

Art Assessment Grid : Yayoi Kusama

| Yayoi Kusama | | | | | | | | | | | | | | | | | | | | |
|--------------|--|-------|--|-------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Group: | | Year: | | Term: | | | | | | | | | | | | | | | | |
| Art | | | | | | | | | | | | | | | | | | | | |
| Lesson 1 | Can children experiment with different materials to make marks? | | | | | | | | | | | | | | | | | | | |
| | Are children able to join in discussions about a famous artist's work? | | | | | | | | | | | | | | | | | | | |
| | Are children able to mimic the art of a famous artist? | | | | | | | | | | | | | | | | | | | |
| Lesson 2 | Can children experiment with different mediums to create a polka dot pattern? | | | | | | | | | | | | | | | | | | | |
| | Are children able to use different tools to experiment when making polka dot patterns? | | | | | | | | | | | | | | | | | | | |
| | Can children experiment with the kind of polka dot patterns they're making? | | | | | | | | | | | | | | | | | | | |
| Lesson 3 | Can children respond to a piece of artwork appropriately? | | | | | | | | | | | | | | | | | | | |
| | Are children able to use accurate cutting skills to cut out circles? | | | | | | | | | | | | | | | | | | | |
| | Can children attempt to recreate a piece of artwork by a famous artist? | | | | | | | | | | | | | | | | | | | |
| Lesson 4 | Can children comment on the shape and form of 3-D objects/sculptures? | | | | | | | | | | | | | | | | | | | |
| | Are children able to use the rolling technique to manipulate clay to the desired form? | | | | | | | | | | | | | | | | | | | |
| | Can children recreate the form of a pumpkin, inspired by Kusama's sculptures? | | | | | | | | | | | | | | | | | | | |
| Lesson 5 | Can children make observations about a piece of artwork's colours and patterns? | | | | | | | | | | | | | | | | | | | |
| | Are children able to make choices about the tools and techniques they use when painting? | | | | | | | | | | | | | | | | | | | |
| | Can children recreate an effect using different sized dots? | | | | | | | | | | | | | | | | | | | |