y11 – Facial Features drawings	How to draw individual facial features.	Provide evidence for AO3.	Bold outlines look successful in portraits.	How to blend tones subtly with pencil.	Required for the GCSE Component 1.
Y11 – Mock Exam – Identity Project student led response.	AO4 requires pupils to plan their final outcomes and show the examiner the ‘creative journey’ that lead them to their outcomes.	Pupils understand how to gain marks for AO4, and how evidence for other AOs ties into this.	Final Pieces are different to the rest of the project – they are in fact a development from earlier work.	Reflective skills – being able to recognise in own work what is successful or not and needs working on to produce best possible work.	Required for the GCSE Component 1.

### **What happens following an assessment to address pupil misconceptions and reteaching of essential knowledge?**

Feedback on common class misconceptions, green pen for pupils to extend comments on improvements and specific actions completed after the assessment as appropriate.

At KS4 pupils are invited to catch up and booster sessions at lunch if intervention is required.

### **Formative Assessment in Art**

1-to-1 verbal feedback, questioning, retrieval practice, assessment of coursework sheets.

Low stakes quiz on Forms.

Cold questioning throughout the topic to check knowledge is secure.

**Feedback and Acting on Feedback (should be on the most valuable thing)**

Instant feedback – verbal whilst students are on task – is commonplace and the most frequent form of acting on feedback is students making immediate changes/improvements in that lesson as they work.

At KS4 pupils are invited to catch up and booster sessions at lunch if intervention as required.