

## ART Assessments Year 7-9

Year 7	Term 1 Texture and Mark Making. Exploring new materials			
	Generating ideas	Knowledge	Making	Evaluating
	Gathering resources for the project. Photos, reference material to describe a 'walk in the woods' All preparation, research and experimenting for the project is presented in the books	Knowledge of texture, depth, scale. Knowledge of materials and artists who have used them appropriately	Creating a visual response to the theme using the materials skilfully and expressively	Analyse the work of relevant artists. Evaluate own and peers work as it progresses
Mastering +	Working at a level above mastering	Working at a level above mastering	Working at a level above mastering	Working at a level above mastering
Mastering	The quality and quantity of resources gathered is wide and varied and gives the opportunity to select appropriately. Presentation and planning of the project shows expressive and personal qualities and individual ideas.	<i>Know that there is a connection between Art, Craft and Design and its historical or cultural context and purpose.</i> Know how to explore techniques used by artists to inform their own creative process. More in depth knowledge of basic art theories.	Students request materials beyond those which are presented, to explore and are willing to take risks. The expressive qualities of the materials are used in conjunction with a solid understanding of the elements of art,(tone, texture, line, composition, depth, space) resulting in effective work which responds to a brief.	Students can explain what they are trying to achieve, the purpose of their work and how well they succeed. They can respond to suggestions and add their own comment, forming a dialogue. They can understand and explain how art conveys a mood or meaning. There is a recognition of the context of a piece of work and how relevant it is. They can use art vocabulary confidently within their explanations
Securing	Students gather information from a variety of sources, 1 <sup>st</sup> and 2 <sup>nd</sup> hand images, YouTube, books, videos, internet to support the walk in the woods project and generate ideas. The planning in their books shows a purpose and clear response to a stimulus. There is evidence of creativity in the ideas generated and/or the method of presentation	<i>Know that particular styles of Art, Craft and Design convey expressive characteristics and know that art conveys meanings.</i> Apply technical knowledge of materials and processes to control their practice. Knowledge of the basic theories of <i>colour</i> , composition, perspective and use it in their work.	Students make the most of the materials offered (graphite, charcoal, chalk, pencil, ink), exploring their different qualities. Students explore the expressive qualities of line, tone, texture, to record their ideas and observations.	Students recognise why something is good and what makes work weaker. From this judgement, they can create their own steps for improvement. A dialogue is evident which explains this. Analysis and description of artists' work is backed up with reasons and explanations. Descriptive language is used and art vocabulary is developing. There is an understanding of the purpose of art and how this is achieved/effective. Students can express an opinion and back it up with reason.
Developing	Students can gather 1 <sup>st</sup> and 2 <sup>nd</sup> hand information and images of trees and forests and generate ideas. The process of developing ideas is shown through a sequence of well-presented work.	Know how to look up artists' work and use it to inform their own work. Exploit the media (charcoal, chalk, graphite etc.) and its appearance to convey/express intentions. Know how to use the elements of art to improve intentions and outcomes (texture, tone, mark-making, depth).	Students make the most of the materials offered, exploring their qualities. Some understanding of tone, line, <i>colour</i> , and texture improves their ability to record observations and ideas, showing more accuracy.	Students can recognise what is good and what could be better and with teacher guidance, they can follow suggestions to improve. Research and analysis of artists' work states preference or opinion and reflects some understanding of purpose. Students display some personal interpretation of the work though this may not always be accurate.
