

KS3 ASSESSMENT

Design & Technology BRAMHALL HIGH SCHOOL

| | Acquiring | Developing | Secure | Mastered |
|--------------------------------------|--|---|--|--|
| | Is beginning to acquire the necessary knowledge for the topic(s) | Is developing the knowledge necessary to understand the topic | Understands the topic and is able to make links using the knowledge | Fully understands the topic and is able to confidently link knowledge. |
| Term la BASE TEST 4 lessons | Students can (with extra support): Students will be tested over 4 lessons (BASE TEST) to see their starting level in art by the completion of a mini exam project about shoes. observational drawing skills, Independent research, | Students can regularly: Students will be tested over 4 lessons (BASE TEST) to see their starting level in art by the completion of a mini exam project about shoes. They will complete observational drawing skills, Independent research, design. Moderate ability | Students can confidently & skilfully: Students will be tested over 4 lessons (BASE TEST) to see their starting level in art by the completion of a mini exam project about shoes. They will complete confident observational drawing skills, Independent research, design. Consistent ability. | Students can skilfully & independently: Students will be tested over 4 lessons (BASE TEST) to see their starting level in art by the completion of a mini exam project about shoes. They will complete observational drawing skills, Independent research, design. Highly developed/Exceptional ability. |
| Natural V Man Made Project | design. Some ability Viewing the work of different artists exploring how they use man made/ natural objects within their work. Develops some understanding of sources through purposeful investigations in a sketchbook. | Viewing the work of different artists exploring their approaches to using manmade/natural objects within their work developing moderate understanding of sources through purposeful investigations in a sketchbook. Selects independent research to develop a Critical Study into the work of Land Artist Andy Goldsworthy and produce their own work in his style. | Exploring the work of different artists and their approaches to using manmade/ natural objects within their work. A consistent ability to demonstrate critical understanding of sources through purposeful Investigations in a sketchbook. Selects independent research to develop a Critical Study into the work of Land Artist Andy Goldsworthy and produce their own work in his style. | Exploring the work of different artists and their approaches to using manmade/ natural objects within their work. A highly develop ability to demonstrate critical understanding of source through purposeful investigations in a sketchbook. An exceptional ability to Develop Critical Study research into the work of Land Artist Andy Goldsworthy and produce their own work in his style. |

Develop a **Critical Study** research into the work of Land Artist Andy Goldsworthy and **produce their own work in his style.**

Some ability to record ideas, produce observational drawings of natural objects using

pencil.
Learn about art critique
(Austin's Butterfly task)
then peer assess the
artwork showing some
ability to refine ideas.
Some ability to develop
coloured studies of
lettering from manmade
packaging selecting
media and techniques.

Moderate ability to record ideas observations, insights through

observational drawings of

natural objects using pencil and shading using media and techniques.
Learn about art critique (Austin's Butterfly task) then peer assess the artwork showing a moderate ability to thoughtfully refine ideas. A moderate ability to Develop coloured studies of lettering from manmade packaging selecting appropriate media and techniques.

A consistent ability to skilfully record ideas, observations and insights through producing observational drawings of natural objects using appropriate media and techniques.

Learn about art critique

(Austin's Butterfly task) then confidently peer assess the artwork showing a consistent ability to thoughtfully refine Ideas.

A consistent ability to Develop coloured studies of lettering from manmade packaging selecting appropriate media, skills and techniques. Highly developed ability to skilfully record ideas, observations and Insights through **observational drawings of natural objects** selecting appropriate media and techniques.

Learn about **art critique** (Austin's Butterfly task). Confidently peer assess artwork showing a highly developed ability to **thoughtfully refine ideas.**

A highly developed ability to develop colour studies of lettering from manmade packaging selecting appropriate media, skills and techniques.

