Roundwood Park School

Art



Skills descriptors

Generating ideas

Making

Evaluating

Knowledge

project. The process of presenting a project and generating ideas is evident but dependent on a given structure.



	YEAR 8	MASTERING + Generating Ideas: Students are capable of gathering information, generating ideas and presenting their work in a manner beyond expectations of a year 9 student.
YEAR 7	MASTERING + Generating Ideas: Students are capable of gathering information, generating ideas and presenting their work in a manner beyond expectations of a year 8 student.	MASTERING Generating Ideas: Resources are varied and good quality, both 1st and 2nd hand. Effort has been made to reflect a true interest and independence. Ideas are pursued purposefully leading to imaginative, meaningful responses. Within the project, creative risks are taken leading to more exciting work.
MASTERING + Generating Ideas: Students are capable of gathering information, generating ideas and presenting their work in a manner beyond expectations of a year 7 student.	MASTERING Generating Ideas: As well as the previous methods of research, the student has made the effort to source 1st hand material to generate ideas, e.g. Making relevant gallery visits, setting up a photo shoot, gathering first hand facts. In presenting their planning and project ideas, they can work independently, using their imagination to explore ideas. The research carried out is purposeful and effective in generating ideas.	SECURING Generating Ideas: As well as the previous methods of research, the student has made the effort to source 1st hand material to generate ideas, e.g. Making relevant gallery visits, setting up a photo shoot, gathering first hand facts. In presenting their planning and project ideas, they can work independently, using their imagination to explore ideas. The research carried out is purposeful and effective in generating ideas.
MASTERING Generating Ideas: The quality and quantity of resources gathered is wide and varied and gives the opportunity to select appropriately. Presentation and planning of the project shows expressive and personal qualities and individual ideas.	SECURING Generating Ideas: The quality and quantity of resources gathered is wide and varied and gives the opportunity to select appropriately. Presentation and planning of the project shows expressive and personal qualities and individual ideas.	DEVELOPING Generating Ideas: The quality and quantity of resources gathered is wide and varied and gives the opportunity to select appropriately. Presentation and planning of the project shows expressive and personal qualities and individual ideas.
SECURING Generating Ideas: Students gather information from a variety of sources, 1st and 2nd hand images, YouTube, books, videos, internet to support the project and generate ideas. The planning in their books shows a purpose and clear response to a stimulus. There is evidence of creativity in the ideas generated and/or the method of presentation	DEVELOPING Generating Ideas: Students gather information from a variety of sources, 1st and 2nd hand images, YouTube, books, videos, internet to support the project and generate ideas. The planning in their books shows a purpose and clear response to a stimulus. There is evidence of creativity in the ideas generated and/or the method of presentation	ACQUIRING Generating Ideas: Students gather information from a variety of sources, 1st and 2nd hand images, YouTube, books, videos, internet to support the project and generate ideas. The planning in their books shows a purpose and clear response to a stimulus. There is evidence of creativity in the ideas generated and/or the method of presentation
DEVELOPING Generating Ideas: Students can gather 1 st and 2 nd hand information and images to support a project and generate ideas. The process of developing ideas is shown through a sequence of well-presented work.	ACQUIRING Generating Ideas: Students can gather 1st and 2nd hand information and images to support a project and generate ideas. The process of developing ideas is shown through a sequence of well-presented work.	
ACQUIRING Generating Ideas: Students can collect visual information to support a		

shows some accuracy.



