



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.
<p>Term 1a BASE TEST 4 lessons</p> <p>Natural V Man Made Project</p>	<p>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, design. Some ability</p> <p>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.</p>	<p>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</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>

	<p>Develop a Critical Study research into the work of Land Artist Andy Goldsworthy and produce their own work in his style.</p> <p>Some ability to record ideas, produce observational drawings of natural objects using pencil.</p> <p>Learn about art critique (Austin’s Butterfly task) then peer assess the artwork showing some ability to refine ideas.</p> <p>Some ability to develop coloured studies of lettering from manmade packaging selecting media and techniques.</p>	<p>Moderate ability to record ideas observations, insights through</p> <p>observational drawings of natural objects using pencil and shading using media and techniques.</p> <p>Learn about art critique (Austin’s Butterfly task) then peer assess the artwork showing a moderate ability to thoughtfully refine ideas.</p> <p>A moderate ability to Develop coloured studies of lettering from manmade packaging selecting appropriate media and techniques.</p>	<p>A consistent ability to skilfully record ideas, observations and insights through producing observational drawings of natural objects using appropriate media and techniques.</p> <p>Learn about art critique (Austin’s Butterfly task) then confidently peer assess the artwork showing a consistent ability to thoughtfully refine Ideas.</p> <p>A consistent ability to Develop coloured studies of lettering from manmade packaging selecting appropriate media, skills and techniques.</p>	<p>Highly developed ability to skilfully record ideas, observations and Insights through observational drawings of natural objects selecting appropriate media and techniques.</p> <p>Learn about art critique (Austin’s Butterfly task). Confidently peer assess artwork showing a highly developed ability to thoughtfully refine ideas.</p> <p>A highly developed ability to develop colour studies of lettering from manmade packaging selecting appropriate media, skills and techniques.</p>
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<p>Term 1b Natural V Manmade project</p>	<p>Show some proficiency in painting skills with leaf tints and tones work. Show some ability in developing a personal response, demonstrate increased proficiency of handling different materials. Pencil, paint, pencil colour realising Intentions and shows awareness of visual language. Evaluate their own, and others work before completion using art critique skills to strengthen visual impact of the work.</p>	<p>Shows a moderate ability in painting skills with leaf tints and tones work purposely experimenting with techniques and processes. Shows a moderate ability to competently develop a Personal Response, demonstrating increased proficiency of handling different materials, realising Intentions with a moderate ability to demonstrate an understanding of visual language. Evaluate their own, and others work before completion using art critique skills to strengthen visual impact of the work.</p>	<p>Shows a consistent ability In painting skills with leaf tints and tones work purposely experimenting with techniques and processes. Shows a consistent ability to present a Personal and meaningful Response to demonstrate increased proficiency of handling different materials. Pencil, paint, pencil colour, realising Intentions and consistently demonstrating an understanding of visual language. Analyse and Evaluate their own, and others work before completion using art critique skills to strengthen visual impact of the work.</p>	<p>Shows exceptional ability in painting skills picture demonstrating skills with leaf tints and tones work, purposely experimenting with techniques and processes and media. Shows an exceptional/highly developed ability to develop a Personal Response to demonstrate increased proficiency of handling different materials. Pencil, paint, pencil colour realising, intentions and demonstrating a highly developed understanding of visual language. Analyse and Evaluate their own, and others work before completion using art critique skills to strengthen visual impact of the work.</p>
<p>Term 2a Ancient Greek Project</p>	<p>Shows some ability developing critical understanding of sources through purposeful investigations In a sketchbook, Research Art History periods of Ancient Greek Art and examples of Famous Greek Sculptures.</p>	<p>Shows moderate ability developing critical understanding of sources through effective, purposeful investigations In a sketchbook, Research Art History periods of Ancient Greek Art and examples of Famous Greek Sculptures.</p>	<p>Shows consistent ability developing critical understanding of sources through purposeful investigations In a sketchbook, Research Art History periods of Ancient Greek Art and examples of Famous Greek Sculptures.</p>	<p>Shows highly developed ability through critical understanding of sources through purposeful investigation In a sketchbook, Research Art History periods of Ancient Greek Art and examples of Famous Greek Sculptures.</p>