Acquiring	Students can collect visual information to support the 'walk in the woods' project. The process of presenting a project and generating ideas is evident but dependent on a given structure.	Know how to research artists, recognise the different art forms. Know that certain tools can be used to exploit characteristics and which tools are best for a particular need. Knowledge of the meaning of the basic elements and their effects, in particular, texture, mark-making and tone, depth.	Given a range of media (graphite, charcoal, chalk, pencil, ink) they can select with some independence. Recording of ideas and observations through visual work is simple and shows some accuracy.	Student can state what they like and dislike with some explanations. Responses to the work of others' focuses on found facts and description. A limited art vocabulary is used in the descriptions

Year 7				
Term 2 Colour Theory and Painting				
	Generating ideas	Knowledge	Making	Evaluating
	<i>Less emphasis on this for this project</i>	Knowledge of colour theory. Knowledge of skills and techniques of using colour media.	Create a piece of design work which uses the knowledge of colour theory effectively and uses the colour media and processes skilfully and effectively	Evaluate own and peers work as it progresses and at the end of the project
Mastering +	Working at a level above mastering	Working at a level above mastering	Working at a level above mastering	Working at a level above mastering
Mastering	<i>The quality and quantity of resources gathered is wide and varied and gives the opportunity to select appropriately. Presentation and planning of the project shows expressive and personal qualities and individual ideas.</i>	Know that there is a connection between Art, Craft and Design and its historical or cultural context and purpose. Know how to explore techniques used by artists to inform their own creative process. More in depth knowledge of basic art theories.	Students request materials to explore colour and are willing to take risks. The expressive qualities of the materials are used in conjunction with a solid understanding of the elements of art, resulting in effective work which responds to a brief.	Students can explain what they are trying to achieve, the purpose of their work and how well they succeed. They can respond to suggestions and add their own comment, forming a dialogue. They can understand and explain how art conveys a mood or meaning. There is a recognition of the context of a piece of work and how relevant it is. They can use art vocabulary confidently within their explanations
Securing	<i>Students gather information from a variety of sources, 1<sup>st</sup> and 2<sup>nd</sup> hand images, YouTube, books, videos, internet to support the project and generate ideas. The planning in their books shows a purpose and clear response to a stimulus. There is evidence of creativity in the ideas generated and/or the method of presentation</i>	Know that particular styles of Art, Craft and Design convey expressive characteristics and know that art conveys meanings. Apply technical knowledge of materials and processes to control their practice. Knowledge of the basic theories of colour, composition, <i>perspective</i> and use it in their work.	Students make the most of the colour media offered, exploring their qualities. Students explore the expressive qualities of colour and its application to record their ideas and observations.	Students recognise why something is good and what makes work weaker. From this judgement, they can create their own steps for improvement. A dialogue is evident which explains this. Analysis and description of artists' work is backed up with reasons and explanations. Descriptive language is used and art vocabulary is developing. There is an understanding of the purpose of art and how this is achieved/effective. Students can express an opinion and back it up with reason.
Developing	<i>Students can gather 1<sup>st</sup> and 2<sup>nd</sup> hand information and images to support a project and generate ideas. The process of developing ideas is shown through a sequence of well-presented work.</i>	. Know how to look up artists' work and use it to inform their own work. Exploit the media and its appearance to convey/express intentions. Know how to use colour theory and design to improve intentions and outcomes.	Students make the most of the colour materials offered, exploring their qualities. Some understanding of colour theory, improves their ability to record observations and ideas, showing more accuracy.	Students can recognise what is good and what could be better and with teacher guidance, they can follow suggestions to improve. Research and analysis of artists work states preference or opinion and reflects some understanding of purpose. Students display some personal interpretation of the work though this may not always be accurate.
Acquiring	<i>Students can collect visual information to support a project. The process of presenting a project and generating ideas is evident but dependent on a given structure.</i>	. Know how to research artists, recognise the different art forms. Know that certain tools can be used to exploit characteristics and which tools are best for a particular need. Knowledge of the meaning of the basic colour theory and its effects.	Given a range of colour media they can select with some independence. Recording of ideas and observations through visual work is simple and shows some accuracy.	Student can state what they like and dislike with some explanations. Responses to the work of others focuses on found facts and description. A limited art vocabulary is used in the descriptions.

Year 7	Term 3 Drawing skills			
	Generating ideas	Knowledge	Making	Evaluating
	Research relevant artists to support knowledge of drawing skills. Independent research of drawing techniques	Gain knowledge of the different purposes of drawing. Gain understanding of the elements of art.	Series of drawings produced	
Mastering+	Working at a level above mastering	Working at a level above mastering	Working at a level above mastering	Working at a level above mastering
Mastering	The quality and quantity of resources gathered is wide and varied and gives the opportunity to select appropriately. <i>Presentation and planning of the project shows expressive and personal qualities and individual ideas.</i>	Know that there is a connection between Art, Craft and Design and its historical or cultural context and purpose. Know how to explore techniques used by artists to inform their own creative process. More in depth knowledge of basic art theories.	Students request materials to explore and are willing to take risks. The expressive qualities of the materials are used in conjunction with a solid understanding of the elements of art, resulting in effective work which responds to a brief.	Students can explain what they are trying to achieve, the purpose of their work and how well they succeed. They can respond to suggestions and add their own comment, forming a dialogue. They can understand and explain how art conveys a mood or meaning. There is a recognition of the context of a piece of work and how relevant it is. They can use art vocabulary confidently within their explanations
Securing	Students gather information from a variety of sources, 1 <sup>st</sup> and 2 <sup>nd</sup> hand images, YouTube, books, videos, internet to support the project and generate ideas. <i>The planning in their books shows a purpose and clear response to a stimulus. There is evidence of creativity in the ideas generated and/or the method of presentation</i>	Know that particular styles of Art, Craft and Design convey expressive characteristics and know that art conveys meanings. Apply technical knowledge of materials and processes to control their practice. Knowledge of the basic theories of <i>colour, composition, perspective</i> and use it in their work.	Students make the most of the materials offered, exploring their qualities. Students explore the expressive qualities of line, tone, texture, colour to record their ideas and observations.	Students recognise why something is good and what makes work weaker. From this judgement, they can create their own steps for improvement. A dialogue is evident which explains this. Analysis and description of artists' work is backed up with reasons and explanations. Descriptive language is used and art vocabulary is developing. There is an understanding of the purpose of art and how this is achieved/effective. Students can express an opinion and back it up with reason.
