

# Year 3: Architecture

## End-of-topic Assessment

1. What is **observational drawing**?

drawing what you remember

drawing what you see

drawing what you imagine

2. What is the name of this famous building?



L \_ S \_ \_ \_ \_ \_ F \_ \_ \_ \_ \_

3. Where in the world is the building above located?

Madrid (Spain)

Paris (France)

London (England)

Barcelona (Spain)

Lima (Peru)

4. The artist who designed this building was called A \_ \_ \_ \_ \_ G \_ \_ \_ \_ \_.

5. What type of artist was he?

painter

architect

sculptor

illustrator

photographer

decorator

6. Draw lines to match up these structures with their names.

Casa Batllo

Salamandra

Casa Mila



7. Give an example of something that might inspire an artist to produce their work.

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8. Give an example of how art and architecture can be useful to people who live nearby.

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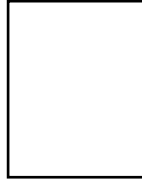
# Year 3: Portraits

## End-of-topic Assessment

1. Label these rectangles using the words **portrait** and **landscape**.

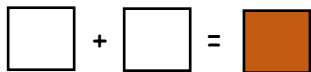


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2. Colour in these equations to show how to mix each secondary hue.



3. How can you change the value of a colour (make it lighter or darker)?

4. Complete the table.

| Painting  | Title                         | Artist                           | Art movement |
|---|-------------------------------|----------------------------------|--------------|
|  | M _ _ _ L _ _ _               | L _ _ _ _ _ _ _ D _ V _ _ _<br>_ | Renaissance  |
|  | Portrait of<br>H _ _ _ _ VIII | H _ _ _ H _ _ _ _ _              |              |
|  | The<br>W _ _ _ _ _ W _ _ _ _  | P _ _ _ _ P _ _ _ _ _            | C _ _ _ _ _  |

5. The word 'collage' comes from the French verb 'coller', which means...

to cut out  to glue or stick  to colour  to create  to layer  to paint

6. Draw lines to match these paintings to their names and the year they were painted.

The Altarboy, 1896

The Old Guitarist, 1903

Girl with a Mandolin, 1910

First Steps, 1943



# Year 3: Oceans

## End-of-topic Assessment

1. What is **Environmental Art**?

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2. Draw lines to match up these artworks to the form they take.

*installation*

*mural*

*sculpture*



3. List some **natural** materials that environmental artists might use in their work.

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4. List some **recycled** materials that environmental artists might use in their work.

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5. Give one reason why some artists may choose not to show their work in a gallery.

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6. In your opinion, what is the **purpose** of art?

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# Year 4: Landscapes

## End-of-topic Assessment

1. In art, what is a **landscape**?

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2. Draw the **horizon line** and label the **vanishing point** in this image.



3. J.M.W. Turner was well-known for painting... (*Circle four*)

people      landscapes      animals      storms and weather      sunrises and sunsets      roads  
maps      moments in history      houses      outer space      his dreams      still life

4. J.M.W. Turner produced lots of his work '**en plain air**', which means...

with plain colours       underwater       outdoors       in a studio       with a partner

5. Turner often used watercolours to create his paintings. How can artists create different shades and tints using watercolour?

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6. In 2005, the painting below was voted as 'Britain's greatest painting'. What is it called?



The F \_\_\_\_\_ T \_\_\_\_\_

7. In your opinion, does J.M.W. Turner deserve the title of Britain's greatest artist?

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# Year 4: Language

## End-of-topic Assessment

1. Draw lines to match up these types of graffiti to their technical name.

wildstyle

tag



2. Where did **modern** graffiti art originate?

Tokyo

Berlin

New York

London

Liverpool

Los Angeles

3. What is the name of the artist who produced these pieces? B \_ \_ \_ \_ \_



4. The artist who produced the pieces above is **anonymous**. This means...

they have broken the law

they lived a long time ago

their identity is unknown

they copied their work from someone else

they are very well-known

5. What is the name of this artwork and why is it special?



G \_ \_ \_ with B \_ \_ \_ \_ \_

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6. There is a debate about whether graffiti is art or vandalism. Give two reasons for each side of the argument.

| Graffiti is art. | Graffiti is vandalism. |
|------------------|------------------------|
|                  |                        |
|                  |                        |

# Year 4: Art from Ancient Civilisations

## End-of-topic Assessment

1. Draw lines to match these shapes to their type.

*geometric*

*organic*



2. Describe how **tertiary** colours are mixed.

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3. Draw lines to match these pigments (colours) to the correct paint palette.

*ancient palette (earth pigments)*

*modern palette (synthetic pigments)*



4. Describe how each sculpture was made using the words **carved**, **cast**, **modelled** and **assembled**.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. In art, what is meant by a '**muse**'?

a place where ancient art is displayed

a person who is the artist's inspiration

a type of artwork that is amusing

a statue in the contrapposto pose

6. Describe each of these job roles linked to ancient art.

|                |  |
|----------------|--|
| museum curator |  |
| restorer       |  |
| conservator    |  |

# Year 5: Native American Art

## End-of-topic Assessment

1. Match these technical words to their definitions.

|         |
|---------|
| line    |
| shape   |
| pattern |
| texture |

|  |
|--|
| how work feels when it is touched or is implied to feel when looked at                 |
| a flat, enclosed area of an artwork created through lines, textures, or colours        |
| a mark made on a surface that joins different points                                   |
| repeated symbols or motifs - something that follows a rule or structure when repeating |

2. Match these **pencil grades** to the type of mark they make: 9H, 6B, 4H, HB.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

3. What is the **name** of this art form?



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4. Explain how and why this art was produced and describe two key features of this style.

|              |  |
|--------------|--|
| How          |  |
| Why          |  |
| Key features | <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> |

5. Match these colours and symbols to their meaning in Native American culture.

- |        |                                |
|--------|--------------------------------|
| white  | loyalty                        |
| green  | protection and defence         |
| purple | harmony, healing and endurance |
| arrow  | warrior                        |
| eagle  | purity and light               |
| wolf   | power, mystery and magic       |

6. What were **Native American masks** carved and used for?

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7. What is the difference between **folk art** and the work of **master** artists?