| Term 1b | Show some proficiency in | Shows a moderate ability in | Shows a consistent ability In | Shows exceptional ability in |
|-----------|---------------------------------|-----------------------------------|--|---------------------------------------|
| Natural V | painting skills with leaf | painting skills with leaf tints | painting skills with leaf tints | painting skills picture |
| Manmade | tints and tones work. | and tones work purposely | and tones work purposely | demonstrating skills with leaf tints |
| project | Show some ability in | experimenting with | experimenting with techniques | and tones work, purposely |
| | developing a personal | techniques and processes. | and processes. | experimenting with techniques |
| | response, demonstrate | Shows a moderate ability to | Shows a consistent ability to | and processes and media. |
| | increased proficiency of | competently develop a | present a Personal and | Shows an exceptional/highly |
| | handling different | Personal Response, | meaningful Response to | developed ability to develop a |
| | materials. Pencil, paint, | demonstrating increased | demonstrate increased | Personal Response to |
| | pencil colour realising | proficiency of handling | proficiency of handling | demonstrate increased |
| | Intentions and shows | different materials, realising | different materials. Pencil, | proficiency of handling different |
| | awareness of visual | Intentions with a moderate | paint, pencil colour, realising | materials. Pencil, paint, pencil |
| | language. | ability to demonstrate an | Intentions and consistently | colour realising, intentions and |
| | Evaluate their own, and | understanding of visual | demonstrating an | demonstrating a highly developed |
| | others work before | language. | understanding of visual | understanding of visual language. |
| | completion using art | Evaluate their own, and | language. | Analyse and Evaluate their own, |
| | critique skills to | others work before | Analyse and Evaluate their | and others work before |
| | strengthen visual impact | completion using art critique | own, and others work before | completion using art critique skills |
| | of the work. | skills to strengthen visual | completion using art critique | to strengthen visual impact of the |
| | | impact of the work. | skills to strengthen visual | work. |
| | | | impact of the work. | |
| Term 2a | Shows some ability | Shows moderate ability | Shows consistent ability | Shows highly developed ability |
| Ancient | developing critical | developing critical | developing critical | through critical understanding |
| Greek | understanding of sources | understanding of sources | understanding of sources | of sources through purposeful |
| Project | through purposeful | through effective, | through purposeful | investigation In a sketchbook, |
| | investigations In a | purposeful investigations In | investigations In a sketchbook, | Research Art History periods of |
| | sketchbook, Research Art | a sketchbook, Research Art | Research Art History periods | Ancient Greek Art and examples |
| | History periods of | History periods of Ancient | of Ancient Greek Art and | of Famous Greek Sculptures. |
| | Ancient Greek Art and | Greek Art and examples of | examples of Famous Greek | • |
| | examples of Famous | Famous Greek Sculptures. | Sculptures. | |
| | Greek Sculptures. | • | • | |

| · | |
|--|---|
| complete a virtual Art Gallery | Complete a virtual Art Gallery |
| | visit exploring examples of |
| | Ancient Greek pottery and |
| | sculpture, showing highly |
| bility to evaluate and analyse | developed ability to evaluate and |
| reative works using the | analyse creative works using the |
| anguage of art craft and | language of art craft and design. |
| esign. | Shows consistent ability |
| hows consistent ability | developing creativity and |
| y . | independent ideas through the |
| . • | Ancient Greek coin design tasks . |
| | Andient dreek com design tasks. |
| asks. | |
| | A highly developed ability to |
| • | demonstrate critical |
| | understanding of sources about |
| _ | Ancient Greek Gods, Myths and |
| , | Legends creating an In-depth , |
| | clear and well-presented |
| age. | research page. |
| _ | Shows a highly developed ability / |
| 3 . | proficiency in sculpture through |
| • | designing and creating Clay |
| | pinch pots as a personal |
| • • • • | meaningful response realising |
| • , | intentions. |
| • | |
| y . | |
| | |
| · · · · · · · · · · · · · · · · · · · | |
| trengthens visual impact of | |
| is notice the control of the control | cient Greek pottery and calpture, showing consistent ility to evaluate and analyse eative works using the aguage of art craft and sign. ows consistent ability veloping creativity and dependent ideas through the cient Greek coin design sks. consistent ability to monstrate critical derstanding of sources out Ancient Greek Gods, with and Legends creating In-depth, clear, research ge. ow consistent ability / officiency in sculpture rough designing and eating Clay pinch pots as a resonal meaningful response alising intentions. Consistent ility to select and periment with appropriate media, materials, chniques and processes. |

| | Has some ability to select and experiment with appropriate 3D media, materials, techniques and processes. | Has moderate ability to select and experiment with appropriate 3D media, materials, techniques and processes. Can strengthen the visual impact of their own work after self/ peer analysis. | the work making refinements as it progresses. | Exceptional/highly developed ability to select and experiment with appropriate 3D media, materials, techniques and processes to strengthen the visual impact of the work making refinements as it progresses. |
|---|---|---|--|---|
| Term 3a Topic(s) Title Mythical Creatures | Shows some ability to develop critical understanding of what a mythical creature is analysing cultural/historic examples using the language of art, craft and design. LochNess Monster, Dragons, Trolls link back to Ancient Greek studies. Develop a critical study on the Mythical Creature work of illustrator Sara Fanelli recording ideas, observations and insights within their sketchbooks. | Shows moderate ability to develop critical understanding of what a mythical creature is analysing cultural/historic examples using the language of art, craft and design. LochNess Monster, Dragons, Trolls link back to Ancient Greek studies. Develop a critical study on the Mythical Creature work of illustrator Sara Fanelli recording ideas, observations and insights within a sketchbook through drawings and annotation. | Shows consistent ability to develop critical understanding of what a mythical creature is analysing cultural/historic examples using the language of art, craft and design. LochNess Monster, Dragons, Trolls link back to Ancient Greek studies. Develop a detailed critical study on the Mythical Creature work of illustrator Sara Fanelli, recording Ideas, observations and Insights through sketchbook annotations and drawings. | Shows highly developed ability to develop critical understanding of what a mythical creature is analysing cultural/historic examples using the language of art, craft and design. LochNess Monster, Dragons, Trolls link back to Ancient Greek studies. Develop a highly detailed critical study on the Mythical Creature work of illustrator Sara Fanelli, recording Ideas, observations and Insights through sketchbook annotations and drawings. |

| Term 3b |
|-----------|
| Topic(s) |
| Title |
| Mythical |
| Creatures |

Shows some ability to record 4x animal drawings as observations within a sketchbook as a basis for exploring Ideas increasing proficiency in drawing materials.

