Art Assessment Grid : Still Life : Year 5/6

| Still Life <br> Group: <br> Year: <br> Term: |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { ז } \\ & 0 \\ & 0 \\ & 0 \\ & 0 \end{aligned}$ | Are children able to explain what still life is? |  |  |  |  |  |  |  |  |  |  |  |
|  | Can children make decisions about using appropriate mediums when finishing a still life painting? |  |  |  |  |  |  |  |  |  |  |  |
|  | Can children observe how still life paintings are arranged and say why the artist has made those choices? |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { N } \\ & \text { c } \\ & \text { N } \\ & \text { O } \end{aligned}$ | Are children able to explain what 'tone' means? |  |  |  |  |  |  |  |  |  |  |  |
|  | Can children create light and shade using shading? |  |  |  |  |  |  |  |  |  |  |  |
|  | Are children able to recall the different shading techniques? |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { M } \\ & \text { co } \\ & 0 \\ & 0 \\ & \hline \end{aligned}$ | Are children able to make decisions when arranging objects? |  |  |  |  |  |  |  |  |  |  |  |
|  | Can children use sketching techniques to create depth? |  |  |  |  |  |  |  |  |  |  |  |
|  | Can children explain their reasoning when choosing and arranging objects? |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { 寸 } \\ & \text { c } \\ & \text { N } \\ & \text { O } \end{aligned}$ | Are children able to use paint to create different tones? |  |  |  |  |  |  |  |  |  |  |  |
|  | Can they create texture with paint? |  |  |  |  |  |  |  |  |  |  |  |
|  | Are children able to observe an object and translate the shapes and tones onto paper? |  |  |  |  |  |  |  |  |  |  |  |
|  | Can children develop painting techniques from what they have learnt? |  |  |  |  |  |  |  |  |  |  |  |
|  | Are children able to revisit studies made in their sketchbooks to support their painting? |  |  |  |  |  |  |  |  |  |  |  |
|  | Are children able to make observations and translate these onto paper? |  |  |  |  |  |  |  |  |  |  |  |

