



# Art & D&T Assessment



## Cherry Trees Art & D&T Assessment Overview

Level	Sensory Level Descriptors
1(i)	Notice auditory stimuli e.g. startle to loud music, Notice visual stimuli e.g. response to lights. Notices tactile stimuli e.g. responding to touch. Notice olfactory stimuli e.g. responding to smell. Notices vestibular e.g. movement such as rocking. Obvious reaction to close contact with familiar adult. Responds to obvious stimuli. Distress reduced by physical contact. Distress calmed by calming voice. Reduces activity in response to touch or voice. Demonstrates a range of unintentional vocalisation or movements when content, distressed, hungry, in pain or tired.
1(ii)	Demonstrates brief memory for previously presented stimuli. Fleeting/inconsistent responses to familiar voice/personal identifier. More consistent reaction to a close adult. Intermittent awareness of stimulus in different positions. Fleeting response to 3 different tactile stimuli. Fleeting response to 3 different visual, olfactory, vestibular and auditory stimuli. Inconsistent response when talked to. Notices new, unfamiliar faces. Engage in mutual gaze with an adult in a variety of settings. Show an awareness of object placed in hand/on body. Quietens at familiar voice or sound. Plays at making different vocal sounds alone or with others 'SPLIT'. Smile in response to adult smiling. Brings attention back to adult with an auditory prompt. Bring attention back to activity/object with a physical prompt. Brings attention back to activity/object with an auditory prompt. Bring attention back to adult with a physical prompt.
2(i)	Responds to a range of stimuli people, objects and events. Responds to own name by a familiar person. Responds consistently to one stimulus. Supported 1:1 turn taking. Terminates an interaction with adult, without full intention e.g. low levels of concentration or distracted easily. Aided exploration of the environment. Briefly follow objects in vertical plane. Briefly follow objects in horizontal plane. Consistent response to a personal identifier. Follows familiar adults across the room. Responds to own name by unfamiliar person. Anticipates a consistently repeatedly presented stimuli. Shows pleasure at physical interactions e.g. rocking, tickling. Consistently anticipates repetitively presented response. Terminate intention with intention. Sustain gaze/interest in object for a few seconds. Let go of one toy in response to being offered another. Tolerates adult in parallel play. To show some response to own reflection. To hold an offered object from an adult for a short period of time.
2(ii)	Responds differently to different stimulus e.g. ball or instrument. Anticipates within familiar social routines. Redirection to second object. Random activities cause effect. Looks briefly after disappearing object. Action on reactive environment. Communicates more in inconsistent ways. Contingency responding e.g. lots of redundant activity. Contingency responding with objects e.g. mobiles. Behaviour interpreted as rejection. Purposefully terminates interaction with adult. Make a choice between two objects presented visually in close proximity. Demonstrating consistent negative response to things they don't like. Demonstrating consistent positive response to things they do like. To return an object to an adult upon request with a physical and verbal prompt. To attend to photos/pictures when used in daily routines (registers/timetable) To anticipate what comes next in familiar song (action or verbally) To engage with a peer who is in close proximity by reaching out or vocalising. Repeating a behaviour which produces a response. Uses eye contact to engage with another person in a 1:1.



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3(i)	<p>Objects to termination of an activity. Objects to termination of a communication. Purposeful action on everyday environment e.g. in close proximity, supported by staff. Changes in behaviour in response to something nearby. Intentional exploration of the environment e.g. growing awareness of immediate environment, more independent exploration of the environment. Looks forward and backwards between two objects. Perseveres by repeating action for reward in social game. Repeats action if first attempt is unsuccessful. Attracts attention by reaching out or physical action. Attracts attention vocally. Object permanence. Make a choice between two familiar objects using photographs. To respond to an adult saying 'no' with intonation or gesture by pausing in what they are doing. They request an activity by gesture, vocalisation or looking at the adult or object. To attend to adult as they wave and say goodbye. To respond to praise. They observe the results of their own actions. They respond to the results of their own actions e.g. laughing or clapping. To show excitement in anticipation of favourite activity/object. To request a drink or snack with less support at appropriate times of the day.</p>
3(ii)	<p>Develops own consistent way of requesting more of an activity. Communicate no more through a consistent actions. Contingency awareness. Communicate choice to an attentive adult. Deliberately gaining attention of another person to satisfy need. Shared attention. Expresses preference for items not present via symbolic means. Early problem solving, tries a new strategy when old one fails. Initiates actions to achieve desired results. Initiates social game. Does two different action in sequence to get a reward. Selects from more than two items. Modifies action when repeating action does not work. Used preferred mode of communication to say 'hello'. To understand how a book works e.g. turn pages, turn the book the correct way round. Consistently greet known people in preferred mode of communication. Consistently select correct symbol to represent main character in a book. To demonstrate understanding of 5 timetable symbols. To independently explore an object in more complex ways, for a sustained period of time. Begins to show an interest in actions of other peers.</p>

