

Assessment for Learning in Art

**pupil self assessment and
record of achievement sheet**

resource development and rationale

What is this resource?

- A self-assessment/Record of Achievement sheet
 - for guided pupil use
- and a set of questions suitable for pupils working at each level
- in Key Stage 2 Art

What is it's purpose?

- To support children's learning in Art by providing the opportunity for them to record:
 - their areas of study in Art
 - the materials and techniques they have used
 - their achievements in:
 - exploring and developing ideas
 - investigating and making art, craft and design
 - evaluating and developing work.
- To facilitate teacher assessment in Art

Sources

Information used to produce the assessment sheet:

- National Curriculum Attainment Target statements
- statements taken from the “Expectations” sections of the QCA (2000) *Art and Design Scheme of Work*
- statements from the “Progression Maps” in the QCA (2006) *Teacher assessment activities: Art and Design Key Stage 2*
- statements describing products, pupil behaviour and spoken/written contributions indicative of particular levels of work from the QCA (2006) *Teacher Assessment Activities: Art and Design Key Stage 2*

How were the statements created?

- statements from the National Curriculum, and QCA Teacher Assessment Activities: Art and Design were listed by level
- they were sorted by “strand” – these are are: *exploring and developing ideas; investigating and making and evaluating and developing work*
- statements from the QCA Scheme of Work expectations were associated with these levels and strands
- exact duplicates or very similar statements at the same level/strand were removed
- statements were changed into more “child friendly” language

Statements with sources indicated

Exploring and developing ideas	Investigating and Making Art, Craft and Design	Evaluating and Developing Work
<p>I can use ideas my teacher suggests (NC).</p> <p>I can explore ideas in art (NC/QCA).</p> <p>I can experiment with/investigate different art materials (TAA).</p> <p>I have a clear idea about what I want my art work to represent (TAA). (i.e. - maybe - want my artwork to make people think of)</p> <p>When I have tried out different materials and art techniques, I can say what I think of them and say what I want to do (TAA).</p>	<p>I can design and make pictures and objects (NC).</p> <p>I can use different materials and art techniques to produce my artwork and share my ideas <i>{and meanings}</i> (NC).</p> <p>I can design and make pictures and objects (NC)</p> <p>I can use different materials and art techniques to share my ideas and meanings and make my artwork (NC) (QCA).</p> <p>I can choose, from a variety of materials, the ones I want to use (TAA).</p> <p>People looking at my work can easily recognise at least one or two of the key features of the thing it is meant to be/represent (TAA).</p>	<p>I can talk about what I think or feel about my own art work and other people's work (NC).</p> <p>I can say what I think and feel about my own and others' art work (QCA).</p> <p>I can talk about the similarities (QCA) and differences (NC) (QCA) between them.</p> <p>I can point out parts of my work which could be improved (TAA).</p> <p>I try to (TAA) suggest ways of improving it (NC) <i>but find this difficult (TAA).</i></p>

Organisation of the sheet

The pupil self assessment statements are arranged on the sheet:

- in strands
- grouped by “level” – although the levels are termed “steps” on the sheet
- with three tick-boxes for each statement (because most schools seem to have three art topics per year)

Layout of statements

ART

Evaluating and Developing Work

- Step 1
- I can talk about what I think or feel about my own art work and other people's work.
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- Step 2
- I can talk about differences between my own and others' art work.
- I can point out parts of my work which could be improved.
- I try to suggest ways of improving it.
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- Step 3
- I can talk about similarities and differences between my own and others' art work.
- I can identify aspects of my work which could be improved and can suggest possible solutions.
- I try to make changes to my work to make it better.
- I am pleased with some of my improvements.
- I can describe what I have done and what I learned.
- I can make a few links with the work of artists I have examined.

Organisation of the sheet

- There are also spaces on the sheet to record
 - the title of the Art topics
 - art materials used
 - art techniques used

Additional materials

To support teacher assessment there is a series of questions:

- associated with the different strands
- and the different levels within these strands
- closely related to the statements
- If children are working at the appropriate level, then they should be able to give good answers to these questions.

Examples of the questions

level 3 statements:	related questions:
<i>from Exploring and developing ideas</i>	
I collect and record in my sketchbook some visual and other information for my work. I can tell you about the ways I have recorded my observations.	What observations did you record? How did you do this?
I use my research to help me make suitable selections of materials for my artwork.	What materials did you choose to use? What information helped you to make a good choice?
<i>from Investigating and Making</i>	
I can explain clearly what I am trying to represent in my artwork.	Explain what you were trying to represent in your artwork.
I can describe some features of what I am trying to represent in my artwork.	Describe some of the features you were trying to represent.
<i>from Evaluating and Developing Work</i>	
I can describe what I have done and what I learned.	Describe what you have done and what you have learned in this art project.
I can talk about similarities and differences between my own and others' art work.	How is your "artwork" (picture/sculpture/etc.) similar to other people's? How is your "artwork" (picture/sculpture/etc.) different?