

Southend High School for Girls



Assessment Policy for ART

Our assessment policy and procedures are underpinned by three key questions :

1. Where is the learning going?
2. Where is the learner now?
3. How does the learner get there?
(Dylan Wiliam)

Our students should be able to answer these two questions:

1. What am I doing well in the subject?
2. What do I need to do to improve my work in the subject?

At SHSG we see assessment, in all its forms, as an integral part of teaching and learning and as such it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment at Southend High School for Girls:

1. Diagnostic assessment – assessment used to determine what students already know (usually at the start of a lesson / unit)
2. Formative assessment (responsive teaching) – assessment used during the learning process to provide feedback and encourage students to act upon it to make improvements
3. Summative assessment (in-school summative assessment and nationally standardised summative assessment) – used at the end of the learning process as a measure of where students are in their learning.

KS3

By the end of KS3 students should be able to record from first hand observation and from secondary sources with accuracy and using tone to create form and mark making to suggest texture. They will have studied the Six Elements of Art. There will have been the opportunity to paint with watercolour and poster paint, print from polystyrene and to create a slab piece and a coil piece from clay. An understanding of Impressionism and Post Impressionist Art movements will have been achieved and students will have had experience of subject specific terms and Art language.

KS4

By the end of KS4 students should be able to record with from first hand observation and from secondary sources and using a variation of tonal values to create form and mark making techniques to suggest texture in sustained drawings. Students will have revised the Six Elements of Art. There will have learnt skills to paint with watercolour and acrylic paint, and will make prints from lino. They will learn gouache resist techniques, batik and will also create monoprints. Clay will be one of the materials used to make 3D pieces. An understanding of Nineteenth and Twentieth Century Art movements will have been achieved. Relevant artists will have been researched in detail. Students will use subject specific terms and Art language confidently.

KS5

By the end of KS5 students should be able to record from first hand observation and from secondary sources with accuracy and use of both tone and texture. There will have painted with watercolour acrylic paint and oil paint and will have gained experience in various printing techniques. An understanding of contextual studies will include the creation of a timeline of Art movements. Illustrated essays on artists and movements and presentations in which the use of subject specific terms and Art language will be evident. Students will realise intentions by creating sustained 2D and 3D pieces in any scale including large scale.

Diagnostic assessment methods

Teacher questioning

Course work is marked out of 10 or as a percentage

Formative assessment methods

Portfolios are discussed in one to one tutorials as the work progresses

Summative assessment

Baseline drawing assessments and end of year examinations are in place for each year group.

Details of assessments per Year group are outlined on the [website](#).

Marking and Feedback

Each student has work marked, evaluated or discussed in the presence of the teacher so that they can receive verbal feedback in addition to a mark or grade.

Marking and Feedback Codes

- ✓ Good point
- X incorrect or wrong point
- SP spelling error which needs correction
- P punctuation error which needs correction
- GR grammatical error which needs correction
- / start a new sentence
- // start a new paragraph
- ?? the point is not clear
- WW wrong word
- ^ missing word
- [] this part needs rewording
- +1 academic achievement point

Presentation in sketchbooks

- KS3 ONLY should have CW/HW written in the top left-hand margin
- Only pencil should be used for writing in sketchbooks.
- All work should be set out neatly, and presentation is of optimum importance.

Recording and Monitoring of Assessment

All marks are recorded on CPA spread sheet