**Art & Design : Assessment Rationale**

An assessment is a procedure for drawing inferences about things we want to know. What we usually want to know is: are the children learning what we teach them?

**Overview of Assessment in Art & Design**

Assessments in art review progress of curriculum project cycles, making a judgement about student’s holistic knowledge and skills, continuously revisiting the skills of **researching** and developing ideas, **experimenting** with materials, processes and techniques, **recording** observations and ideas and **creating** a personal response.

The Curriculum model is designed to continuously develop, revisit and build confidence in student’s knowledge and skills of drawing, painting, sculpture, printmaking /textiles, collage, mixed media and photography. When assessing students work, these skills will be viewed holistically in relation to the areas of assessment for experimentation, recording and creating a personal response. The application of procedural knowledge is underpinned by the study of art theory and art history – students are assessed in their ability to evidence their visual research in their sketchbooks.

Art lessons provide a rich opportunity for granular assessment, students are able to receive regular ‘live’ verbal feedback in response to their work in progress. This ongoing learning ‘conversation’ informs student progress and enables students to navigate a purposeful and meaningful creative journey. Learning is assessed over time reflecting student progress in relation to 4 key components of the Art curriculum:

* Research
* Experiment
* Record
* Create

This process enables the teachers and students to identify areas of strength and areas that need further development. The 4 areas of assessment are revisited in each cycle and this allows teachers and team leaders to revisit areas needing improvement. Assessment is used as a tool to inform our planning and help students to make progress.

The use of 2 key documents: (1) PLC (Personal Learning Checklist) and (2) Assessment Grid makes marking and feedback manageable for staff. The personal learning checklist is used as the place to record ongoing AFL and reduces staff workload by providing generic statements that can be highlighted and personalised.

The Assessment grid provides a clear and consistent approach to assessment that is also accessible to students through age-appropriate descriptors within each strand. There is continuity between methods of assessment in KS3, KS4 and KS5. Staff record a mark on the assessment grid that can be translated as a percentage and used for data drops and data tracking.

Formal assessments include a clear creative brief written with clear progression steps that enable students to understand what they need to achieve. A graduated response will be provided for students with SEND in the form of templates, visual aids, ‘how to’ or ‘step by step’ guides.

Moderation within teams will ensure standardisation and consistent application of the assessment criteria. Work reviews will be used to review single year groups and a range of year groups at the same time. This will enable team leaders to use assessment synoptically to check learning over time. Departmental time also needs to be allocated to evaluate assessments in light of pupil performance and teacher feedback, informing future planning and adjustments needed to the curriculum content and cycles.

**ESW KS3 Art & Design: Assessment Grid**

**Grade Boundaries: Emerging = 1-4, Developing = 5-8, Secure = 9-12, Mastering = 13-16**

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| --- | --- | --- | --- | --- | --- |
| **Knowledge**  **& Skills** | | **Research**  ***Knowledge of art & artists.***  ***Critical thinking skills***  ***Use of specialist vocabulary.*** | **Experiment**  ***Trial materials & techniques.***  ***Using the elements of art.***  ***Sketchbook annotations.***  ***Use of specialist vocabulary.*** | **Record**  ***Record observations.***  ***Drawings.***  ***Designs.***  ***Photography.*** | **Create**  ***Personal outcomes.***  ***Apply & refine knowledge, skills & techniques.*** |
| **Emerging** | 1 | * A limited ability to present information & describe works of art.   . | * A limited ability to experiment with the formal elements & techniques showing basic control. | * A limited ability to record observations and ideas using a limited range of skills & techniques. Drawings show basic control. | * A limited ability to create a personal outcome. An attempt to control the use of materials and techniques. |
| **Developing** | 2 | * A moderate ability to research, present information & describe works of art using some specialist vocabulary. | * A moderate ability to experiment with the formal elements & techniques showing reasonable control.   Sketchbook annotations show use of some specialist vocabulary. | * A moderate ability to record observations and ideas using different skills & techniques. Drawings show some control and expression. | * A moderate ability to create a personal outcome applying knowledge, skills and techniques with some control. |
| **Secure**  **Secure** | 3 | * A consistent ability to research, present information & describe works of art using a range of specialist vocabulary. | * A consistent ability to experiment with the formal elements & techniques showing consistent control.   Sketchbook annotations show an ability to evaluate work using specialist vocabulary. | * A consistent ability to record observations and ideas using a range of skills & techniques.   Drawings show reasonable accuracy, control & expression. | * A consistent ability to create a personal outcome applying knowledge, skills and techniques with control. |
| **Mastering**  **Masterinh** | 4 | * A highly developed ability to research, present information & describe works of art using a range of specialist vocabulary.   An ability to analyse artworks showing an understanding of context. | * A highly developed ability to experiment with the formal elements & techniques showing confidence & control. Sketchbook annotations and evaluation shows independent thought and reflection using a range of specialist vocabulary. | * A highly developed ability to record observations and ideas using a range of skills & techniques. Drawings show confidence with accuracy, control & expression. | * A highly developed ability to create a personal outcome applying knowledge, skills and techniques with confidence and control. |
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**Overview of granular assessment approaches and strategies to support the development of long-term memory**