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# Year 5: Out of this World

## End-of-topic Assessment

1. What is the meaning of the French term, 'Trompe l'oeil'?

*fool the brain*

*deceive the eye*

*trick the viewer*

*create an illusion*

*change the mind*

2. Which words are synonyms of the word 'surreal'? (Choose three)

*realistic*

*creative*

*bizarre*

*beautiful*

*unearthly*

*weird*

3. What is Surrealism?

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4. Which of these works were produced by Salvador Dali? (Choose three)



5. Explain why some artists are described as 'mad'.

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6. In your opinion, should all art be beautiful? (Give reasons for your view.)

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# Year 5: Stained Glass

## End-of-topic Assessment

1. Colour three examples of **warm** hues and **cool** hues, and write a definition of each.

| warm |  |  | cool |  |  |
|------|--|--|------|--|--|
|      |  |  |      |  |  |

warm: \_\_\_\_\_

cool: \_\_\_\_\_

2. Identify the **complementary colour** in each pair.

**yellow** and \_\_\_\_\_

**blue** and \_\_\_\_\_

**green** and \_\_\_\_\_

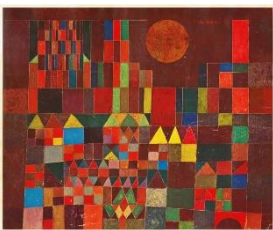
3. Give examples of two places where stained glass windows may be found.

\_\_\_\_\_

4. What is meant by 'Expressionism'?

\_\_\_\_\_  
\_\_\_\_\_

5. What is the name of the expressionist artist who created 'childlike' paintings like 'Castle and Sun'?



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6. What is the full title of this 'Peace Window' produced by Marc Chagall for the United Nations?



The W \_\_\_\_\_ of P \_\_\_\_\_ and H \_\_\_\_\_ H \_\_\_\_\_

7. Name two things that inspired Marc Chagall to produce his work.

\_\_\_\_\_

# Year 6: Japanese Art

## End-of-topic Assessment

1. What is a **focal point**? (How can a focal point be created in a piece of artwork?)

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2. List examples of Japanese art forms and symbols.

| Art forms   | Symbols   |
|---|---|
| <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> |

3. How were these pieces produced? (Can you name and describe the traditional technique?)




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4. Name this famous piece and the collection of work it is part of.



The G \_ \_ \_ \_ W \_ \_ \_ off K \_ \_ \_ \_ \_ \_ \_ \_

T \_ \_ \_ \_ \_ - \_ \_ \_ V \_ \_ \_ \_ of M \_ \_ \_ \_ F \_ \_ \_

5. Draw lines to match each piece with the date it was produced.

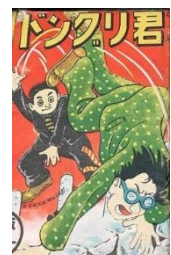
late 1500s

1800s

late 1940s

1972

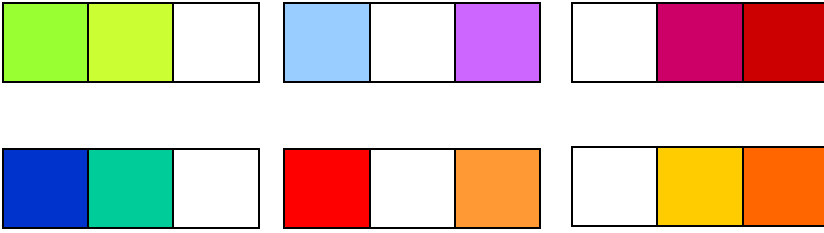
early 2020s



# Year 6: Birds (Impressionism)

## End-of-topic Assessment

1. Shade to give examples of **harmonious** (or 'analogous') colours.



2. **Neutral colours** are also known as...

plain hues

blank colours

earth tones

grey shades

non-colours

3. **Impressionism** is an art form that focuses on... (Choose four)

*dreams*

*light*

*clashing colours*

*movement*

*atmosphere*

*imaginary worlds*

*people*

*unnatural forms*

*the indoors*

*the natural world*

4. Name two impressionist artists.



5. Give two features of impressionism and the art from this movement.

- \_\_\_\_\_
- \_\_\_\_\_

6. Explain why neutral colours are useful to impressionist painters.

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7. In your opinion, how are art and science connected?

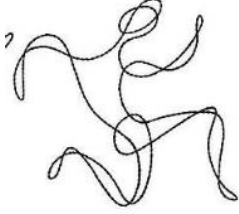
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# Year 6: War Art

## End-of-topic Assessment

1. Identify whether each of these figures has **realistic proportion** or **abstract proportion**.



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2. What is the name given to this collection of pieces and what basic materials were used to produce them?



Collection: \_\_\_\_\_

Materials: \_\_\_\_\_

3. Name two official Second World War artists.

\_\_\_\_\_

4. Explain what it means when an artist is **commissioned**.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What is the purpose of art like this and what effect does it have on the viewer?



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_