Produce creative work.

Produce creative work, design a mythical creature based on different animal parts from sketchbook work.

Analyse two different artist's approaches to recycling objects In their mythical creatures art work explaining some differences.

Create their own 3D mythical creature from recycled objects as a personal response.

Shows moderate ability to record 4x animal drawings as observations within a sketchbook as a basis for exploring Ideas increasing proficiency in drawing materials.

Produce creative work, design a mythical creature based on different animal parts from sketchbook work. Analyse two different artist's approaches to recycling objects In their mythical creatures art work explaining some differences. Selecting appropriate media, Create their own 3D mythical creature from recycled objects as a personal response, refining Ideas as they progress.

Shows consistent ability to record 4x animal drawings as observations within a sketchbook as a basis for exploring Ideas increasing proficiency in drawing materials. Produce creative work, design a mythical creature based on different animal parts from sketchbook work. Refine Ideas as they progress, Selecting and experiment with appropriate media and materials.

Analyse two different artist's

Analyse two different artist's approaches to recycling objects In their mythical creatures art work explaining some differences.

Shows a consistent ability to competently create their own 3D mythical creature from recycled objects as a personal response realising their intentions.

Shows highly developed ability to record 4x animal drawings as observations within a sketchbook as a basis for exploring Ideas increasing proficiency in drawing materials.

Produce creative work, design a mythical creature based on different animal parts from sketchbook work. Refine Ideas as they progress, selecting and experimenting with appropriate media, materials.

Analyse two different artist's approaches to recycling objects In their mythical creatures art work explaining some differences.

Shows a highly developed ability to competently create their own 3D mythical creature from recycled objects as a personal response, realising intentions with confidence and conviction.

| | Acquiring | Developing | Secure | Mastered |
|---------------------------------------|--|--|--|---|
| | Is beginning to acquire the necessary knowledge for the topic(s) | Is developing the knowledge necessary to understand the topic | Understands the topic and is able to make links using the knowledge | Fully understands the topic and is able to confidently link knowledge. |
| Term la Ancient Egyptian Art | Students can (with extra support) Timeline Art -Historical context. Student shows some ability to draw out and become familiar with the dates, cultural and historical context of Ancient Egyptian Art Homework - From Virtual Gallery visit to Metropolitan Museum pupils from viewing and researching able to draw one artefact and collect Information showing traceable ability Suggested Artefacts of Historical Importance - Sphinx of Giza, Narmer Palette, Tutankhamun's Mask | Students can regularly. Moderate Timeline Art -Historical context. Student shows emerging ability to draw out and become familiar with the dates, cultural and historical context of Ancient Egyptian Art Homework - From Virtual Gallery visit to Metropolitan Museum pupils from viewing and researching able to draw one artefact and collect Information showing moderate ability Suggested Artefacts of Historical Importance - Sphinx of Giza, Narmer Palette, Tutankhamun's Mask | Students can confidently and Skilfully. Consistent Timeline Art -Historical context. Student shows consistent ability In presenting work, dates, cultural and historical context of Ancient Egyptian Art Homework - From Virtual Gallery visit to Metropolitan Museum pupil from viewing and researching is able to draw one artefact and collect Information Suggested Artefacts of Historical Importance - Sphinx of Giza, Narmer Palette, Tutankhamun's Mask | Students can skilfully and Independently /Highly developed Exceptional Ability Timeline Art -Historical context. Student shows highly developed ability to draw out and present work showing dates, social and historical context of Ancient Egyptian Art Homework - From Virtual Gallery visit to Metropolitan Museum pupil from viewing and researching is able to draw one artefact and collect Information showing high ability Suggested Artefacts of Historical Importance - Sphinx of Giza, Narmer Palette, Tutankhamun's Mask |

Egyptian figure drawing compared to today. Drawing the body partly head on and partly in profile Students will show some understanding as they explain in their own words the differences between Ancient Egyptian figure drawing and modern day figure drawing. They will be able to explain the historical development of figure drawing comparing the Egyptians to the present day. **Hieroglyphics and Egyptian**

Hieroglyphics and Egyptian Sarcophagus research and design.

Students will show some understanding of the historical and Cultural relevance of Ancient Egyptian Art forms Whilst Making investigations, viewing research And creating a design outcome having seen Sarcophagus and have knowledge of its purpose.

Egyptian figure drawing compared to today.