Developing	Students can gather 1 <sup>st</sup> and 2 <sup>nd</sup> hand information and images to support a project and generate ideas. The process of developing ideas is shown through a sequence of well-presented work.	Know how to look up artists' work and use it to inform their own work. Exploit the media and its appearance to convey/express intentions. Know how to use the elements of art to improve intentions and outcomes.	Students make the most of the materials offered, exploring their qualities. Some understanding of tone, line, colour, and texture improves their ability to record observations and ideas, showing more accuracy.	Students can recognise what is good and what could be better and with teacher guidance, they can follow suggestions to improve. Research and analysis of artists work states preference or opinion and reflects some understanding of purpose. Students display some personal interpretation of the work though this may not always be accurate.
Acquiring	Students can collect visual information to support a project. The process of presenting a project and generating ideas is evident but dependent on a given structure.	Know how to research artists, recognise the different art forms. Know that certain tools can be used to exploit characteristics and which tools are best for a particular need. Knowledge of the meaning of the basic elements and their effects.	Given a range of media they can select with some independence. Recording of ideas and observations through visual work is simple and shows some accuracy.	Student can state what they like and dislike with some explanations. Responses to the work of others' focuses on found facts and description. A limited art vocabulary is used in the descriptions

Year 8	Term 1 Portraiture			
	Generating ideas	Knowledge	Making	Evaluating
	Research into portrait drawing. Research and gathering of images related to portraiture.	Understanding of the proportions of the face. Understanding of how to use pencil and, tone, texture to achieve the effects within the portrait. Knowledge of the different purposes of a portrait	Create a self-portrait using pencil	Evaluate your work as it progresses and at the end.
Mastering+	Working at a level above mastering	Working at a level above mastering	Working at a level above mastering	Working at a level above mastering
Mastering	As well as the previous methods of research, the student has made the effort to source 1 <sup>st</sup> hand material to generate ideas, e.g. Making relevant gallery visits, setting up a photo shoot, gathering first hand facts. In presenting their planning and project ideas, they can work independently, using their imagination to explore ideas. The research carried out is purposeful and effective in generating ideas.	Understand how experience shapes what an artist does and use this to inform their own work. Know that individual experience and cultural context shapes what artists make. Know how to increase proficiency in handling materials. They can apply the theories related to all the elements of art to their own work effectively.	Through increased experience of different media, students gain control and can manipulate media to express a desired outcome. Skills in <i>painting</i> , drawing and other processes show accuracy and refinement and a good command of the elements of art (line, tone....)	Students can reflect on their own and others work and use this to explain how to improve, focusing on techniques, ideas and purpose. They can use art language to give greater meaning to self-evaluation and advice. They act on advice from self, peer, teacher assessments. A dialogue is evident. Students are building an understanding of the purpose of art and the significance of the context within which it is created. They can use this to make their own interpretations and inform their own work. Their analysis shows evidence of discussion and debate. Reasoned judgements are given where necessary. Written work makes in-depth use of art vocabulary.
Securing	The quality and quantity of resources gathered is wide and varied and gives the opportunity to select appropriately. Presentation and planning of the project shows expressive and personal qualities and individual ideas.	Know that there is a connection between Art, Craft and Design and its historical or cultural context and purpose. Know how to explore techniques used by artists to inform their own creative process. More in depth knowledge of basic art theories.	. <i>Students request materials to explore and are willing to take risks.</i> The expressive qualities of the materials are used in conjunction with a solid understanding of the elements of art, resulting in effective work which responds to a brief	Students can explain what they are trying to achieve, the purpose of their work and how well they succeed. They can respond to suggestions and add their own comment, forming a dialogue. They can understand and explain how art conveys a mood or meaning. There is a recognition of the context of a piece of work and how relevant it is. They can use art vocabulary confidently within their explanations
Developing	Students gather information from a variety of sources, 1 <sup>st</sup> and 2 <sup>nd</sup> hand images, YouTube, books, videos, internet to support the project and generate ideas. The planning in their books shows a purpose and clear response to a stimulus. There is evidence of creativity in the ideas generated and/or the method of presentation	Know that particular styles of Art, Craft and Design convey expressive characteristics and know that art conveys meanings. Apply technical knowledge of materials and processes to control their practice. Knowledge of the basic theories <i>of colour</i> , composition, perspective and use it in their work.	Students make the most of the materials offered, exploring their qualities. Students explore the expressive qualities of line, tone, texture, colour to record their ideas and observations.	. Students recognise why something is good and what makes work weaker. From this judgement, they can create their own steps for improvement. A dialogue is evident which explains this. Analysis and description of artists' work is backed up with reasons and explanations. Descriptive language is used and art vocabulary is developing. There is an understanding of the purpose of art and how this is achieved/effective. Students can express an opinion and back it up with reason.