	YEAR 8	MASTERING + Making: Students' technical skill when making art is beyond expectations of a year 9 student
YEAR 7	MASTERING + Making: Students' technical skill when making art is beyond expectations of a year 8 student	MASTERING Making: Students show confidence and refinement with any media they select. When using new techniques, they approach it with enthusiasm and can employ skills developed from other processes. They are dextrous and learn quickly. The elements of art are used independently and confidently along with control and refinement. This leads to personal, creative and purposeful outcomes.
MASTERING + Making: Students' technical skill when making art is beyond expectations of a year 7 student	MASTERING Making: Through increased experience of different media, students gain control and can manipulate media to express a desired outcome. Skills in painting, drawing and other processes show accuracy and refinement and a good command of the elements of art (line, tone)	SECURING Making: Through increased experience of different media, students gain control and can manipulate media to express a desired outcome. Skills in painting, drawing and other processes show accuracy and refinement and a good command of the elements of art (line, tone)
MASTERING Making: Students request materials to explore and are willing to take risks. The expressive qualities of the materials are used in conjunction with a solid understanding of the elements of art, resulting in effective work which responds to a brief.	SECURING Making: Students request materials to explore and are willing to take risks. The expressive qualities of the materials are used in conjunction with a solid understanding of the elements of art, resulting in effective work which responds to a brief.	DEVELOPING Making: Students request materials to explore and are willing to take risks. The expressive qualities of the materials are used in conjunction with a solid understanding of the elements of art, resulting in effective work which responds to a brief.
SECURING Making: Students make the most of the materials offered, exploring their qualities. Students explore the expressive qualities of line, tone, texture, colour to record their ideas and observations.	DEVELOPING Making: Students make the most of the materials offered, exploring their qualities. Students explore the expressive qualities of line, tone, texture, colour to record their ideas and observations.	ACQUIRING Making: Students make the most of the materials offered, exploring their qualities. Students explore the expressive qualities of line, tone, texture, colour to record their ideas and observations.
DEVELOPING Making: Students make the most of the materials offered, exploring their qualities. Some understanding of tone, line, colour, and texture improves their ability to record observations and ideas, showing more accuracy.	ACQUIRING Making: Students make the most of the materials offered, exploring their qualities. Some understanding of tone, line, colour, and texture improves their ability to record observations and ideas, showing more accuracy.	
ACQUIRING Making: Given a range of media they can select with some independence. Recording of ideas and observations through visual work is simple and		

Evaluating: Student can state what they like and dislike with some explanations. Responses to the work of others' focuses on found facts and description. A limited art vocabulary is used in the descriptions