Drawing the body partly head on and partly in profile: Students will be able to show moderate understanding as they explain in their own words the differences between Ancient Egyptian figure drawing and modern day figure drawing. They will be able to explain the historical development of figure drawing comparing the Egyptians to the present day.

Hieroglyphics and
Egyptian Sarcophagus
research and design.
Students will show
moderate understanding of
the historical and Cultural
relevance of Ancient
Egyptian Art forms Whilst
Making investigation s,
viewing research and
creating a design outcome
having seen Sarcophagus
and have knowledge of its
purpose.

Egyptian figure drawing compared to today. Drawing the body partly

head on and partly in profile
Students will be able to demonstrate consistent ability as they explain in their own words the differences between Ancient Egyptian figure drawing and modern day figure drawing. They will be able to explain the historical development of figure drawing comparing the Egyptians to the present day.

Egyptian figure drawing compared to today. Drawing the body partly head on and partly in profile : Students will be able demonstrate a highly developed ability to explain in their own words the differences between Ancient Egyptian figure drawing and modern day figure drawing. They will be able to explain the historical development of figure drawing comparing the Egyptians to the present dav.

Sarcophagus research and design.
Students will show highly developd critical understanding of the historical and Cultural relevance of Ancient Egyptian Art forms Whilst Making investigations, viewing research and creating a design outcome having seen Sarcophagus and have knowledge of its purpose.

Hieroglyphics and Egyptian

| | | | Hieroglyphics and | |
|-----------|-------------------------------|-------------------------------|----------------------------|---------------------------------|
| | | | Egyptian Sarcophagus | |
| | | | research and design. | |
| | | | Students will show | |
| | | | | |
| | | | consistent understanding | |
| | | | of the historical and | |
| | | | Cultural relevance of | |
| | | | Ancient Egyptian Art forms | |
| | | | Whilst Making | |
| | | | investigations, viewing | |
| | | | research and creating a | |
| | | | design outcome having | |
| | | | seen Sarcophagus and | |
| | | | have knowledge of its | |
| | | | purpose. | |
| Term 1b | Ancient Egypt Jewellery | Ancient Egypt Jewellery | Ancient Egypt Jewellery | Ancient Egypt Jewellery |
| Ancient | research | research | research | research |
| Egyptian | Students will show some | Students will show | Students will show | Students will show highly |
| Jewellery | understanding as they | moderate understanding | consistent ability to | developed ability to |
| | undertake initial | as they undertake initial | understand as they | understand as they |
| | independent research to | independent research to | undertake initial | undertake initial |
| | inform their Exam task. | inform their Exam task | independent research to | independent research to |
| | Students will show some | Students will show | inform their Exam task | inform their Exam task |
| | ability as they are tested | moderate ability as they | Students will show | Students will show |
| | over 4 lessons to confirm | are tested over 4 lessons to | consistent ability as they | exceptional ability as they |
| | their continuing level by the | confirm their continuing | are tested over 4 lessons | are tested over 4 lessons to |
| | completion of a mini | level by the completion of a | to confirm their | confirm their continuing |
| | assessment about Egyptian | mini assessment about | continuing level by the | level by the completion of a |
| | Jewellery/ They will complete | Egyptian Jewellery/ They will | completion of a mini | mini assessment about |
| | research, observational | complete research, | assessment about | Egyptian Jewellery/ They will |
| | drawing skills and design. | | Egyptian Jewellery/ They | complete research, |
| | aravirig skills aria acsigit. | | Laypadir sevenciy, iriey | complete rescurent, |

| | Paper beads/ quilling | observational drawing skills | will complete research, | observational drawing skills |
|------------------|-----------------------------------|------------------------------------|------------------------------------|------------------------------------|
| | research and making | and design. | observational drawing | and design. |
| | techniques | Paper beads/ quilling | skills and design. | Paper beads/ quilling |
| | Students will begin to initiate | research and making | Paper beads/ quilling | research and making |
| | ideas from experimenting | techniques | research and making | techniques |
| | with paper and quilling | Students will be relatively | techniques | Students will show |
| | technique to develop their | able to initiate ideas from | Students will be | exceptional ability able to |
| | own jewellery design ideas | experimenting with paper | consistently able to initiate | initiate ideas from |
| | from the exam in 3D. They will | and quilling technique to | ideas from experimenting | experimenting with paper |
| | increase their proficiency in | develop their own jewellery | with paper and quilling | and quilling technique to |
| | handling different materials. | design ideas from the exam | technique to develop their | develop their own jewellery |
| | | in 3D. They will increase | own jewellery design ideas | design ideas from the exam |
| | | their proficiency in handling | from the exam in 3D. They | in 3D. They will show highly |
| | | different materials. | will repeatedly increase | developed proficiency in |
| | | | their proficiency in | handling different materials. |
| | | | handling different | |
| | | | materials. | |
| Term 2a | Year 8 Exam Testing | Year 8 Exam Testing | Year 8 Exam Testing | Year 8 Exam Testing |
| JEWELLERY | Over Four weeks student to | Over Four weeks student | Over Four weeks student | Over Four weeks student to |
| IN THE | work on the theme of | to work on the theme of | to work on the theme of | work on the theme of |
| STYLE OF | Jewellery. | Jewellery | Jewellery | Jewellery |
| Ancient | Shows some ability in | Shows a moderate ability | Shows a consistent ability | Shows Exceptional ability in |
| Egypt | Observation drawing of | in Observation drawing of | in Observation drawing of | Observation drawing of |
| | Jewellery with shading and | Jewellery with shading and | Jewellery with shading and | Jewellery with shading and |
| | texture using drawing | texture using drawing | texture using drawing | texture using drawing |
| | materials. | materials | materials | materials |
| | Shows some ability in | Shows a moderate ability in | Shows consistent ability in | Shows highly developed |
| | gathering secondary source | gathering secondary | gathering secondary | ability in Gathering |
| | research and using drawing | source research and using | source research and using | secondary source research |
| | to record | drawing to record | drawing to record | and using drawing to record |

