



Lacewood Primary School – Progression in discussion and written evaluations of artwork

Discussion and questioning

When evaluating artwork at Lacewood, we have to ensure our questioning is effective and promotes deep discussion for pupils when thinking about artwork. This is where careful question planning comes in. Firstly, we have to ensure that we create a classroom culture where pupils feel safe to express their ideas and thoughts. Talking about how art makes us feel and the scenarios it evokes can be deeply personal. We also have to model what this language and discussion look like. This is very important. It can be done with another adult in the classroom or by ‘thinking out loud’ (asking yourself the question and then answering).

When introducing and evaluating artworks with children we always consider:

Subject Matter

This is what the artwork is about. It could be humans, animals, buildings, landscape objects, or how they are represented.

Emotional Aspects

The emotions and moods that are created in the artwork and how this has been achieved.

Technical Aspects

This is the medium itself, how it is created, and the techniques that have been used.

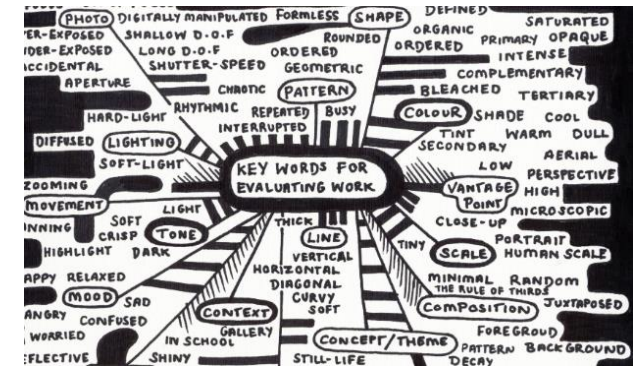
Context of the artwork

The culture, historical period, and art period in which the work was created. All of the external factors that contributed to the artwork such as the sex of the artist, the age, how they were feeling when it was created.

Sensory Qualities

This is how lines, textures, and shapes are created and positioned, dark and light, deep and shallow.

At Lacewood, children are given the opportunity to evaluate both their own and key artist’s work. This process allows children to develop the ability to critique and put forward their own personal thoughts and ideas. It is an essential part of the learning cycle for art and design.



Progression in discussion and written evaluations

In Foundation Stage, children should be provided with the opportunity to orally respond to artwork produced by themselves and key pieces of artwork being studied. Children should be encouraged to share their likes and dislikes and begin to comment on the lines, shapes and colours used, and how the artwork makes them feel. Children should also be encouraged to explain the techniques they have used and how they could be improved.

To support children, key vocabulary should be always be clearly displayed. Class teachers should demonstrate how to write an evaluation to make it explicit what they are expecting. Further support should be provided through the aid of stem sentences or a scribe.

Further support can be found on the assessment document for art.

Key Stage 1

In Y1, children should build upon the skills developed in foundation stage and the teacher should demonstrate how to put their thoughts and ideas into written form. Children should be encouraged to start annotating their own work with single words or sentences – dependent on each child's ability. Class teachers should take note of children's responses.

In Y2, children should continue to annotate their own work and at the end of a unit, comment on what they are happy with and how their artwork could be improved. This may be in the form of a bullet point list.

Key Stage 2 (Lower)

In Y3, children should build upon their learning in Y1 and 2 and continue to make annotations to their own work. These should now include words and sentences. At the end of a unit of work, children should comment on their own work, stating which elements they are happy with and why and how they could improve the techniques they have used. Children will also begin to use key vocabulary from their knowledge organiser to demonstrate a clear understanding of the new vocabulary and techniques taught.

In Y4, children should build upon their learning in Y3 and include reference to key artists studied and the techniques they have utilised and how effective they have been.

Key Stage 2 (Upper)

In Y5 and 6, children should be competent in evaluating their own and others artwork. Children should use accurate vocabulary (from their knowledge organiser) and reference key techniques used, demonstrating a clear understanding of these. Children should be able to clearly explain their thoughts and feelings about their artwork and explain which aspects they are most happy with and how, if they were to produce a similar piece of work, they could improve it.