**DIN Strategy**

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|  | Key Stage 3 | Key Stage 4 | Key Stage 5 |
| Format | DIN questions that prompt recall of knowledge about art theory, art history, key artists and disciplinary knowledge.  Do It Now tasks will vary within a 12 week cycle to include 1 question or task per lesson that recalls knowledge from the current or previous cycle. Some DIN activities may require students to recall and apply knowledge to a practical task (combining declarative and procedural knowledge). | | |
| Strategy for developing long term memory | DIN questions that are ‘re-used’ & revisit core knowledge relating to the elements of art & principles of design.  Project ‘DIN ‘ sheets designed for students to revisit questions at different points of a project/cycle. | | |
| Classroom implementation | DIN – is a quick self-starter activity as students enter the art lesson. The DIN should be designed to prompt students to recap and recall information – it must not prevent students from having time for deliberate practice & time needed to develop practical skills.  Strategies to support students with DIN:   * look back in books, what was the name of…. * first letter provided to write down the word beginning with…. * In the back of your book, write down a list of… the name of the technique for … the name of the artist that made this artwork… * Feedback on the DIN / answer given on PPT slides   The DIN should also be designed to allow students to complete independently to allow teachers to:   * Threshold into classroom * Take the register * Support/adapt for students with SEND | | |

**Common pedagogical approaches to granular assessment and checking for understanding**

* Questioning strategies – cold call, no opt out, partner talk
* Effective teacher circulation during deliberate practice
* Live marking and feedback with sketchbooks
* Students using personal learning checklists for self-reflection, peer assessment and teacher comments.
* Hinge questions that facilitate self-reflection, improve self-awareness and encourage students to make connections between sources

**Year 7-10 Overview of Formal Assessments**

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|  | | Year 7 | Year 8 | Year 9 | Year 10 |
| Cycle 1  Cycle 2  Cycle 3 | Low stakes quizzing  1 multiple choice answer quiz per cycle to test students’ knowledge and understanding based on the content in the knowledge organiser | Students use the look, cover, write, check method to learn the content from the knowledge organiser.  Quiz set with multiple choice answers, testing knowledge of content from knowledge organiser.  Quiz set as Home-learning and /or class task and quiz score generated as a percentage. | | | Students use the look, cover, write, check method to learn the content from the knowledge organiser.  Quiz set with multiple choice answers, testing knowledge of content from knowledge organiser.  Quiz set as Home-learning and /or class task and quiz score generated as a percentage. |
| Mid cycle assessment | Review of work completed up to week 6 – teacher feedback given identifying personal areas of strengths and an action step to improve.  Teacher feedback completed on the ‘Mid Cycle Feedback’ section on the student PLC in sketchbooks. | | | Review of work completed up to week 6 – teacher feedback given identifying personal areas of strengths and an action step to improve.  Teacher feedback completed on the ‘Mid Cycle Feedback’ section on the student PLC in sketchbooks. |
| End of cycle assessment | Review of all work completed up to week 10 (a holistic form of assessment that looks at the whole project).  Teacher feedback given identifying marks on the assessment grid relating to 4 areas of assessment: research, experiment, record, create.  Students level of attainment is judged using the criteria for each of the terms: emerging, developing, secure and mastering.  Teacher feedback completed on the ‘Assessment Grid’.  Class feedback provided & planned opportunities to allow students deliberate practice for reviewing, refining and improving work in response to the feedback during ‘Super teaching’ weeks 11 & 12. | | | Review of all work completed up to week 10 (a holistic form of assessment that looks at the whole project).  Teacher feedback given identifying marks on the assessment grid relating to AQA GCSE areas of assessment:  A01 (develop ideas through purposeful investigations & show critical understanding)  A02 (refine ideas, select & experiment with appropriate materials & techniques)  A03 (to record ideas, observations and insights through drawing, photography & annotations)  A04 (present a personal & meaningful response and realise intentions)  Students level of attainment is judged using the AQA GCSE Art & Design assessment criteria & marked out of 96 using the ‘Assessment Grid’.  Class feedback provided & planned opportunities to allow students deliberate practice for reviewing, refining and improving work in response to the feedback during ‘Super teaching’ weeks 11 & 12. |

