

Assessment grid			
Subject: Art Summer Term Year: 8 Topic/module/theme: Frida Kahlo self-portrait painting			
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:	Enrichment/extension– reaching, or part of, next pathway → Features of work may include:	Enrichment/extension Features of work may include: The use of verbs in sentences,
Secure <i>Students must achieve competence in all statements before being judged ‘Secure’</i>	Secure Competency statements: Generating Ideas: <ul style="list-style-type: none"> • Skills of designing and developing ideas. Students can spontaneously create imaginative responses and representations of their own image, remaining flexible to adapt and change artistic elements to express a specific meaning or idea; Students can use a basic range of drawing techniques to record with some accuracy of line, shape, tone, colour, scale and proportion from observation and imagination; students can understand colour theory and colour mixing to create a painted self-portrait. 	Secure Competency statements: Generating Ideas: <ul style="list-style-type: none"> • Skills of designing and developing ideas. Students can complete drawings from life of themselves and use them as studies for paintings, including research, observed studies, and visualisations; Students can use varied drawing approaches and paint techniques to record from primary or secondary sources to inform and develop imaginative ideas for their painting; Making: <ul style="list-style-type: none"> • Skills of making Art, Craft and Design. Students can knowledgeably develop their own practical skills through investigation and 	Secure Competency statements: Generating Ideas: <ul style="list-style-type: none"> • Skills of designing and developing ideas. Students can fluently engage in open ended research experimenting with drawing and reduction printmaking techniques to produce more expressive outcomes; Students can thoughtfully select from their drawings to exploit their qualities and systematically improve design studies to make a successful self-portrait painting; Making: <ul style="list-style-type: none"> • Skills of making Art, Craft and Design. Students can confidently investigate and exploit the potential of new

	<p>Students can show how their study of Frida Kahlo has informed their actions to improve their outcome.</p> <p>Making:</p> <ul style="list-style-type: none"> • Skills of making Art, Craft and Design. Students can independently select, pencils, brushes, watercolour and acrylic paint to effectively control a range of materials and techniques when creating their painting; Students can sustain concentration when working with drawing, and painting, experimenting with line, shape, colour, articulation, form and space; Students can respond directly and spontaneously to Frida Kahlo's work, enthusiastically and creatively exploring materials, processes and techniques; <p>Evaluating:</p> <ul style="list-style-type: none"> • Skills of judgement and evaluation: Students can use their previous experience and judgement to identify strengths in the work evaluated and those aspects where things can be improved; <p>Knowledge:</p> <ul style="list-style-type: none"> • Skills of Judgement and evaluation: Students know 	<p>experimentation using a range of materials and techniques with increasing control and purpose.</p> <p>Evaluating:</p> <ul style="list-style-type: none"> • Skills of judgement and evaluation: Students can provide honest assessment and purposeful feedback to their peers describing strengths and possible next steps; students can recognise the influence of contexts, cultures and times on their work. <p>Knowledge:</p> <ul style="list-style-type: none"> • Skills of Judgement and evaluation: Students know how to apply their experience of drawing and painting, selecting suitable tools and processes to enable them to design and make art works; Students know when and how to look at the works of Frida Kahlo to help them resolve creative problems to inform their own work, how to mix and apply colour so they can convey a range of flesh tones, not only their own. 	<p>and unfamiliar materials such as acrylic paint to confidently extend their practical skills.</p> <p>Evaluating:</p> <ul style="list-style-type: none"> • Skills of judgement and evaluation: 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; <p>Knowledge:</p> <p>34. Skills of Judgement and evaluation: Students know that that colour, surface, form, mark and techniques used by creative practitioners convey emotions and subtle moods, that particular drawing and colour blending techniques can be used to exploit and control the properties and surface characteristics of materials to convey meaning; Students know that Frida Kahlo's work contains visual and expressive characteristics that convey meaning in ways which can be appropriated in their work;</p>
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	<p>how to select and mix different colours, and apply these colour media to express ideas such as the changes of colour across the face; Students know how to research the work of artists, selecting important visual and text based information to help them in their own creative work;</p>		
Developing	<p>Mostly secure – one or more gaps For example: They can record their observations of themselves and make the transition into an acrylic painting.</p>	<p>Mostly secure – one or more gaps For example: They can record observations of themselves. They can build on these observations to create a self-portrait showing a good understanding of colour blending.</p>	<p>Mostly secure – one or more gaps For example: They can record observations of themselves. They can build on these observations to create a successful personal response to Frida Kahlo with colours blended close to their own skin tone.</p>
Beginning	<p>Significant gaps</p>	<p>Significant gaps</p>	<p>Significant gaps</p>