Acquiring	Students can gather 1 <sup>st</sup> and 2 <sup>nd</sup> hand information and images to support a project and generate ideas. The process of developing ideas is shown through a sequence of well-presented work.	Know how to look up artists' work and use it to inform their own work. Exploit the media and its appearance to convey/express intentions. Know how to use the elements of art to improve intentions and outcomes.	Students make the most of the materials offered, exploring their qualities. Some understanding of tone, line, <i>colour</i> , and texture improves their ability to record observations and ideas, showing more accuracy.	Students can recognise what is good and what could be better and with teacher guidance, they can follow suggestions to improve. Research and analysis of artists work states preference or opinion and reflects some understanding of purpose. Students display some personal interpretation of the work though this may not always be accurate.

Year 8 German Expressionism and Lino Printing				
	Generating ideas	Knowledge	Making	Evaluating
	Gathering expressive images. Research on German expressionism in order to develop own ideas.	Knowledge of the facts of German Expressionism and how artists are influenced by their experiences, history and time. Knowledge of printing processes. Knowledge of tone as an expressive medium.	lino prints showing skill in the process	Evaluate work as it progresses and at the end of the project
Mastering +	Working at a level above mastering	Working at a level above mastering	Working at a level above mastering	Working at a level above mastering
Mastering	As well as the previous methods of research, the student has made the effort to source 1 <sup>st</sup> hand material to generate ideas, eg. Making relevant gallery visits, setting up a photo shoot, gathering first hand facts. In presenting their planning and project ideas, they can work independently, using their imagination to explore ideas. The research carried out is purposeful and effective in generating ideas.	. Understand how experience shapes what an artist does and use this to inform their own work. Know that individual experience and cultural context shapes what artists make. Know how to increase proficiency in handling materials. They can apply the theories related to all the elements of art to their own work effectively.	Through increased experience of different media, students gain control and can manipulate media to express a desired outcome. Skills in painting, drawing and other processes show accuracy and refinement and a good command of the elements of art (line, tone...)	Students can reflect on their own and others work and use this to explain how to improve, focusing on techniques, ideas and purpose. They can use art language to give greater meaning to self-evaluation and advice. They act on advice from self, peer, teacher assessments. A dialogue is evident. Students are building an understanding of the purpose of art and the significance of the context within which it is created. They can use this to make their own interpretations and inform their own work. Their analysis shows evidence of discussion and debate. Reasoned judgements are given where necessary. Written work makes in-depth use of art vocabulary.
Securing	The quality and quantity of resources gathered is wide and varied and gives the opportunity to select appropriately. Presentation and planning of the project shows expressive and personal qualities and individual ideas.	Know that there is a connection between Art, Craft and Design and its historical or cultural context and purpose. Know how to explore techniques used by artists to inform their own creative process. More in depth knowledge of basic art theories.	Students request materials to explore and are willing to take risks. The expressive qualities of the materials are used in conjunction with a solid understanding of the elements of art, resulting in effective work which responds to a brief	Students can explain what they are trying to achieve, the purpose of their work and how well they succeed. They can respond to suggestions and add their own comment, forming a dialogue. They can understand and explain how art conveys a mood or meaning. There is a recognition of the context of a piece of work and how relevant it is. They can use art vocabulary confidently within their explanations
Developing	Students gather information from a variety of sources, 1 <sup>st</sup> and 2 <sup>nd</sup> hand images, YouTube, books, videos, internet to support the project and generate ideas. The planning in their books shows a purpose and clear response to a stimulus. There is evidence of creativity in the ideas generated and/or the method of presentation	Know that particular styles of Art, Craft and Design convey expressive characteristics and know that art conveys meanings. Apply technical knowledge of materials and processes to control their practice. Knowledge of the basic theories of colour, composition, perspective and use it in their work.	Students make the most of the materials offered, exploring their qualities. Students explore the expressive qualities of line, tone, texture, colour to record their ideas and observations.	. Students recognise why something is good and what makes work weaker. From this judgement, they can create their own steps for improvement. A dialogue is evident which explains this. Analysis and description of artists' work is backed up with reasons and explanations. Descriptive language is used and art vocabulary is developing. There is an understanding of the purpose of art and how this is achieved/effective. Students can express an opinion and back it up with reason.