| Term 2b Japanese Art project | Shows some development of critical understanding of the context of Traditional and contemporary Japanese Art and architecture through powerful investigation in a sketchbook | Shows moderately developed critical understanding of the context of Traditional and contemporary Japanese Art and architecture through powerful investigation in a sketchbook | Shows consistently developed and critical understanding of the context of Traditional and contemporary Japanese Art and architecture through powerful investigation in a sketchbook | Shows highly developed and critical understanding of the context of Traditional and contemporary Japanese Art and architecture through powerful investigation in a sketchbook |
|------------------------------------|---|---|--|---|
| | Present work to show some understanding of context for Egyptian Jewellery considering materials and methods Shows some ability to draw design from information gathered. Shows some ability to create a piece of jewellery from design produced. Show moderate skills to create a piece of jewellery from design produced Analyse their own design to evaluate how successfully they have translated and realised their drawings into 3Dimensions | Present work to show a moderate understanding of context for Egyptian Jewellery considering materials and methods Shows moderate ability to draw design from information gathered. Show moderate skills to create a piece of jewellery from design produced Analyse their own design to evaluate how successfully they have translated and realised their drawings into 3Dimensions | Present work to show consistent understanding of context for Egyptian Jewellery considering materials and methods Shows consistent ability to draw design from information gathered. Show consistent skills to create a piece of jewellery from design produced. Analyse their own design to evaluate how successfully they have translated and realised their drawings into 3Dimensions | Present work to show highly developd understanding of context for Egyptian Jewellery considering materials and methods Shows exceptional ability to draw a design from information gathered Highly developed skills to create a piece of jewellery from design produced Analyse their own design to evaluate how successfully they have translated and realised their drawings into 3Dimensions |

Show some understanding of the life and work of **Traditional Japanese artists** through research and through reproducing an artwork using pencil and colour media Employ some drawing skills to draw a Pagoda. Student will show **some** ability to analyse, select and write facts on Origami and a master of the craft. They will show some skill in making an Origami model Some ability shown by student in producing a grid enlargement drawing Student to some ability to research and select Japanese symbols. Artists' design or Japanese figure to inform design for printmaking.

Show moderate understanding of the life and work of traditional Japanese artists through research and through reproducing an artwork using pencil and colour media Employ moderately developed drawing skills to draw a Pagoda. Student will show **moderate** ability to analyse, select and write facts on Origami and a master of the craft. They will **show further** developed skill in making an Origami model Moderate ability shown by student in producing a grid enlargement drawing Student to show moderate ability to research and select Japanese symbols, **Artists' design or Japanese** figure to inform design for printmaking

Show **consistent** understanding of the life and work of traditional Japanese artists through research and through reproducing an artwork using pencil and colour media. Employ vet further advanced drawing skills to draw a Pagoda. Student will show exceptional ability to analyse, select and write facts on Origami and a master of the craft. They will show yet further developed skill in making an Origami model. **Consistent ability** shown by student in producing a arid enlargement drawing Student to **show** consistent ability to research and select Japanese symbols, Artists' design or Japanese figure to inform design for printmaking

Show thorough understanding of the life and work of Traditional Japanese artists through research and through reproducing an artwork using pencil and colour media. Employ highly developed drawing skills to draw a Pagoda. Student will show exceptional ability to analyse, select and write facts on Origami and a master of the craft. They will show highly developed skill in making an **Origami model Exceptional Ability** shown by student in producing a arid enlargement drawing Student to show highly developed ability to research and select Japanese symbols, Artists' design or Japanese figure to inform design for printmaking