* Standardisation: Pupils are given a creative brief with clear instructions & progression steps, In KS3 2 hours (2 lessons) are required to complete a practical assessment & in KS4 5 hours (2 weeks of lessons) are required to complete a practical assessment.

End of cycle assessment marks are based on a holistic overview of the creative process and includes all 4 components (Research, Experiment, Record, Create) completed during the 12 week cycle, including the work produced during the practical assessment.

* Opportunities for moderation of staff marking at KS3 & KS4 occur at least twice a year.

**Year 11-13 Overview of Formal Assessments**

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|  | Year 11 | Year 12 | Year 13 |
| Low stakes quizzes | N/A – There is no written exam or requirement to test knowledge in the controlled test. | N/A – There is no written exam or requirement to test knowledge in the controlled test. | N/A – There is no written exam or requirement to test knowledge in the controlled test. |
| PPE | 5 hour PPE providing an opportunity for students to realise intentions to ‘Extended Project’ outcomes (A04 focus). Student gain experience of preparing for a controlled test and working in controlled test conditions for a sustained period of time. | 5 hour PPE providing an opportunity for students to realise intentions to ‘Extended Project’ outcomes (A04 focus). Student gain experience of preparing for a controlled test and working in controlled test conditions for a sustained period of time. | N/A  This does not fit into the schedule for the submission of coursework in January and the start of the 10 week controlled test in February. |
| Additional formal assessments (whole cohort) | **Coursework Assessment ( Sept. -December):**  Review of all work completed in Year 10 & 11- up to week 9 in Yr11 (a holistic form of assessment that looks at the whole portfolio).  Teacher feedback given identifying marks on the assessment grid relating to AQA criteria:  A01 (develop ideas through purposeful investigations & show critical understanding)  A02 (refine ideas, select & experiment with appropriate materials & techniques)  A03 (to record ideas, observations and insights through drawing, photography & annotations)  A04 (present a personal & meaningful response and realise intentions)  Students level of attainment is judged using the AQA GCSE Art & Design assessment criteria & marked out of 96 using the ‘Assessment Grid’.  Individual feedback provided & planned opportunities to allow students deliberate practice for reviewing, refining and improving work in response to the feedback during the final 3 weeks in December prior to Coursework submission.  **Controlled Test Assessment (January– April):**  Regular self, peer or teacher comments using the PLC to provide personalised feedback. | **Coursework Assessment :**  Review of all work completed up to & including the PPE (a holistic form of assessment that looks at the whole portfolio).  Teacher feedback given identifying marks on the assessment grid relating to AQA criteria:  A01 (develop ideas through purposeful investigations & show critical understanding)  A02 (refine ideas, select & experiment with appropriate materials & techniques)  A03 (to record ideas, observations and insights through drawing, photography & annotations)  A04 (present a personal & meaningful response and realise intentions)  Students level of attainment is judged using the AQA A Level assessment criteria & marked out of 96 using the ‘Assessment Grid’.  Individual feedback provided & planned opportunities to allow students deliberate practice for reviewing, refining and improving work in response to the feedback. | **Coursework Assessment (Sept. -January):**  Review of all Yr12 & 13 work completed up to December (a holistic form of assessment that looks at the whole portfolio).  Teacher feedback given identifying marks on the assessment grid relating to AQA criteria:  A01 (develop ideas through purposeful investigations & show critical understanding)  A02 (refine ideas, select & experiment with appropriate materials & techniques)  A03 (to record ideas, observations and insights through drawing, photography & annotations)  A04 (present a personal & meaningful response and realise intentions)  Students level of attainment is judged using the AQA A Level assessment criteria & marked out of 96 using the ‘Assessment Grid’.  Individual feedback provided & planned opportunities to allow students deliberate practice for reviewing, refining and improving work in response to the feedback .  **Controlled Test Assessment (February – April):**  Regular self, peer or teacher comments using the PLC to provide personalised feedback. |