Acquiring	Students can gather 1 <sup>st</sup> and 2 <sup>nd</sup> hand information and images to support a project and generate ideas. The process of developing ideas is shown through a sequence of well-presented work.	Know how to look up artists' work and use it to inform their own work. Exploit the media and its appearance to convey/express intentions. Know how to use the elements of art to improve intentions and outcomes.	Students make the most of the materials offered, exploring their qualities. Some understanding of tone, line, colour, and texture improves their ability to record observations and ideas, showing more accuracy.	Students can recognise what is good and what could be better and with teacher guidance, they can follow suggestions to improve. Research and analysis of artists work states preference or opinion and reflects some understanding of purpose. Students display some personal interpretation of the work though this may not always be accurate.

Year 8				
Pop Art and the Portrait				
	Generating ideas	Knowledge	Making	Evaluating
	Researching portraits within pop art. Researching the art of comic strips. Gathering images, taking photos to inspire own work.	Knowledge of art history in relation to Pop Art. Look at how it links with history and the development of technical processes and industry	Pop art comic strip or story board. Possibly group work	Evaluate as progresses and at the end.
Mastering+	Working at a level above mastering	Working at a level above mastering	Working at a level above mastering	Working at a level above mastering
Mastering	As well as the previous methods of research, the student has made the effort to source 1 <sup>st</sup> hand material to generate ideas, eg. Making relevant gallery visits, setting up a photo shoot, gathering first hand facts. In presenting their planning and project ideas, they can work independently, using their imagination to explore ideas. The research carried out is purposeful and effective in generating ideas.	Understand how experience shapes what an artist does and use this to inform their own work. Know that individual experience and cultural context shapes what artists make. Know how to increase proficiency in handling materials. They can apply the theories related to all the elements of art to their own work effectively.	Through increased experience of different media, students gain control and can manipulate media to express a desired outcome. Skills in painting, drawing and other processes show accuracy and refinement and a good command of the elements of art (line, tone....)	Students can reflect on their own and others work and use this to explain how to improve, focusing on techniques, ideas and purpose. They can use art language to give greater meaning to self-evaluation and advice. They act on advice from self, peer, teacher assessments. A dialogue is evident. Students are building an understanding of the purpose of art and the significance of the context within which it is created. They can use this to make their own interpretations and inform their own work. Their analysis shows evidence of discussion and debate. Reasoned judgements are given where necessary. Written work makes in-depth use of art vocabulary.
Securing	The quality and quantity of resources gathered is wide and varied and gives the opportunity to select appropriately. Presentation and planning of the project shows expressive and personal qualities and individual ideas.	Know that there is a connection between Art, Craft and Design and its historical or cultural context and purpose. Know how to explore techniques used by artists to inform their own creative process. More in depth knowledge of basic art theories.	. Students request materials to explore and are willing to take risks. The expressive qualities of the materials are used in conjunction with a solid understanding of the elements of art, resulting in effective work which responds to a brief	Students can explain what they are trying to achieve, the purpose of their work and how well they succeed. They can respond to suggestions and add their own comment, forming a dialogue. They can understand and explain how art conveys a mood or meaning. There is a recognition of the context of a piece of work and how relevant it is. They can use art vocabulary confidently within their explanations
Developing	Students gather information from a variety of sources, 1 <sup>st</sup> and 2 <sup>nd</sup> hand images, YouTube, books, videos, internet to support the project and generate ideas. The planning in their books shows a purpose and clear response to a stimulus. There is evidence of creativity in the ideas generated and/or the method of presentation	Know that particular styles of Art, Craft and Design convey expressive characteristics and know that art conveys meanings. Apply technical knowledge of materials and processes to control their practice. Knowledge of the basic theories of colour, composition, perspective and use it in their work.	Students make the most of the materials offered, exploring their qualities. Students explore the expressive qualities of line, tone, texture, colour to record their ideas and observations.	. Students recognise why something is good and what makes work weaker. From this judgement, they can create their own steps for improvement. A dialogue is evident which explains this. Analysis and description of artists' work is backed up with reasons and explanations. Descriptive language is used and art vocabulary is developing. There is an understanding of the purpose of art and how this is achieved/effective. Students can express an opinion and back it up with reason.
Acquiring	Students can gather 1 <sup>st</sup> and 2 <sup>nd</sup> hand information and images to support a project and generate ideas. The process of developing ideas is shown through a sequence of well-presented work.	. Know how to look up artists' work and use it to inform their own work. Exploit the media and its appearance to convey/express intentions. Know how to use the elements of art to improve intentions and outcomes.	Students make the most of the materials offered, exploring their qualities. Some understanding of tone, line, colour, and texture improves their ability to record observations and ideas, showing more accuracy.	Students can recognise what is good and what could be better and with teacher guidance, they can follow suggestions to improve. Research and analysis of artists work states preference or opinion and reflects some understanding of purpose. Students display some personal interpretation of the work though this may not always be accurate.