| | Student to employ some printing skills to produce a Final Japanese Print Analyse their print / others prints to evaluate how successfully they have used printing techniques to realise their design ideas into Final Prints | Student to employ moderately developd printing skills to produce a Final Japanese Print Analyse their print / others prints to evaluate how successfully they have used printing techniques to realise their design ideas into Final Prints | Student to employ consistent printing skills to produce a Final Japanese Print Analyse their print / others prints to evaluate how successfully they have used printing techniques to realise their design ideas into Final Prints | Student to employ considerable and highly developd printing skills to produce a Final Japanese Print Analyse their print / others prints to evaluate how successfully they have used printing techniques to realise their design ideas into Final Prints |
|---|---|--|---|--|
| Term 3a Still life and Cubism Studies Project | Shows some critical understanding of the historical development of Still life as a Genre from Cave men art, through times of Holbein and Caravaggio to current day. Students will annotate an Introductory booklet, will discuss the symbolism of objects in Vanitas Paintings and become more familiar with the ellipse and will demonstrate further understanding and show some ability to draw various ellipses. To investigate Vanitas further Students will research Harmen Steenwijk. | Shows moderate critical understanding of the historical development of Still life as a Genre from Cave men art, through times of Holbein and Caravaggio to current day. Students will annotate an Introductory booklet, will discuss the symbolism of objects in Vanitas Paintings and will demonstrate further understanding and show moderate ability to draw various ellipses. To investigate Vanitas further Students will research Harmen Steenwijk. | Shows consistent critical understanding of the historical development of Still life as a Genre from Cave men art, through times of Holbein and Caravaggio to current day. Students will annotate an Introductory booklet, will discuss the symbolism of objects in Vanitas Paintings and will further understanding and show consistent ability to draw various ellipses. To investigate Vanitas further Students will research Harmen Steenwijk | Shows highly developed ability critical understanding of the historical development of Still life as a Genre from Cave men art, through times of Holbein and Caravaggio to current day. Students will annotate an Introductory booklet, will discuss the symbolism of objects in Vanitas Paintings and will demonstrate further understanding and show highly proficient ability to draw various ellipses. To investigate Vanitas further Students will research Harmen Steenwijk |

Students show some skill at drawing 4 timed still life set ups. Demonstrating line, detail and show some shading skills.

Demonstrating some skill whilst drawing a <u>Still life of Glass Bottles</u> will further reinforce drawing ellipses, introduce overlapping objects and through shading also show the reflection and refraction of light.

Students will learn about the Impressionist and Post Impressionist movements in Art. They will demonstrate some skills in producing a critical study of **Paul**

Cezanne's artwork.

Students will show some understanding of the art of **Cubist Artist Pablo Picasso** through a critical study. Students will demonstrate

Students will demonstrate consistent skills and understanding in producing a Cubist inspired still life final piece using mixed media.
Students will evaluate their work.

Students are moderately proficient at drawing 4 timed still life set ups.

Demonstrating line, detail and show emerging shading skills. Drawing a Still life of Glass Bottles with moderate skill will further reinforce drawing ellipses and introduce overlapping objects and through shading also show the reflection and refraction of light.

Students will learn about the Impressionist and Post Impressionist movements in Art. They will demonstrate moderate skills in producing a critical study of Paul Cezanne's artwork.

Students will demonstrate moderate understanding of **Cubist Artist Pablo Picasso**

through a critical study.
Students will demonstrate moderate skills and understanding in producing a Cubist inspired still life final piece using mixed media.

Students are consistently proficient at drawing 4 timed still life set ups.

Demonstrating line, detail and show consistent shading skills. Showing consistent drawing skills when observing a Still life of Glass Bottles will further reinforce drawing ellipses and introduce overlapping objects and through shading also show the reflection and refraction of light

Students will learn about the Impressionist and Post Impressionist movements in Art.

They will demonstrate consistent skills in producing a critical study of Paul Cezanne's artwork. Students will demonstrate consistent knowledge of the art of **Cubist Artist Pablo Picasso** through a critical study
Students will demonstrate consistent skills and understanding in

Students are highly proficient at drawing 4 timed still life set ups.

Demonstrating line, detail and show highly developd shading skills.

Producing a highly developd drawing of a Still life of Glass Bottles will further reinforce drawing ellipses and introduce overlapping objects and through shading also show the reflection and refraction of light.

Students will learn about the Impressionist and Post Impressionist movements in Art.

They will demonstrate highly developed skills in producing a critical study of Paul Cezanne's artwork. Students will demonstrate highly developed understanding of the work of **Cubist Artist Pablo Picasso**

through a critical study. Students will demonstrate consistent skills and understanding in producing

| | Students will evaluate their work. | producing a Cubist inspired still life final piece using mixed media . Students will evaluate their work. | a Cubist inspired still life final piece using mixed media . Students will evaluate their work. |
|---------------------------|------------------------------------|---|--|
| Term 3b Topic(s) Title | | | |