Level	Curriculum Assessment Statements
4	<p>Mixes substance in water. Uses objects to do simple printing. Makes deliberate marks using a variety of tools and materials. Makes a choice during an activity i.e. tools, materials and media. Repeats actions in order to obtain similar effects. With assistance handles a range of fruit and vegetables, exploring all senses. With assistance explores construction materials that build, stack, slide and link together. Shows an awareness of the purpose of tools. Demonstrates preference. Explores a variety of textures, including sand, playdough or pliable material.</p>
5	<p>Experiments with materials to make different marks. Uses glue to join a variety of materials. Manipulates malleable materials and tools. With support creates patterns. Looks at the work of others. Recognises a range of colours. Explores textures and uses appropriate vocabulary i.e. rough, smooth, bumpy, hard and soft. Show an indication of what tools are used for, considering safety when used. Makes choices from a selection of food items. Successfully uses simple construction materials.</p>
6	<p>Uses material to create a collage. Works on a variety of surfaces. Aware if it is light or dark. Develops, plans and communicates ideas. Observes adults and others using a range of equipment and tools, imitating their actions. Discusses what they are doing, giving a reason why. Answers a simple question and asks why. Uses terms to describe objects and gives examples i.e. long, short, big and small. Shows care when using materials. With assistance uses a variety of simple tools i.e. rolls, flatten, tear, join and mould.</p>



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<b>7</b>	Names different shades of colours correctly. Uses a variety of materials to make models i.e. dough or clay. Discusses what they are going to do, giving reasons and making purposeful choices. Creates work in 2D or 3D. Mixes colours and uses them to paint shapes. Shows pride in their work. Handles objects with care and respect. Uses a range of tools when model making (under supervision). Compares outcomes, processes and the changes that occur due to their actions. Correctly uses comparative terms: big/small, top/bottom, front/back. Aware of the work of other artists, designers and professionals.
<b>8</b>	Gathers together materials they require. Creates texture i.e. splatter, bubble, sponge, dribble. Uses materials for junk/wood modelling when under supervision, considering safety. Stops when work is finished. Weaves using a variety of materials. Observes different cultures within the subject. Correctly uses comparative terms: long/short, thick/thin, large/small, light/dark. Aware of healthy eating. Identifies a variety of materials i.e. wood, plastic, metal. Classifies foods by taste and texture, describing likes and dislikes.
<b>9</b>	Uses or supervises the use of scissors to cut tape, string etc. and to cut a short or straight line etc. Looks at an object/person and draws or makes marks to represent. Rolls or attempts to roll clay or playdough into a sausage shape and ball. Can identify two different pictures from different cultures. Can recognise geometric shapes in the environment. Can print a simple repeated pattern, distinguishing the differences between the patterns. With support, evaluates - saying if they like/dislike the colours/themes. Can identify the correct tools that shape and cut wood and plastic. Can decide, with support, what will be made and how. Is familiar with similarities with cooking styles. Looking at healthier food choices.
<b>10</b>	Review and respect their own work and the work of their peers, describing what techniques they want to improve. Draw different types of line. Name the primary and secondary colours. Use simple computer drawing package to create patterns, changing colours. Suggest ways they can improve their own work and begin to apply improvement. Can describe how simple movement works - Wheels go round and round - Push hard for - Quick - Push lightly for - Slow. Giving examples of how it moves and starting to explain how it works. Can name and use correct tools and equipment, with support when needed. Can follow instructions when making. Can start to explain how a food product is made (e.g. cooked/baked/mixed).
<b>11</b>	Look at artists/illustrators work and say why they like/dislike it. Photograph objects from different angles including near and far objects. Classify objects by colour and shape. Know that primary colours make secondary colours. Use a mirror to create a reflection. With help say what ingredients and processes were used in own cooking. Use a computer and iPad to create a simple mosaic pattern. Knows the difference between a photograph and a drawing (use of iPad programmes). Knows what needs to be done next. Can identify differences between their own and others' work
<b>12</b>	Identify similarities and differences in the work of different artists. Works with regard to safety and cleans up materials. Uses more than one technique within a piece of work. Makes rubbings of a variety of manmade and natural textures. Simply identifies the value of a colour (lighter/darker). Adapts and improves their own work. Uses junior hacksaw and a vice, caring for tools and materials and putting them away safely. Uses knowledge from previous work and suggests ways of improvement. Knows some of the properties of fruit and vegetables and that some are good for you. Follows simple verbal instructions and gives instructions for someone else to follow
<b>13</b>	Experiments with line, shape, colour, tone and scale using a range of media. Draws what they see rather than what they know. Works collaboratively. Considers views and suggestions from others about their work and modifies work while in progress. Recognises that many cultures use art in celebrations, rituals and festivals. Makes a moving parts model, joining strips of material. Combines different food to create different tastes. Considers the safety of others when working. Makes simple electric circuits. Begins to estimate amount of material required