Year 9				
Term 1 Peter Blake inspired work based on 'myself'				
	Generating ideas	Knowledge	Making	Evaluating
	Gathering images related to own interests. Research Blake and the 60's	Understand how artists' work is related to time/history and experiences. Develop knowledge of different art processes.	Use chosen images to develop different skills and produce work which expresses own interests and time in history.	Evaluate as progresses
Mastering+	Working at a level above mastering	Working at a level above mastering	Working at a level above mastering	Working at a level above mastering
Mastering	Resources are varied and good quality, both 1 <sup>st</sup> and 2 <sup>nd</sup> hand. Effort has been made to reflect a true interest and independence. Ideas are pursued purposefully leading to imaginative, meaningful responses. Within the project, creative risks are taken leading to more exciting work.	Build up a knowledge of a range of Art, Craft and Design <i>history through a range of periods including ancient and contemporary</i> . Successful outcomes are controlled/governed by a knowledge of the characteristic of media and techniques. Know how to use theories of art to create specific desired outcomes which convey mood, and effect.	Students show confidence and refinement with any media they select. When using new techniques, they approach it with enthusiasm and can employ skills developed from other processes. They are dextrous and learn quickly. The elements of art are used independently and confidently along with control and refinement. This leads to personal, creative and purposeful outcomes.	Judgements and evaluations of work take account of a range of aspects e.g. purpose, audience, technique, skill and connections with other artists. Judgements are honest, balanced and discuss further developments of the project or ideas. Students are willing to extend their experience by looking at and commenting on more challenging types of art and still make informed comments. Evaluations/analysis shows insight and perception. Connections are made to things outside the subject. They might question other people's judgements or opinions with reasoned explanations. They question opinion. Vocabulary is clearly integrated as part of normal language.
Securing	As well as the previous methods of research, the student has made the effort to source 1 <sup>st</sup> hand material to generate ideas, eg. Making relevant gallery visits, setting up a photo shoot, gathering first hand facts. In presenting their planning and project ideas, they can work independently, using their imagination to explore ideas. The research carried out is purposeful and effective in generating ideas.	Understand how experience shapes what an artist does and use this to inform their own work. Know that individual experience and cultural context shapes what artists make. Know how to increase proficiency in handling materials. They can apply the theories related to all the elements of art to their own work effectively.	Through increased experience of different media, students gain control and can manipulate media to express a desired outcome. Skills in painting, drawing and other processes show accuracy and refinement and a good command of the elements of art (line, tone....)	Students can reflect on their own and others work and use this to explain how to improve, focusing on techniques, ideas and purpose. They can use art language to give greater meaning to self-evaluation and advice. They act on advice from self, peer, teacher assessments. A dialogue is evident. Students are building an understanding of the purpose of art and the significance of the context within which it is created. They can use this to make their own interpretations and inform their own work. Their analysis shows evidence of discussion and debate. Reasoned judgements are given where necessary. Written work makes in-depth use of art vocabulary.
Developing	The quality and quantity of resources gathered is wide and varied and gives the opportunity to select appropriately. Presentation and planning of the project shows expressive and personal qualities and individual ideas.	Know that there is a connection between Art, Craft and Design and its historical or cultural context and purpose. Know how to explore techniques used by artists to inform their own creative process. More in depth knowledge of basic art theories.	Students request materials to explore and are willing to take risks. The expressive qualities of the materials are used in conjunction with a solid understanding of the elements of art, resulting in effective work which responds to a brief.	Students can explain what they are trying to achieve, the purpose of their work and how well they succeed. They can respond to suggestions and add their own comment, forming a dialogue. They can understand and explain how art conveys a mood or meaning. There is a recognition of the context of a piece of work and how relevant it is. They can use art vocabulary confidently within their explanations
Acquiring	Students gather information from a variety of sources, 1 <sup>st</sup> and 2 <sup>nd</sup> hand images, YouTube, books, videos, internet to support the project and generate ideas. The planning in their books shows a purpose and clear response to a stimulus. There is evidence of creativity in the ideas generated and/or the method of presentation	Know that particular styles of Art, Craft and Design convey expressive characteristics and know that art conveys meanings. Apply technical knowledge of materials and processes to control their practice. Knowledge of the basic theories of colour, composition, perspective and use it in their work.	Students make the most of the materials offered, exploring their qualities. Students explore the expressive qualities of line, tone, texture, colour to record their ideas and observations.	Students recognise why something is good and what makes work weaker. From this judgement, they can create their own steps for improvement. A dialogue is evident which explains this. Analysis and description of artists' work is backed up with reasons and explanations. Descriptive language is used and art vocabulary is developing. There is an understanding of the purpose of art and how this is achieved/effective. Students can express an opinion and back it up with reason.

Year 9				
Montage inspired by David Mach and other artists.				