| | Acquiring | Developing | Secure | Mastered |
|---------|--|---|---|--|
| | Is beginning to acquire the necessary knowledge for the topic(s) | Is developing the knowledge necessary to understand the topic | Understands the topic and is able to make links using the knowledge | Fully understands the topic and is able to confidently link knowledge. |
| Term la | Students can (with extra | Students can regularly: | Students can confidently | Students can skilfully and |
| | support): | Show a moderate ability to | and skilfully: | independently: |
| Sweets | Show some ability to create | create a title page which is | Show a consistent ability | Show a highly developed |
| Project | a title page | eye-catching and | to create a title page | ability to create a title page |
| | | interesting. | which is eye-catching and | which is eye-catching and |
| | Show some ability to | Show a moderate ability to | interesting. | interesting. |
| | recognise how colour is | understand how colour is | Show a consistent ability | Show a highly developed |
| | used to create different | used to create different | to understand and | ability to understand and |
| | moods and effects in Art. | moods and effects in Art. | interpret how colour is | interpret how colour is used |
| | Show some ability to | Show a moderate ability to | used to create different | to create different moods |
| | undertake research into the | undertake research into | moods and effects in Art. | and effects in Art. |
| | work of an artist related to | the work of an artist related | Show a consistent ability | Show a highly developed |
| | the topic (Sarah Graham, | to the topic (Sarah Graham, | to undertake research | ability to undertake |
| | Nigel Humphries, Wayne | Nigel Humphries, Wayne | into the work of an artist | research into the work of an |
| | Thiebaud). | Thiebaud) and be able to | related to the topic (Sarah | artist related to the topic |
| | Show some ability to make | present information and | Graham, Nigel Humphries, | (Sarah Graham, Nigel |
| | their own copy of the artist's | imagery neatly and | Wayne Thiebaud) and be | Humphries, Wayne |
| | work showing moderate | coherently. | able to present information | Thiebaud) and be able to |
| | observational skill and a good | Show a moderate ability to | and imagery neatly and | present information and |
| | understanding of how to use | make their own copy of the | coherently with a strong | imagery neatly and |
| | materials and techniques | artist's work showing | layout and composition. | coherently with excellent |
| | such as Pencil crayon and Oil | moderate observational skill | | layout and composition. |
| | Pastel. | and a good understanding | | |
| | | of how to use materials and | | |
| | | techniques such as Pencil | | |
| | | crayon and Oil Pastel. | | |

| | Show some ability to describe and explain their thoughts and opinions about the artists work using basic language and some art key words. | Show a moderate ability to describe and explain their thoughts and opinions about the artists work using basic language and art key words. | Show a consistent ability to make their own copy of the artist's work showing consistent observational skill and a good understanding of how to use materials and techniques such as Pencil crayon and Oil Pastel. Show a consistent ability to describe and explain their thoughts and opinions about the artists work using varied language and art key words. | Show a highly developed ability to make their own copy of the artist's work showing highly developed observational skill and a good understanding of how to use materials and techniques such as Pencil crayon and Oil Pastel. Show a highly developed ability to describe and explain their thoughts and opinions about the artists work using varied and In depth language and advanced art key words. |
|---------|---|---|---|---|
| Term 1b | Show some ability to recognise and understand | Show a moderate ability to recognise and understand | Show a consistent ability to recognise, understand | Show a highly developed ability to recognise, |
| Sweets | the main features of the | the main features of the | and explain the main | understand and explain the |
| Project | Pointillist style of Art. | Pointillist style of Art. | features of the Pointillist | Pointillist style of Art. |
| | Show some ability to make their own sample of | Show a moderate ability to make their own sample of | style of Art. Show a consistent ability | Show a highly developed ability to make their own |
| | pointillism using the lollipop template showing some understanding of how dots of colour can be used to fill areas of colour. | pointillism using the lollipop template showing moderate understanding of how dots of colour can be used to create the impression of solid areas of colour. | to make their own sample of pointillism using the lollipop template showing consistent understanding of how dots of colour can be combined to create the impression of solid areas of colour. | sample of pointillism using the lollipop template showing highly developed understanding of how dots of colour can be combined to create the impression of solid areas of colour. |