	<p>Complete a virtual Art Gallery visit exploring examples of Ancient Greek pottery and sculpture, showing some ability to analyse creative works using the language of art craft and design.</p> <p>Show some ability developing creativity through the Ancient Greek coin design tasks.</p>	<p>Complete a virtual Art Gallery visit exploring examples of Ancient Greek pottery and sculpture, showing moderate ability to evaluate and analyse creative works using the language of art craft and design.</p> <p>Shows moderate ability developing creativity and ideas through the Ancient Greek coin design tasks.</p>	<p>Complete a virtual Art Gallery visit exploring examples of Ancient Greek pottery and sculpture, showing consistent ability to evaluate and analyse creative works using the language of art craft and design.</p> <p>Shows consistent ability developing creativity and independent ideas through the Ancient Greek coin design tasks.</p>	<p>Complete a virtual Art Gallery visit exploring examples of Ancient Greek pottery and sculpture, showing highly developed ability to evaluate and analyse creative works using the language of art craft and design.</p> <p>Shows consistent ability developing creativity and independent ideas through the Ancient Greek coin design tasks.</p>
<p>Term 2b Topic(s) Title Ancient Greek Project</p>	<p>Some ability to demonstrate critical understanding of sources about Ancient Greek Gods, Myths and Legends In a research page.</p> <p>Show some ability / proficiency in sculpture through designing and creating Clay pinch pots as a personal meaningful response.</p>	<p>A moderate ability to demonstrate critical understanding of sources about Ancient Greek Gods, Myths and Legends creating a research page.</p> <p>Show moderate ability / proficiency in sculpture through designing and creating Clay pinch pots as a personal meaningful response.</p>	<p>A consistent ability to demonstrate critical understanding of sources about Ancient Greek Gods, Myths and Legends creating an In-depth, clear, research page.</p> <p>Show consistent ability / proficiency in sculpture through designing and creating Clay pinch pots as a personal meaningful response realising intentions. Consistent ability to select and experiment with appropriate 3D media, materials, techniques and processes.</p> <p>Strengthens visual impact of</p>	<p>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 research page.</p> <p>Shows a highly developed ability / proficiency in sculpture through designing and creating Clay pinch pots as a personal meaningful response realising intentions.</p>

	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.

<p>Term 3b Topic(s) Title Mythical Creatures</p>	<p>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, 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.</p>	<p>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.</p>	<p>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 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.</p>	<p>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.</p>
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	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 1a Ancient Egyptian Art	<p>Students can (with extra support)</p> <p>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</p> <p>Homework - From Virtual Gallery visit to Metropolitan Museum pupils from viewing and researching able to draw one artefact and collect Information showing traceable ability</p> <p>Suggested Artefacts of Historical Importance - Sphinx of Giza, Narmer Palette, Tutankhamun's Mask</p>	<p>Students can regularly . Moderate</p> <p>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</p> <p>Homework - From Virtual Gallery visit to Metropolitan Museum pupils from viewing and researching able to draw one artefact and collect Information showing moderate ability</p> <p>Suggested Artefacts of Historical Importance - Sphinx of Giza, Narmer Palette, Tutankhamun's Mask</p>	<p>Students can confidently and Skilfully. Consistent</p> <p>Timeline Art -Historical context. Student shows consistent ability In presenting work, dates, cultural and historical context of Ancient Egyptian Art</p> <p>Homework - From Virtual Gallery visit to Metropolitan Museum pupil from viewing and researching is able to draw one artefact and collect Information</p> <p>Suggested Artefacts of Historical Importance - Sphinx of Giza, Narmer Palette, Tutankhamun's Mask</p>	<p>Students can skilfully and Independently /Highly developed</p> <p>Exceptional Ability</p> <p>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</p> <p>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</p> <p>Suggested Artefacts of Historical Importance - Sphinx of Giza, Narmer Palette, Tutankhamun's Mask</p>

	<p>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 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.</p>	<p>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 investigations, viewing research and creating a design outcome having seen Sarcophagus and have knowledge of its purpose.</p>	<p>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.</p>	<p>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 day. Hieroglyphics and Egyptian Sarcophagus research and design. Students will show highly developed 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.</p>
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			<p>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.</p>	
<p>Term 1b Ancient Egyptian Jewellery</p>	<p>Ancient Egypt Jewellery research Students will show some understanding as they undertake initial independent research to inform their Exam task. Students will show some ability as they are tested over 4 lessons to confirm their continuing level by the completion of a mini assessment about Egyptian Jewellery/ They will complete research, observational drawing skills and design.</p>	<p>Ancient Egypt Jewellery research Students will show moderate understanding as they undertake initial independent research to inform their Exam task Students will show moderate ability as they are tested over 4 lessons to confirm their continuing level by the completion of a mini assessment about Egyptian Jewellery/ They will complete research,</p>	<p>Ancient Egypt Jewellery research Students will show consistent ability to understand as they undertake initial independent research to inform their Exam task Students will show consistent ability as they are tested over 4 lessons to confirm their continuing level by the completion of a mini assessment about Egyptian Jewellery/ They</p>	<p>Ancient Egypt Jewellery research Students will show highly developed ability to understand as they undertake initial independent research to inform their Exam task Students will show exceptional ability as they are tested over 4 lessons to confirm their continuing level by the completion of a mini assessment about Egyptian Jewellery/ They will complete research,</p>

