

# PlanBee Art Assessment : Animal Art : KS1



## Animal Art

Group:

Year:

Term:

| Lesson 1 | Can children use observations to identify features of an animal?                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|          | Can children discuss the shapes, colours and patterns found on British animals?       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|          | Can children use their observations to draw a British animal?                         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lesson 2 | Can children identify and describe the colours, features and patterns of a variety of |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|          | Can children use scissors accurately and safely to manipulate paper?                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|          | Can children recreate animal patterns and outlines using paint and paper?             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lesson 3 | Can children discuss and comment on existing patterns?                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|          | Can children create their own repeating patterns?                                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|          | Can children evaluate their artwork and discuss their successes and suggest areas     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lesson 4 | Can children describe and comment on aboriginal artwork?                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|          | Can children identify animals that commonly appear in aboriginal art?                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|          | Can children create their own aboriginal animal dot artwork?                          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lesson 5 | Can children use visual clues to identify a variety of rainforest animals?            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|          | Can children use scissors safely and accurately?                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|          | Can children discuss and respond to a variety of artwork?                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lesson 6 | Can children reflect and comment upon native American artwork?                        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|          | Do children understand the importance of symbolism in native American art?            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|          | Can children create their own native American animal artwork to reflect their         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lesson 7 | Can children identify colours and shapes common to Antarctic landscapes?              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|          | Do children know how to mix colours to create different shades?                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|          | Can children use paints and other tools accurately to create artwork?                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |