

Assessment grid			
Subject: Art Spring Term Year: 7 Topic/module/theme: Yinka Shonibare Shoe Making HT1/Maori Tattoo Prints HT2 Students should develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects, and designers, expressing reasoned judgments that can inform their own work.			
KS3 target direction	4	6	8(9)
Advanced	Enrichment/extension – reaching, or part of, next pathway → Features of work may include: elements of next pathway	Enrichment/extension– reaching, or part of, next pathway → Features of work may include: elements of next pathway	Enrichment/extension Features of work may include: high quality outcomes derived from personal, independent study and set extension tasks.
Secure <i>Students must achieve competence in all statements before being judged ‘Secure’</i>	Secure Competency statements: Generating Ideas: Skills of designing and developing ideas. <ul style="list-style-type: none"> Students can spontaneously create imaginative responses and representations of the real world, remaining flexible to adapt and change artistic elements to express a specific meaning or idea; Students can use a basic range of fine and broad drawing materials and techniques to record with some accuracy of line, shape, tone, colour, scale and proportion from observation and imagination; They are able to combine primary and secondary sources to develop an imaginative idea for print. 	Secure Competency statements: Generating Ideas: Skills of designing and developing ideas. <ul style="list-style-type: none"> Students can complete design studies for print outcomes, including research, observed studies, and visualisations; Students can use varied range of intermediate drawing approaches, collage and digital media to record from observation and imagination. They are able to refine technique from feedback and apply newly acquired skills across a range of drawing tasks. They are able to effectively combine primary with secondary sources to inform and develop imaginative ideas for their print design; 	Secure Competency statements: Generating Ideas: Skills of designing and developing ideas. <ul style="list-style-type: none"> Students can playfully engage in open ended research, experimenting with drawing and design techniques to produce more expressive print designs; Students can thoughtfully select from the drawing and design media used to exploit their qualities and systematically improve design studies for a purpose or in response to a design brief, evidencing development and refinement through the process. Students can fluently adapt their approach to drawing according to activity restrictions, including

	<ul style="list-style-type: none"> Students are able to consolidate design exemplars and, in response, develop their own personalised outcome. <p>Making: Skills of making Art, Craft and Design.</p> <ul style="list-style-type: none"> Students can independently select, pencils, brushes, fine or broad media and tools to effectively control a range of materials and techniques when creating their work; Students can work spontaneously with drawing, and printing experimenting with line, shape, tone, colour, texture, form and space; Students can respond directly and spontaneously to artists studied, enthusiastically and creatively exploring materials, processes and techniques; Students can explore the properties of materials, effectively condition them for use for construction and assemble a 3-dimensional sculpture. <p>Evaluating: Skills of judgement and evaluation:</p> <ul style="list-style-type: none"> Students can use their previous experience and judgement to identify strengths and areas for improvement in the work evaluated; 	<ul style="list-style-type: none"> Students are able to consolidate a range of design exemplars and, in response, develop their own personalised outcome which evidences individual selection and choice. <p>Making: Skills of making Art, Craft and Design.</p> <ul style="list-style-type: none"> Students can knowledgeably develop their own practical skills through investigation and experimentation using a range of materials and techniques with increasing control and purpose. They are able to track their 'spontaneous' creative decisions and relate them to primary and secondary sources researched and developed during the project. Students can explore the properties of materials, effectively condition them for use in a range of construction purposes and transfer skills independently to assemble a 3-dimensional sculpture. <p>Evaluating: Skills of judgement and evaluation:</p> <ul style="list-style-type: none"> Students can provide honest assessment and purposeful feedback to their peers describing strengths and possible next steps. They are consistently able to describe their reflections in detail 	<p>choice of materials, scale of work and time limit.</p> <ul style="list-style-type: none"> Students are able to consolidate a range of design exemplars and, in response, develop their own personalised outcome which evidences a sophisticated synthesis of primary and secondary sources. <p>Making:</p> <ul style="list-style-type: none"> Skills of making Art, Craft and Design. Students can confidently and fluently extend their practical skills by using their sketchbook, virtual tools and other means to develop personal ideas and playfully explore creative approaches. They are able to reflect on their creative decisions, relate them to primary and secondary resources developed during the project and choose extension pathways independently or in collaboration with their teacher. Students can independently explore the properties of materials, effectively condition them for use in a range of construction purposes and apply these skills independently to assemble a sophisticated 3-dimensional sculpture. <p>Evaluating: Skills of judgement and evaluation:</p>
--	---	---	--

	<ul style="list-style-type: none"> • They can set themselves targets for development using supplied criteria for evaluation. <p>Knowledge: Knowledge about art processes and context:</p> <ul style="list-style-type: none"> • Students know that particular kinds of marks can be made with different materials or controlled using suitable tools; • Students can evidence the relationship between 2-D design work and 3-D constructions based on their design work. • Students know how to research the work of artists, selecting important visual and text based information to help them in their own creative work; Students can recall and apply subject-specific vocabulary derived from their learning. 	<p>and occasionally predict the impact of self-set targets on their future progress.</p> <p>Knowledge: Knowledge about art processes and context:</p> <ul style="list-style-type: none"> • Students know how to apply their experience of drawing and printing, selecting suitable tools to enable them to design and make art works; • Students know when and how to look at the works of artists studied to help them resolve creative problems to inform their own work. • Students show clear understanding about the relationship between 2-D design work and 3-D constructions based on their design work, using planning in 2D to influence and rehearse the work they complete in 3D. • Students are able to synthesise knowledge derived from a range of sources, visual and textual. 	<ul style="list-style-type: none"> • Students can carefully evaluate their own work and that of others against success criteria to identify how they can take actions to strengthen their work according to technique, context or personal and meaningful decision making. <p>Knowledge: Knowledge about art processes and context::</p> <ul style="list-style-type: none"> • Students know that particular drawing and printing tools can be used to exploit and control the properties and surface characteristics of materials to convey meaning; • They are able to synthesise knowledge from a range of sources and communicate opinion based on contextual research, technical investigation and their own primary sources. • Students show clear understanding about the relationship between 2-D design work and 3-D constructions based on their design work, using planning in 2D to influence and rehearse the work they complete in 3D. Students are able to articulate this process in their evaluations. • Students know how particular periods, genres, styles or aspects of design contain visual and
--	--	--	--



			expressive characteristics that convey meaning in ways which can be appropriated in their work;
Developing	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:
Beginning	Significant gaps	Significant gaps	Significant gaps