	Generating ideas	Knowledge	Making	Evaluating
	Gathering images to inspire ideas. Research and analyse the work of montage artists. The collection of images for their own montage is essential to the success of this project	Knowledge of scale, depth, composition. Knowledge of how an artist conveys an idea.	Skills in cutting, arranging for the montage. Skills in manipulating composition.	Review and evaluate as it progresses.
Mastering+	Working at a level above mastering	Working at a level above mastering	Working at a level above mastering	Working at a level above mastering
Mastering	Resources are varied and good quality, both 1 <sup>st</sup> and 2 <sup>nd</sup> hand. Effort has been made to reflect a true interest and independence. Ideas are pursued purposefully leading to imaginative, meaningful responses. Within the project, creative risks are taken leading to more exciting work.	Build up a knowledge of a range of Art, Craft and Design history through a range of periods including ancient and contemporary. Successful outcomes are controlled/governed by a knowledge of the characteristic of media and techniques. Know how to use theories of art to create specific desired outcomes which convey mood, and effect.	Students show confidence and refinement with any media they select. When using new techniques, they approach it with enthusiasm and can employ skills developed from other processes. They are dextrous and learn quickly. The elements of art are used independently and confidently along with control and refinement. This leads to personal, creative and purposeful outcomes.	Judgements and evaluations of work take account of a range of aspects e.g. purpose, audience, technique, skill and connections with other artists. Judgements are honest, balanced and discuss further developments of the project or ideas. Students are willing to extend their experience by looking at and commenting on more challenging types of art and still make informed comments. Evaluations/analysis shows insight and perception. Connections are made to things outside the subject. They might question other people's judgements or opinions with reasoned explanations. They question opinion. Vocabulary is clearly integrated as part of normal language.
Securing	As well as the previous methods of research, the student has made the effort to source 1 <sup>st</sup> hand material to generate ideas, eg. Making relevant gallery visits, setting up a photo shoot, gathering first hand facts. In presenting their planning and project ideas, they can work independently, using their imagination to explore ideas. The research carried out is purposeful and effective in generating ideas.	Understand how experience shapes what an artist does and use this to inform their own work. Know that individual experience and cultural context shapes what artists make. Know how to increase proficiency in handling materials. They can apply the theories related to all the elements of art to their own work effectively.	Through increased experience of different media, students gain control and can manipulate media to express a desired outcome. Skills in painting, drawing and other processes show accuracy and refinement and a good command of the elements of art (line, tone....)	Students can reflect on their own and others work and use this to explain how to improve, focusing on techniques, ideas and purpose. They can use art language to give greater meaning to self-evaluation and advice. They act on advice from self, peer, teacher assessments. A dialogue is evident. Students are building an understanding of the purpose of art and the significance of the context within which it is created. They can use this to make their own interpretations and inform their own work. Their analysis shows evidence of discussion and debate. Reasoned judgements are given where necessary. Written work makes in-depth use of art vocabulary.
Developing	The quality and quantity of resources gathered is wide and varied and gives the opportunity to select appropriately. Presentation and planning of the project shows expressive and personal qualities and individual ideas.	Know that there is a connection between Art, Craft and Design and its historical or cultural context and purpose. Know how to explore techniques used by artists to inform their own creative process. More in depth knowledge of basic art theories.	Students request materials to explore and are willing to take risks. The expressive qualities of the materials are used in conjunction with a solid understanding of the elements of art, resulting in effective work which responds to a brief.	Students can explain what they are trying to achieve, the purpose of their work and how well they succeed. They can respond to suggestions and add their own comment, forming a dialogue. They can understand and explain how art conveys a mood or meaning. There is a recognition of the context of a piece of work and how relevant it is. They can use art vocabulary confidently within their explanations
Acquiring	Students gather information from a variety of sources, 1 <sup>st</sup> and 2 <sup>nd</sup> hand images, YouTube, books, videos, internet to support the project and generate ideas. The planning in their books shows a purpose and clear response to a stimulus. There is evidence of creativity in the ideas generated and/or the method of presentation	Know that particular styles of Art, Craft and Design convey expressive characteristics and know that art conveys meanings. Apply technical knowledge of materials and processes to control their practice. Knowledge of the basic theories of colour, composition, perspective and use it in their work.	Students make the most of the materials offered, exploring their qualities. Students explore the expressive qualities of line, tone, texture, colour to record their ideas and observations.	Students recognise why something is good and what makes work weaker. From this judgement, they can create their own steps for improvement. A dialogue is evident which explains this. Analysis and description of artists' work is backed up with reasons and explanations. Descriptive language is used and art vocabulary is developing. There is an understanding of the purpose of art and how this is achieved/effective. Students can express an opinion and back it up with reason.