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<b>14</b>	Uses information from their sketchpads and scrapbooks. Plans and makes a model of a 3D design. Uses a variety of print making techniques. Experiments with pattern and texture in designing and making artefacts and images. Displays a group of artwork. Names a famous artist. Measures and cuts materials safely. Peels, cuts, grates healthy food. Decides on order of processes and evaluates their design, saying how well the product met the criteria. Uses a computer as a control.
<b>15</b>	Explores the work of artists in different times and cultures. Considers specific aspects of a piece of work - colour, texture, form and shape. Makes adaptations to the work while work is in progress. Explains and justifies changes they make to their work. Knows some elements of the main art period. Identifies tint, shades and tone. Considers the working environment to ensure the safety of all. Joins accurately two pieces of wood to measure and cut in millimetres. Knows the purpose of different adhesives. Drills hole that only goes part way through material. Presents food hygienically and that is aesthetically pleasing, whilst considering the correct storage. Uses a computer to model ideas.
<b>16</b>	Students effectively develop and explore ideas through considerable investigation. Demonstrate a suitably broad understanding of context and culture which informs developing responses. Explore and experiment with ideas independently. Understand the relationship between process and product. Make connections with a wide range of the work of others, which inform personal responses and support the realisation of their intentions. Analyse and evaluate images with a clear sense of purpose. Demonstrate growing ability to review, modify and refine their work as it progresses. Apply technical knowledge and skills to realise their intentions. Use their knowledge and skills in an accomplished manner. Work with a range of tools, equipment and components and understand their characteristics. Test the product considering the needs of the user. Discuss how well their outcome meets their design brief.
<b>17</b>	Investigate the work of other artists. Use the work of other artists to inform their own work. Students creatively develop ideas through investigations and creative risks. Explain how and why their understanding of the work of others affects their own ideas, values and practices. Interpret and use the work of other artists in their own practices. Appreciate how codes and connections are used to express ideas in different genres, styles and traditions. Demonstrate confident understanding and use of processes and elements. Work with a range of foods/components/equipment and fully understand their characteristics. Research and design, considering function when designing. Explain any changes made when designing and making Know what production methods are called and quantities they produce - one-off production, batch production, continuous production.
<b>18</b>	When making, consider the following when using tools, equipment, materials, components or foods: Reduce, Rethink, Refuse, Recycle, Reuse, Repair. Research environmental and cultural issues, social influences and designs. Designs and making are influenced by others artists/designers/chefs. Research considers users' needs. Identify the improvements to the final design from the results. Sustain related activity and effectively analyse and evaluate images, artefacts and products. Response, interpretations and subsequent developments are thoughtfully informed by an understanding of culture and context. Develop and refine ideas through experimentation. Sensitively and skilfully record ideas and interpret observations and experiences - they present imaginative and personal responses, communicating their results through research and enquiry. Use research to explore and develop a wide range of ideas. Analyse, engage with and question critical aspects of their own and others' work.