| | Create a Pointillism inspired Sweet jar design showing some understanding of how to apply the technique to their own design. | Create a Pointillism inspired Sweet jar design showing moderate understanding of how to apply the technique to their own design with. | Create a Pointillism inspired Sweet jar design showing consistent understanding of how to apply the technique to their own design. | Create a Pointillism inspired Sweet jar design showing highly developed understanding of how to apply the technique to their own design. | |
|-------------|--|---|--|--|--|
| Term 2a | Show some ability to | Show a moderate ability to | Show a consistent ability | Show a highly developed | |
| | produce a finished response | produce a finished | to produce a finished | ability to produce a finished | |
| Sweets | to the theme of Sweets | response to the theme of | response to the theme of | response to the theme of | |
| Project | Students will be tested over | Sweets showing | Sweets showing strong | Sweets showing excellent | |
| | 4 lessons. Tasks include, | consideration of research, | consideration of research, | consideration of research, | |
| | Observational drawing, | skills and composition. | skills and composition. | skills and composition. | |
| Year 9 Exam | independent research, | Students will be tested | Students will be tested | Students will be tested over | |
| | design and creation of a | over 4 lessons. Tasks | over 4 lessons. Tasks | | |
| | <u>final piece.</u> | include, Observational | include, Observational | Observational drawing, | |
| | Some ability. | drawing, independent | drawing, independent | independent research, | |
| | | research, design and | research, design and | design and creation of a | |
| | | creation of a final piece. | creation of a final piece. | final piece. | |
| | | Moderate ability. | Consistent ability. | <u>Highly developed ability.</u> | |
| Term 2b | Some ability to conduct | Moderate ability to | Consistent ability to | Highly developed ability to | |
| | independent research into | conduct independent | conduct independent | conduct independent | |
| Celtic Art | Celtic Art and collect suitable | research into Celtic Art and | research into Celtic Art | research into Celtic Art and | |
| Project | images to create a mood | collect suitable images to | and collect suitable images | collect suitable images to | |
| | board. | create a mood board. | to create a mood board. | create a mood board. | |
| | Some ability to show limited | Moderate ability to show | Consistent ability to show | | |
| | experimentation with experimentation with | | varied experimentation | | |
| | materials and techniques to | materials and techniques to | with materials and | | |
| | create backgrounds on which | create interesting | techniques to create | | |
| | to draw. | backgrounds on which to | interesting backgrounds | | |
| | | draw in pencil and pen. | on which to draw in a variety of media. | | |

| | | | | Highly developed ability to show rigorous experimentation with materials and techniques to create interesting backgrounds on which to draw In a variety of media showing consideration for the effects that can be made. |
|------------|--|---|--|--|
| Term 3a | Some ability to investigate | Moderate ability to | Consistent ability to | Highly developed ability to |
| Celtic Art | how Celtic imagery was used to decorate lettering and text | investigate how Celtic imagery was used to | investigate how Celtic | investigate how Celtic imagery was used to |
| project | in books | decorate lettering and text | imagery was used to decorate lettering and text | decorate lettering and text in |
| project | students create their own | in books | in books | books |
| | initial in the style of an | students create their own | students create their own | students create their own |
| | illuminated manuscript. | initial in the style of an | initial in the style of an | initial in the style of an |
| | | illuminated manuscript. | illuminated manuscript. | illuminated manuscript. |
| | Some ability to apply one or | | | |
| | two materials and techniques to Celtic figure drawings. Some ability to develop a series of drawings based on | Moderate ability to apply a variety of materials and techniques to Celtic figure drawings. | Consistent ability to apply a variety of materials and techniques to Celtic figure drawings showing good level of skill. | Highly developed ability to apply a variety of materials and techniques to Celtic figure drawings showing high level of skill. |
| | Celtic symbols. | Moderate ability to develop a series of drawings based on Celtic symbols and their meanings. | Consistent ability to develop a series of drawings based on Celtic symbols and their meanings using Ideas from the work done throughout the project. | Highly developed ability to develop a series of drawings based on Celtic symbols and their meanings using Ideas from the work done throughout the project. |

| Т | е | r | m | 1 | 3 | b |
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| | | | | | | |

Portraiture mini project

Some understanding of the different styles $\circ f$

portrait/figure work done by a variety of artists.

Some ability to follow step by step process to create a portrait.

Some ability to create a series of studies of facial features.

Some ability to complete continuous line drawing exercises designed to Improve hand eye coordination and observation skills.

Some ability to complete own work in the style of the artists studied in order to better understand how they apply their methods. Moderate understanding of the different styles of

portrait/figure work done by a variety of artists. Students can compare and contrast features of each.

Moderate ability to follow step by step process to create a portrait using correct proportions and scale.

Moderate ability to create a series of studies of facial features focusing on accuracy of shapes, details and shading.

Moderate ability to complete continuous line drawing exercises designed to Improve hand eye coordination and observation skills.

Moderate ability to complete own work in the style of the artists studied in order to better understand how they apply their methods.

Consistent understanding of the different styles of portrait/figure work done

by a variety of artists.
Students can compare and contrast features of each

Consistent ability to follow step by step

process to create a portrait using correct proportions and scale to a high standard.

Consistent ability to create a series of studies of facial features focusing on accuracy of shapes, details and shading.

Consistent ability to complete continuous line drawing exercises

designed to Improve hand eye coordination and observation skills.

Consistent ability to complete own work in the style of the artists studied in order to better understand how they apply their methods.

Highly developed understanding of the different styles of

portrait/figure work done by a variety of artists. Students can compare, contrast and explain features of each.

Highly developed ability to follow step by step process

to create a portrait using correct proportions and scale to an excellent standard.

Highly developed ability to create a series of studies of facial features focusing on accuracy of shapes, details and shading.

Highly developed ability to complete continuous line drawing exercises designed to Improve hand eye coordination and observation skills.

Highly developed ability to complete own work in the style of the artists studied in order to better understand how they apply their methods.