

Art Assessment Grid : Sculpting Vases : Year 5/6

| Sculpting Vases | | | | | | | | | | | | | | | | | | | | |
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| Art | | | | | | | | | | | | | | | | | | | | |
| Lesson 1 | Can children describe what a container is? | | | | | | | | | | | | | | | | | | | |
| | Can children identify different features of the vases' design? | | | | | | | | | | | | | | | | | | | |
| | Can children sketch designs to build up a portfolio of ideas? | | | | | | | | | | | | | | | | | | | |
| Lesson 2 | Can children describe and assess vases made by designers? | | | | | | | | | | | | | | | | | | | |
| | Can children gather ideas for use in their own work? | | | | | | | | | | | | | | | | | | | |
| | Can children incorporate design ideas or themes into their own designs? | | | | | | | | | | | | | | | | | | | |
| Lesson 3 | Can children use appropriate techniques in their work? | | | | | | | | | | | | | | | | | | | |
| | Do children know how to develop their control of tools and techniques? | | | | | | | | | | | | | | | | | | | |
| | Can children work with control and accuracy? | | | | | | | | | | | | | | | | | | | |
| Lesson 4 | Can children follow a design to create a vase? | | | | | | | | | | | | | | | | | | | |
| | Can children use tools and techniques appropriately? | | | | | | | | | | | | | | | | | | | |
| | Can children identify ways they could improve their work? | | | | | | | | | | | | | | | | | | | |
| Lesson 5 | Can children evaluate and adjust their designs? | | | | | | | | | | | | | | | | | | | |
| | Can children make appropriate choices when decorating their vases? | | | | | | | | | | | | | | | | | | | |
| | Do children understand how to create different effects using materials? | | | | | | | | | | | | | | | | | | | |
| Lesson 6 | Can children evaluate their own work fairly? | | | | | | | | | | | | | | | | | | | |
| | Can children evaluate the work of others? | | | | | | | | | | | | | | | | | | | |
| | Can children suggest ways in which they could improve their vases if they were to make them again? | | | | | | | | | | | | | | | | | | | |