Year 9	Lichtenstein / Graffiti project			
	Generating ideas	Knowledge	Making	Evaluating
	Gather images of Lichtenstein and graffiti artists' work. Develop ideas from sections of the montage to re-create in the style of Lichtenstein or graffiti artists.	Knowledge graffiti and pop art as art forms and how they fit into culture of their time. Knowledge of the different techniques and processes used.	Develop section of montage into a pop art piece which is then developed into a piece of 'spray can' work. Show skills in both these processes as well as understanding of the elements of art	Review and modify work as it progresses and evaluate at the end.
Mastering+	Working at a level above mastering	Working at a level above mastering	Working at a level above mastering	Working at a level above mastering
Mastering	Resources are varied and good quality, both 1 <sup>st</sup> and 2 <sup>nd</sup> hand. Effort has been made to reflect a true interest and independence. Ideas are pursued purposefully leading to imaginative, meaningful responses. Within the project, creative risks are taken leading to more exciting work.	Build up a knowledge of a range of Art, Craft and Design history through a range of periods including ancient and contemporary. Successful outcomes are controlled/governed by a knowledge of the characteristic of media and techniques. Know how to use theories of art to create specific desired outcomes which convey mood, and effect.	Students show confidence and refinement with any media they select. When using new techniques, they approach it with enthusiasm and can employ skills developed from other processes. They are dextrous and learn quickly. The elements of art are used independently and confidently along with control and refinement. This leads to personal, creative and purposeful outcomes.	Judgements and evaluations of work take account of a range of aspects e.g. purpose, audience, technique, skill and connections with other artists. Judgements are honest, balanced and discuss further developments of the project or ideas. Students are willing to extend their experience by looking at and commenting on more challenging types of art and still make informed comments. Evaluations/analysis shows insight and perception. Connections are made to things outside the subject. They might question other people's judgements or opinions with reasoned explanations. They question opinion. Vocabulary is clearly integrated as part of normal language.
Securing	As well as the previous methods of research, the student has made the effort to source 1 <sup>st</sup> hand material to generate ideas, e.g. Making relevant gallery visits, setting up a photo shoot, gathering first hand facts. In presenting their planning and project ideas, they can work independently, using their imagination to explore ideas. The research carried out is purposeful and effective in generating ideas.	Understand how experience shapes what an artist does and use this to inform their own work. Know that individual experience and cultural context shapes what artists make. Know how to increase proficiency in handling materials. They can apply the theories related to all the elements of art to their own work effectively.	Through increased experience of different media, students gain control and can manipulate media to express a desired outcome. Skills in painting, drawing and other processes show accuracy and refinement and a good command of the elements of art (line, tone....)	Students can reflect on their own and others work and use this to explain how to improve, focusing on techniques, ideas and purpose. They can use art language to give greater meaning to self-evaluation and advice. They act on advice from self, peer, teacher assessments. A dialogue is evident. Students are building an understanding of the purpose of art and the significance of the context within which it is created. They can use this to make their own interpretations and inform their own work. Their analysis shows evidence of discussion and debate. Reasoned judgements are given where necessary. Written work makes in-depth use of art vocabulary.
Developing	The quality and quantity of resources gathered is wide and varied and gives the opportunity to select appropriately. Presentation and planning of the project shows expressive and personal qualities and individual ideas.	Know that there is a connection between Art, Craft and Design and its historical or cultural context and purpose. Know how to explore techniques used by artists to inform their own creative process. More in depth knowledge of basic art theories.	Students request materials to explore and are willing to take risks. The expressive qualities of the materials are used in conjunction with a solid understanding of the elements of art, resulting in effective work which responds to a brief.	Students can explain what they are trying to achieve, the purpose of their work and how well they succeed. They can respond to suggestions and add their own comment, forming a dialogue. They can understand and explain how art conveys a mood or meaning. There is a recognition of the context of a piece of work and how relevant it is. They can use art vocabulary confidently within their explanations
Acquiring	Students gather information from a variety of sources, 1 <sup>st</sup> and 2 <sup>nd</sup> hand images, YouTube, books, videos, internet to support the project and generate ideas. The planning in their books shows a purpose and clear response to a stimulus. There is evidence of creativity in the ideas generated and/or the method of presentation	Know that particular styles of Art, Craft and Design convey expressive characteristics and know that art conveys meanings. Apply technical knowledge of materials and processes to control their practice. Knowledge of the basic theories of colour, composition, perspective and use it in their work.	Students make the most of the materials offered, exploring their qualities. Students explore the expressive qualities of line, tone, texture, colour to record their ideas and observations.	Students recognise why something is good and what makes work weaker. From this judgement, they can create their own steps for improvement. A dialogue is evident which explains this. Analysis and description of artists' work is backed up with reasons and explanations. Descriptive language is used and art vocabulary is developing. There is an understanding of the purpose of art and how this is achieved/effective. Students can express an opinion and back it up with reason.