<u>Year 3 Spring 2 (Cycle A)</u>

<u>Art: ' Formal Elements of Art' assessment record</u>

<u>Lesson 1, To recognise and draw simple geometric shapes found in everyday objects</u>

<u>Key assessment questions:</u>

- Can children recognise and accurately draw simple shapes in objects?
- Can children identify objects made from shapes in my environment and draw from observation?
- Do children know that in nature objects are usually formed from wavy lines?
- Do children know that man-made objects consist of straight lines?

Children working towards	Children exceeding

<u>Lesson 2,To recognise and apply geometry when drawing</u>

<u>Key assessment questions:</u>

- Do children know that the points, lines, shapes and space that make up simple 2D and 3D shapes are known as 'geometry'?
- Can children see basic geometrical shapes (such as circles and squares) when they draw objects?
- Can children use these shapes to help them draw, design and decorate more accurately?
- Can children use guidelines to help set out and construct more complicated images from observation?

Children working towards	Children exceeding

<u>Lesson 3, To create and form shapes using soft modelling wire</u>

<u>Key assessment questions:</u>

- Can children work safely with the tools and equipment they are using?
- Can children bend, manipulate and join wire to create the shape of a fish?
- Can children use smaller pieces of wire to add features?

Children working towards	Children exceeding

Lesson 4, To apply even layers of pencil tone when shading

Key assessment questions:

- Can children describe what 'tone' means in art (the light and dark areas of an object or artwork)?
- Can children hold my pencil correctly to shade?
- Can children apply the four rules of shading?
- o Can children shade in one direction?
- o Can children create smooth, neat, even tones, leaving no gaps and ensuring neat edges when filling a shape?

Children working towards	Children exceeding

Lesson 5, To show tone by shading

Key assessment questions:

- Do children know that 'tone' refers to the light and dark areas of an object or artwork?
- Are children able to control a pencil to shade tones smoothly from light to dark using the four rules of rules of shading?

- Can children blend tones gradually so that there aren't any sudden changes from dark to light?

Children working towards	Children exceeding