



# Art



## Analysing, Evaluating & Language for Analysing and Evaluating

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Analysing Content and Context How, why, what if?</b> Comment on the subject and narrative in an artwork Identify colours in an artwork Discuss the shapes in an artwork and what they are (e.g. circles form the face)</p> <p><b>Evaluating: Subjective – finding and assessing the value</b> Can comment on whether they like and dislike their own work Can say whether they like and dislike an artwork</p> <p><b>Language for Analysing and Evaluation</b> opinion favourite like dislike shows</p>	<p><b>Analysing Content and Context How, why, what if?</b> Able to identify the content or theme of an artwork such as nature, city or people etc.</p> <p>Identify the colours in an artwork and link to colour properties (e.g. primary and secondary).</p> <p>Make connections between an artwork and their own work (subject)</p> <p>Identify colour, line, shape and comment on the appearance of these elements using key language (e.g. curved or arched lines).</p> <p>Generate basic questions about the content of an artwork (e.g. What is the artwork about? What did the artists want to show?)</p> <p><b>Evaluating: Subjective – finding and assessing the value</b> Articulate their understanding of the subject or theme of their artwork and link that to the artist in study.</p>	<p><b>Analysing Content and Context How, why, what if?</b> Able to identify the content or theme of an artwork such as nature, city or people and link it to the work of another artist.</p> <p>Identify the colours in an artwork and link to colour families and colour properties (e.g. primary, secondary)</p> <p>Make connections between an artwork and their own work (subject, colour, style or process)</p> <p>Identify colour, line, shape, pattern, space and tone and comment on the appearance of these elements using key language.</p> <p>Generate basic questions about the content and context of an artwork and form opinions of how an artwork was produced based on its outcome.</p> <p><b>Evaluating: Subjective – finding and assessing the value</b></p>	<p><b>Analysing Content and Context How, why, what if?</b> Able to identify or interpret the content or theme of an artwork such as nature, city or people and link it to the work of other artists with similar practices.</p> <p>Identify the colours in an artwork and link to colour families, properties and its impact on mood (e.g. brightly coloured may suggest bliss)</p> <p>Make connections between an artwork and their own work (subject, colour, style, process or theme)</p> <p>Identify colour, line, shape, pattern, space, form, texture and tone and comment on the appearance of these elements using key language. Begins to explore the purpose of these elements (e.g. undulated lines create rhythm).</p> <p>Generate questions about an artwork and</p>	<p><b>Analysing Content and Context How, why, what if?</b> Able to hypothesise about the content or theme of an artwork such as nature, city or people and link it to the work of other artists across different art movements</p> <p>Identify the colours in an artwork and link to colour families, properties and its impact on mood. Links colour to subject matter or theme.</p> <p>Make connections between an artwork and their own work (subject, colour, style, process or theme – identifies similarities between social references</p> <p>. Identify all elements of art within an artwork and comment on the appearance of these elements using key language. Explores the purpose of these elements with reasonable hypotheses (e.g. shapes are spaced apart to convey loneliness)</p>	<p><b>Analysing Content and Context How, why, what if?</b> Able to hypothesise about the content, context and theme of an artwork and compare this to the practice of other artists within the same, or different art movements</p> <p>Identify the colours in an artwork and link to colour families, properties and its impact on mood. Links colour to subject matter or theme, cultural influences</p> <p>Make connections between an artwork and their own work (subject, colour, style, process or theme – empathises with the process of artwork created by both the artist and themselves).</p> <p>Explains the purpose of the elements of art within an artwork and generates plausible reasons as to why the artist has utilised them in this manner</p> <p>Generate insightful questions about the</p>	<p><b>Analysing Content and Context How, why, what if?</b> Able to identify and interpret the content, context, theme or symbolism of an artwork and compare this to the practice of other artists across different milestones and events in time</p> <p>Identify the purpose of colour in an artwork and link to colour families, properties and its impact on mood. Links colour to subject matter or theme, cultural influences or period in time/art movements</p> <p>Make connections between an artwork and their own work. Understands the purpose of the artwork and its connections to subject, colour, style, process or theme with detail.</p> <p>colour, style, process or theme with detail.</p> <p>Generate questions and evidence based statements about the content, context and</p>