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

	<p>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</p>	<p>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</p>	<p>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</p>	<p>Present work to show highly developed 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</p>
<p>Term 2b Japanese Art project</p>	<p>Shows some development of critical understanding of the context of Traditional and contemporary Japanese Art and architecture through powerful investigation in a sketchbook</p>	<p>Shows moderately developed critical understanding of the context of Traditional and contemporary Japanese Art and architecture through powerful investigation in a sketchbook</p>	<p>Shows consistently developed and critical understanding of the context of Traditional and contemporary Japanese Art and architecture through powerful investigation in a sketchbook</p>	<p>Shows highly developed and critical understanding of the context of Traditional and contemporary Japanese Art and architecture through powerful investigation in a sketchbook</p>

	<p>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.</p>	<p>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</p>	<p>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 yet 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 grid enlargement drawing Student to show consistent ability to research and select Japanese symbols, Artists' design or Japanese figure to inform design for printmaking</p>	<p>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 grid enlargement drawing Student to show highly developed ability to research and select Japanese symbols, Artists' design or Japanese figure to inform design for printmaking</p>
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	<p>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</p>	<p>Student to employ moderately developed 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</p>	<p>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</p>	<p>Student to employ considerable and highly developed 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</p>
<p>Term 3a Still life and Cubism Studies Project</p>	<p>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 <u>research Harmen Steenwijk.</u></p>	<p>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.</p>	<p>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</p>	<p>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</p>

	<p>Students show some skill at drawing 4 timed still life set ups. Demonstrating line, detail and show some shading skills.</p> <p>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.</p> <p>Students will learn about the Impressionist and Post Impressionist movements in Art. They will demonstrate some skills in producing a critical study of <u>Paul Cezanne’s artwork</u>.</p> <p>Students will show some understanding of the art of <u>Cubist Artist Pablo Picasso</u> through a critical study.</p> <p>Students will demonstrate consistent skills and understanding in producing a Cubist inspired still life final piece using mixed media .</p> <p>Students will evaluate their work.</p>	<p>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.</p> <p>Students will learn about the Impressionist and Post Impressionist movements in Art. They will demonstrate moderate skills in producing a critical study <u>of Paul Cezanne’s artwork</u>.</p> <p>Students will demonstrate moderate understanding of <u>Cubist Artist Pablo Picasso</u> through a critical study.</p> <p>Students will demonstrate moderate skills and understanding in producing a Cubist inspired still life final piece using mixed media .</p>	<p>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</p> <p>Students will learn about the Impressionist and Post Impressionist movements in Art.</p> <p>They will demonstrate consistent skills in producing a critical study of Paul Cezanne’s artwork. Students will demonstrate consistent knowledge of the art of <u>Cubist Artist Pablo Picasso</u> through a critical study</p> <p>Students will demonstrate consistent skills and understanding in</p>	<p>Students are highly proficient at drawing 4 timed still life set ups. Demonstrating line, detail and show highly developed shading skills.</p> <p>Producing a highly developed 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.</p> <p>Students will learn about the Impressionist and Post Impressionist movements in Art.</p> <p>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 <u>Cubist Artist Pablo Picasso</u> through a critical study.</p> <p>Students will demonstrate consistent skills and understanding in producing</p>
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		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 1a Sweets Project	<p>Students can (with extra support): Show some ability to create a title page</p> <p>Show some ability to recognise how colour is used to create different moods and effects in Art. Show some ability to undertake research into the work of an artist related to the topic (Sarah Graham, Nigel Humphries, Wayne Thiebaud). Show some ability to make their own copy of the artist's work showing moderate observational skill and a good understanding of how to use materials and techniques such as Pencil crayon and Oil Pastel.</p>	<p>Students can regularly: Show a moderate ability to create a title page which is eye-catching and interesting. Show a moderate ability to understand how colour is used to create different moods and effects in Art. Show a moderate ability to undertake research into the work of an artist related to the topic (Sarah Graham, Nigel Humphries, Wayne Thiebaud) and be able to present information and imagery neatly and coherently. Show a moderate ability to make their own copy of the artist's work showing moderate observational skill and a good understanding of how to use materials and techniques such as Pencil crayon and Oil Pastel.</p>	<p>Students can confidently and skilfully: Show a consistent ability to create a title page which is eye-catching and interesting. Show a consistent ability to understand and interpret how colour is used to create different moods and effects in Art. Show a consistent ability to undertake research into the work of an artist related to the topic (Sarah Graham, Nigel Humphries, Wayne Thiebaud) and be able to present information and imagery neatly and coherently with a strong layout and composition.</p>	<p>Students can skilfully and independently: Show a highly developed ability to create a title page which is eye-catching and interesting. Show a highly developed ability to understand and interpret how colour is used to create different moods and effects in Art. Show a highly developed ability to undertake research into the work of an artist related to the topic (Sarah Graham, Nigel Humphries, Wayne Thiebaud) and be able to present information and imagery neatly and coherently with excellent layout and composition.</p>

