

Art Assessment Grid : Space Art : Year 5/6

| Space Art | | | | | | | | | | | | | | | | | | | |
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| Group: | | Year: | | Term: | | | | | | | | | | | | | | | |
| Art | | | | | | | | | | | | | | | | | | | |
| Lesson 1 | Do children understand that these artworks reflect the time and place in which they were created? | | | | | | | | | | | | | | | | | | |
| | Can children use accurate vocabulary (background, foreground, depth, balance) to discuss the composition of an artwork? | | | | | | | | | | | | | | | | | | |
| | Can children use their sketchbook to plan and test out ideas for their own composition? | | | | | | | | | | | | | | | | | | |
| Lesson 2 | Do children know what is meant by 'cool', 'warm', 'harmonious' and 'complementary colours'? | | | | | | | | | | | | | | | | | | |
| | Can children use their sketchbooks to explore the effects of using these different colour schemes? | | | | | | | | | | | | | | | | | | |
| | Can children make deliberate colour choices to set the mood for their own artwork? | | | | | | | | | | | | | | | | | | |
| Lesson 3 | Can children blend pastels to create different tints and shades? | | | | | | | | | | | | | | | | | | |
| | Can children experiment with different shading techniques to create texture? | | | | | | | | | | | | | | | | | | |
| | Can children apply a range of blending and shading techniques in their artwork? | | | | | | | | | | | | | | | | | | |
| Lesson 4 | Can children discuss what contributes to a strong composition, e.g. use of space, position and arrangement of elements? | | | | | | | | | | | | | | | | | | |
| | Can children describe the impact they want their composition to have on the viewer? | | | | | | | | | | | | | | | | | | |
| | Can children apply their understanding to plan out their own rocket-themed composition? | | | | | | | | | | | | | | | | | | |
| Lesson 5 | Do children know a range of painting techniques that can be used to create texture and movement? | | | | | | | | | | | | | | | | | | |
| | Can children use a range of painting tools to create texture and movement in different ways? | | | | | | | | | | | | | | | | | | |
| | Can children use their experience to choose tools and techniques for their own artwork? | | | | | | | | | | | | | | | | | | |
| Lesson 6 | Do children know that using complementary colours, and varied line and texture, can create contrast? | | | | | | | | | | | | | | | | | | |
| | Can children select and use painting techniques which create contrast and visual interest in their artwork? | | | | | | | | | | | | | | | | | | |
| | Can children use painting tools and techniques with greater control for effect? | | | | | | | | | | | | | | | | | | |
| Lesson 7 | Can children use a grid to guidelines to help them draw an object with accurate proportions? | | | | | | | | | | | | | | | | | | |
| | Can children select and use colours and lines that help them create a high-contrast artwork? | | | | | | | | | | | | | | | | | | |
| | Can children evaluate their own artwork and explain how they could develop it further? | | | | | | | | | | | | | | | | | | |