<p>Can comment on the use of colour in their artwork and link this to the work of the artist and colour properties (primary and secondary colours).</p> <p>Can discuss how artists can be influenced by each other (e.g. the work produced in class or how their work is influenced by the artist in study)</p> <p>Can describe their artwork linking to the elements of art and suggest how they have been successful (e.g. I used control when I drew my lines)</p> <p>Can say what they like and dislike about an artwork and why.</p> <p>Can say what they like and dislike about their own artwork and why. Agree targets on how to improve their work.</p> <p><b>Language for Analysing and Evaluation</b>  <i>opinion favourite like dislike shows explain decide compare prefe</i></p>	<p>Articulate their understanding of their artwork and link that to the artist in study with reference to the subject or theme, discipline (painter, sculptor, printer etc) or elements of art.</p> <p>Can comment on the use of colour in their artwork and link this to the work of the artist and colour properties including colour families.</p> <p>Can discuss how their work may be influenced by that of the artist.</p> <p>Can begin to suggest how successful these links were.</p> <p>Can describe their artwork linking to the elements of art and suggest how they have been successful in using them.</p> <p>Can compare these elements to those used by the artist in study. Generate suggestions as to how they were successful in their work and propose development points for the future.</p> <p><b>Language for Analysing and Evaluation</b>  <i>opinion favourite like dislike shows explain decide compare prefer</i></p>	<p>form opinions of how an artwork was produced based on knowledge of previously studied artists.</p> <p><b>Evaluating: Subjective – finding and assessing the value</b>  Articulate the purpose of their artwork and link that to the artist in study and other artists working within this discipline.</p> <p>Can comment and explain the use of colour in their artwork and link this to the work of the artist. Discusses the impact of the use of colour referencing colour properties including colour families.</p> <p>Can discuss how their work may be influenced by that of the artist. Can suggest how successful and apparent these links are.</p> <p>Can describe how their artwork links to the elements of art and explain why they have chosen such elements in their work.</p> <p>Generate suggestions as to how they were successful in their work and propose development points for the future. Consider how using other disciplines may impact their work.</p>	<p>Generate insightful questions about the content, context and mood of an artwork and form opinions of how an artwork was produced based on knowledge of artistic practices that they have previously utilised.</p> <p>Link to the culture surrounding an artwork</p> <p><b>Evaluating: Subjective – finding and assessing the value</b>  Articulate the purpose and rationale of their artwork and link that to the artist in study and other artists working within this discipline, movement or time period.</p> <p>Articulate the purpose and rationale of their artwork and link that to the artist in study and other artists working within this discipline, movement or time period.</p> <p>Can note clear influences of the artist’s work found in their own artwork. Can explain how successful and apparent these links are and give reasons as to why they were used</p> <p>Can explain how their artwork links to the elements of art and</p>	<p>content, context and mood an artwork and identify the key processes of an artist’s practice based upon knowledge of artistic practices that they have previously studied and understanding of artistic movements and disciplines. Begins to discuss the significance of artist’s choice of practice.</p> <p>Link to the cultural and social aspects surrounding an artwork</p> <p><b>Evaluating: Subjective – finding and assessing the value</b>  Can confidently articulate the purpose and rationale behind their artwork. Judge their artwork against that of the artist in study and other artists working within this movement and ascertain how they have utilised / disregarded certain aspects of the artist’s work.</p> <p>Can explain how and why colour has been used in their artwork and link this to the work of similar artists working in this manner. Discusses the impact of colour on mood and subject matter referencing colour properties including colour families. Can ascertain whether the colour used in their work</p>	<p>mood an artwork and identify the key processes of an artist’s practice using key vocabulary based upon knowledge of artistic practices that they have previously studied and understanding of artistic movements and disciplines. Discusses the significance and limitations of artist’s choice of discipline.</p> <p>Shows an understanding of how art movements and artists influence each other.</p> <p>Link to the cultural and social aspects surrounding an artwork. Judges the symbolism and its purpose and value in an artwork.</p> <p><b>Evaluating: Subjective – finding and assessing the value</b>  Can confidently articulate the purpose and rationale behind their artwork with reference to its place in history. Critique their artwork against that of the artist in study or other artists irrespective of movement or time within art history. Ascertain how they have utilised / disregarded certain aspects of the artist’s work with explanations.</p> <p>Can explain how and why colour has been used in</p>
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		<p>predict opinion recommend evaluate support compare</p>	<p><b>Language for Analysing and Evaluation</b> opinion favourite like <i>dislike shows</i> <i>explain decide compare</i> <i>prefer</i> <i>predict opinion recommend</i> <i>evaluate support compare</i> hypothesise assess judge argue examine relate summarise express</p>	<p>explain their impact with reference to particular artists, movements or periods.</p> <p>Explain how they were successful in their work and independently generate developmental targets for the future with reference to the artist's practice.</p> <p>Make valid suggestions on how their work could be completed using a variety of disciplines which may impact their work.</p> <p><b>Language for Analysing and Evaluation</b> <i>opinion favourite like</i> <i>dislike shows</i> <i>explain decide compare</i> <i>prefer</i> <i>predict opinion recommend</i> <i>evaluate support compare</i> <i>hypothesise assess judge</i> <i>argue examine relate</i> <i>summarise express</i> criticise justify convince classify interpret construct conveys evokes indicates</p>	<p>has greater meaning or is symbolic</p> <p>Can explain how and why they have used an artist's influence in their own work. They suggest how they have modified this to make their own work more original. Can explain how successful and apparent these links are and give reasons as to why they were used</p> <p>Can explain how their artwork links to the elements of art and clarify their impact with reference to particular artists, movements or periods. Can characterise their artwork within an art movement using these elements. E</p> <p>Critique their (and other's work) with emphasis on theory. Generate developmental targets for themselves and others for future artworks with reference to the artist's practice. E.g. To modify the lines used within my sculpture so that they are more organic, mirroring those of Hepworth's artwork. Make valid suggestions on how their work could be completed using a variety of disciplines and explain how this could change the context and symbolism</p> <p><b>Language for</b></p>	<p>their artwork and link this to the work of artists working in differing time periods / movements. Discusses the impact of colour on mood and subject matter referencing colour properties including colour families. Can explain the personal symbolic references of colour within their work</p> <p>Can explain how, why and to what extent they have used an artist's influence in their own work. They explain in detail how and why they have modified this to make their own work more original. Can explain how successful and apparent these links are and give reasons as to why they were used</p> <p>Can explain how and why their artwork links to the elements of art and clarify their impact with reference to a range of artists, movements or periods. Can characterise or omit their artwork within an art movement or period of art history based on these elements.</p> <p>Critique their (and other's work) with emphasis on theory. Generate developmental targets for themselves and others for future artworks with reference to the artist's practice.</p>
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