

Assessment grid			
Subject: Art Spring Term Year: Topic/module/theme: Sculpture/Keith Haring			
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>	<p>Secure Competency statements: Generating Ideas:</p> <ul style="list-style-type: none"> • Skills of designing and developing ideas. Students can work with purpose to create imaginative responses and representations of the body, remaining flexible to adapt and change artistic elements to express a specific meaning or idea; Students can use a basic range of life drawing techniques to record with some accuracy of line, shape, tone, colour, scale and proportion from observation and imagination; <p>Making:</p> <ul style="list-style-type: none"> • Skills of making Art, Craft and Design. Students can develop their existing skills by selecting 	<p>Secure Competency statements: Generating Ideas:</p> <ul style="list-style-type: none"> • Skills of designing and developing ideas. Students can complete drawings of the body and use them as studies for sculpture outcomes, including research, observed studies, and visualisations; Students can use varied drawing approaches and sculpture techniques to record from life and secondary sources to inform and develop imaginative ideas for their sculpture design; <p>Making:</p> <ul style="list-style-type: none"> • Skills of making Art, Craft and Design. Students can knowledgeably develop their own practical skills through investigation and 	<p>Secure Competency statements: Generating Ideas:</p> <ul style="list-style-type: none"> • Skills of designing and developing ideas. Students can playfully engage in open ended and purposeful research experimenting with life drawing and sculpture techniques to produce more expressive articulated sculptures; Students can thoughtfully select from their drawings and to exploit their qualities and systematically improve design studies for a purpose or in response to a design brief; <p>Making:</p> <ul style="list-style-type: none"> • Skills of making Art, Craft and Design. Students can confidently extend their practical skills by using their

	<p>card, tape and paint effectively control a range of materials and techniques when creating their sculpture work; Students can sustain concentration when working with drawing, and sculpture experimenting with line, shape, colour, articulation, form and space; Students can respond directly and spontaneously to artists studied, enthusiastically and creatively exploring materials, processes and techniques;</p> <p>Evaluating:</p> <ul style="list-style-type: none"> • Skills of judgement and evaluation: Students can use their previous experience and judgement to respond to the creative outcomes of others with an open mind. They can show they can use their research on artists like Keith Haring to inform their decisions. <p>Knowledge:</p> <ul style="list-style-type: none"> • Skills of Judgement and evaluation: Students know that different forms can be made using suitable tools; that particular kinds of lines and marks can be made with different materials. 	<p>experimentation using a range of materials and techniques with increasing control and purpose. Students can create imaginative responses and representations of the real world in response to their study of artists, craftspeople and designers, remaining flexible to adapt and change the characteristics for a specific meaning</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; <p>Knowledge:</p> <ul style="list-style-type: none"> • Skills of Judgement and evaluation: Students know how to apply their experience of drawing and sculpting, selecting suitable tools and processes to enable them to design and make art works that communicate different moods. Students know when and how to look at the works of artists studied to help them resolve creative problems to inform their own work. 	<p>sketches and formal experiments to develop personal ideas and proficiently 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 sculpture techniques can be used to exploit and control the properties and surface characteristics of materials to convey meaning; 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; students know how their work is a product of their culture.
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	Students know how to research the work of artists, selecting important visual and text based information to help them in their own creative work;		
Developing	Mostly secure – one or more gaps For example: They can record their observations of the body and make the transition into a sculpture	Mostly secure – one or more gaps For example: They can record observations of the body with nuance and variety of pose. They can build on these observations to create a form with some articulation.	Mostly secure – one or more gaps For example: They can record observations of the body with nuance and accuracy in a variety of poses. They can build on these observations to create a form with articulation and expression.
Beginning	Significant gaps	Significant gaps	Significant gaps