

Assessment grid			
Subject: Art Autumn Term		Year: 8	Topic/module/theme: Iznik design/printmaking
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:
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 work with purpose, spontaneously creating 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 drawing techniques to record with some accuracy of line, shape, tone, colour, scale and proportion from observation and imagination; students can use printmaking to make clear repeated images that correspond to Iznik design. 	Secure Competency statements: Generating Ideas: <ul style="list-style-type: none"> Skills of designing and developing ideas. Students can complete drawings from the natural world and use them as studies for printmaking outcomes, including research, observed studies, and visualisations; they can improve their accuracy when recording from observation, memory and imagination. Students can use varied drawing approaches and printing techniques to record from primary or secondary sources to inform and develop imaginative ideas for their print design; Making:	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 proficient outcomes; Students can thoughtfully select from their drawings to exploit their qualities and systematically improve design studies to make a successful tessellating reduction print; Making: Skills of making Art, Craft and Design. Students can confidently investigate and extend their practical skills by using their sketches and formal

	<p>Making:</p> <ul style="list-style-type: none"> • Skills of making Art, Craft and Design. Students can develop their making skills by exploring and investigating the properties of a range of materials in two and three dimensions to create work which realises their intentions. They can independently select, pencils, compasses, printing ink and polystyrene block to effectively control a range of materials and techniques when creating their printmaking; Students can sustain concentration with drawing, and block printing, experimenting with line, shape, colour, articulation, form and space; Students can respond directly and spontaneously to Iznik design, 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 making Art, Craft and Design. Students can independently improve their practical skills through investigation and experimentation using a range of materials and techniques with increasing control and purpose. <p>Evaluating:</p> <ul style="list-style-type: none"> • Skills of judgement and evaluation: Students can evaluate their own and peers work, adapting and refining choices and actions. Students can apply what they learn to improve outcomes. <p>Knowledge:</p> <ul style="list-style-type: none"> • Skills of Judgement and evaluation: Students know how to apply their experience of drawing and printing, 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 Iznik artists to help them resolve creative problems to inform their own work. 	<p>experiments to develop personal ideas and playfully explore creative approaches.</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> <ul style="list-style-type: none"> • Skills of Judgement and evaluation: Students know that particular drawing and reduction print techniques can be used to exploit and control the properties and surface characteristics of materials to convey meaning; Students know that Iznik design contains visual and expressive characteristics that convey meaning in ways which can be appropriated in their work;
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	34. Skills of Judgement and evaluation: the difference between drawing, collage, painting, print and something constructed, modelled or digital; which tools are best/suitable to select for controlling their mark-making, painting and surface decoration; how to select and mix different colours, and apply these colour media to express ideas such as the changes of colour across the seasons or times of day.		
Developing	Mostly secure – one or more gaps For example: They can record their observations of plants and flowers and make the transition into a tessellating print design.	Mostly secure – one or more gaps For example: They can record observations of plants and flowers with nuance and variety of marks. They can build on these observations to create a rotating tessellating print design.	Mostly secure – one or more gaps For example: They can record observations of plants and flowers with nuance and accuracy in a variety of marks. They can build on these observations to create a reduction print in more than one colour that rotates and tessellates.
Beginning	Significant gaps	Significant gaps	Significant gaps