	<p>Show some ability to describe and explain their thoughts and opinions about the artists work using basic language and some art key words.</p>	<p>Show a moderate ability to describe and explain their thoughts and opinions about the artists work using basic language and art key words.</p>	<p>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.</p>	<p>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.</p>
<p>Term 1b Sweets Project</p>	<p>Show some ability to recognise and understand the main features of the Pointillist style of Art. Show some ability to make their own sample of pointillism using the lollipop template showing some understanding of how dots of colour can be used to fill areas of colour.</p>	<p>Show a moderate ability to recognise and understand the main features of the Pointillist style of Art. Show a moderate ability to make their own sample of 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.</p>	<p>Show a consistent ability to recognise, understand and explain the main features of the Pointillist style of Art. Show a consistent ability 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.</p>	<p>Show a highly developed ability to recognise, understand and explain the Pointillist style of Art. Show a highly developed ability to make their own 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.</p>

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

				<p>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.</p>
<p>Term 3a Celtic Art project</p>	<p>Some ability to investigate how Celtic imagery was used to decorate lettering and text in books students create their own initial in the style of an illuminated manuscript.</p> <p>Some ability to apply one or two materials and techniques to Celtic figure drawings.</p> <p>Some ability to develop a series of drawings based on Celtic symbols.</p>	<p>Moderate ability to investigate how Celtic imagery was used to decorate lettering and text in books students create their own initial in the style of an illuminated manuscript.</p> <p>Moderate ability to apply a variety of materials and techniques to Celtic figure drawings.</p> <p>Moderate ability to develop a series of drawings based on Celtic symbols and their meanings.</p>	<p>Consistent ability to investigate how Celtic imagery was used to decorate lettering and text in books students create their own initial in the style of an illuminated manuscript.</p> <p>Consistent ability to apply a variety of materials and techniques to Celtic figure drawings showing good level of skill.</p> <p>Consistent ability to develop a series of drawings based on Celtic symbols and their meanings using Ideas from the work done throughout the project.</p>	<p>Highly developed ability to investigate how Celtic imagery was used to decorate lettering and text in books students create their own initial in the style of an illuminated manuscript.</p> <p>Highly developed ability to apply a variety of materials and techniques to Celtic figure drawings showing high level of skill.</p> <p>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.</p>

<p>Term 3b</p> <p>Portraiture mini project</p>	<p>Some understanding of the different styles of portrait/figure work done by a variety of artists.</p> <p>Some ability to follow step by step process to create a portrait.</p> <p>Some ability to create a series of studies of facial features.</p> <p>Some ability to complete continuous line drawing exercises designed to Improve hand eye coordination and observation skills.</p> <p>Some ability to complete own work in the style of the artists studied in order to better understand how they apply their methods.</p>	<p>Moderate understanding of the different styles of portrait/figure work done by a variety of artists. Students can compare and contrast features of each.</p> <p>Moderate ability to follow step by step process to create a portrait using correct proportions and scale.</p> <p>Moderate ability to create a series of studies of facial features focusing on accuracy of shapes, details and shading.</p> <p>Moderate ability to complete continuous line drawing exercises designed to Improve hand eye coordination and observation skills.</p> <p>Moderate ability to complete own work in the style of the artists studied in order to better understand how they apply their methods.</p>	<p>Consistent understanding of the different styles of portrait/figure work done by a variety of artists. Students can compare and contrast features of each.</p> <p>Consistent ability to follow step by step process to create a portrait using correct proportions and scale to a high standard.</p> <p>Consistent ability to create a series of studies of facial features focusing on accuracy of shapes, details and shading.</p> <p>Consistent ability to complete continuous line drawing exercises designed to Improve hand eye coordination and observation skills.</p> <p>Consistent ability to complete own work in the style of the artists studied in order to better understand how they apply their methods.</p>	<p>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.</p> <p>Highly developed ability to follow step by step process to create a portrait using correct proportions and scale to an excellent standard.</p> <p>Highly developed ability to create a series of studies of facial features focusing on accuracy of shapes, details and shading.</p> <p>Highly developed ability to complete continuous line drawing exercises designed to Improve hand eye coordination and observation skills.</p> <p>Highly developed ability to complete own work in the style of the artists studied in order to better understand how they apply their methods.</p>
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