	YEAR 9		
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		MASTERING +	
	Students' ability to evaluate their own and other artist's work and their use of art		
	YEAR 8	vocabulary is beyond that expected of a year 9 student.	
	MASTERING +	MASTERING	
	Students' ability to evaluate their own and other artist's work and their use of	Evaluating: Judgements and evaluations of work take account of a range of aspects	
	art vocabulary is beyond that expected of a year 8 student.	e.g. purpose, audience, technique, skill and connections with other artists. Judgements are honest, balanced and discuss further developments of the project	
		or ideas. Students are willing to extend their experience by looking at and	
		commenting on more challenging types of art and still make informed comments.	
		Evaluations/analysis shows insight and perception. Connections are made to things	
VEAD 7		outside the subject. They might questions other people's judgements or opinions	
YEAR 7		with reasoned explanations. They question opinion. Vocabulary is clearly integrated	
		as part of normal language.	
MASTERING +	MASTERING	SECURING	
Students' ability to evaluate their own and other artist's work and their use	Evaluating: Students can reflect on their own and others work and use this to	Evaluating: Students can reflect on their own and others work and use this to	
of art vocabulary is beyond that expected of a year 7 student.	explain how to improve, focusing on techniques, ideas and purpose. They can	explain how to improve, focusing on techniques, ideas and purpose. They can use	
	use art language to give greater meaning to self-evaluation and advice. They	art language to give greater meaning to self-evaluation and advice. They act on	
	act on advice from self, peer, teacher assessments. A dialogue is evident.	advice from self, peer, teacher assessments. A dialogue is evident. Students are	
	Students are building an understanding of the purpose of art and the	building an understanding of the purpose of art and the significance of the context	
	significance of the context within which it is created. They can use this to make	within which it is created. They can use this to make their own interpretations and	
	their own interpretations and inform their own work. Their analysis shows	inform their own work. Their analysis shows evidence of discussion and debate.	
	evidence of discussion and debate. Reasoned judgements are given where	Reasoned judgements are given where necessary. Written work makes in-depth	
	necessary. Written work makes in-depth use of art vocabulary.	use of art vocabulary.	
MASTERING	SECURING	DEVELOPING	
Evaluating: Students can explain what they are trying to achieve, the	Evaluating: Students can explain what they are trying to achieve, the purpose	Evaluating: Students can explain what they are trying to achieve, the purpose of	
purpose of their work and how well they succeed. They can respond to	of their work and how well they succeed. They can respond to suggestions and	their work and how well they succeed. They can respond to suggestions and add their own comment, forming a dialogue. They can understand and explain how art	
suggestions and add their own comment, forming a dialogue. They can understand and explain how art conveys a mood or meaning. There is a	add their own comment, forming a dialogue. They can understand and explain how art conveys a mood or meaning. There is a recognition of the context of a	conveys a mood or meaning. There is a recognition of the context of a piece of	
recognition of the context of a piece of work and how relevant it is. They can	piece of work and how relevant it is. They can use art vocabulary confidently	work and how relevant it is. They can use art vocabulary confidently within their	
use art vocabulary confidently within their explanations	within their explanations	explanations	
SECURING	DEVELOPING	ACQUIRING	
Evaluating: Students recognise why something is good and what makes work	Evaluating: Students recognise why something is good and what makes work	Evaluating: Students recognise why something is good and what makes work	
weaker. From this judgement, they can create their own steps for	weaker. From this judgement, they can create their own steps for	weaker. From this judgement, they can create their own steps for improvement. A	
improvement. A dialogue is evident which explains this. Analysis and	improvement. A dialogue is evident which explains this. Analysis and	dialogue is evident which explains this. Analysis and description of artists' work is	
description of artists' work is backed up with reasons and explanations.	description of artists' work is backed up with reasons and explanations.	backed up with reasons and explanations. Descriptive language is used and art	
Descriptive language is used and art vocabulary is developing. There is an	Descriptive language is used and art vocabulary is developing. There is an	vocabulary is developing. There is an understanding of the purpose of art and how	
understanding of the purpose of art and how this is achieved/effective.	understanding of the purpose of art and how this is achieved/effective.	this is achieved/effective. Students can express an opinion and back it up with	
Students can express an opinion and back it up with reason.	Students can express an opinion and back it up with reason.	reason.	
DEVELOPING	ACQUIRING		
Evaluating: Students can recognise what is good and what could be better	Evaluating: Students can recognise what is good and what could be better and		
and with teacher guidance, they can follow suggestions to improve. Research	with teacher guidance, they can follow suggestions to improve. Research and		
and analysis of artists work states preference or opinion and reflects some	analysis of artists work states preference or opinion and reflects some		
understanding of purpose. Students display some personal interpretation of	understanding of purpose. Students display some personal interpretation of		
the work though this may not always be accurate.	the work though this may not always be accurate.		
ACQUIRING			

certain tools can be used to exploit characteristics and which tools are best for a particular need. Knowledge of the meaning of the basic elements and their effects.



		YEAR 8	MASTERING + Students have a knowledge of materials, processes, theories and artists beyond that expected of yr9
YEAR 7	Student:	MASTERING + s have a knowledge of materials, processes, theories and artists beyond that expected of yr8	MASTERING Build up a knowledge of a range of Art, Craft and Design history through a range of periods including ancient and contemporary. Successful outcomes are controlled/governed by a knowledge of the characteristic of media and techniques. Know how to use theories of art to create specific desired outcomes which convey mood, and effect.
MASTERING + Student have a knowledge of materials, process beyond that expected of yr	inform context	MASTERING and how experience shapes what an artist does and use this to their own work. Know that individual experience and cultural shapes what artists make. Know how to increase proficiency in materials. They can apply the theories related to all the elements of art to their own work effectively.	SECURING Understand how experience shapes what an artist does and use this to inform their own work. Know that individual experience and cultural context shapes what artists make. Know how to increase proficiency in handling materials. They can apply the theories related to all the elements of art to their own work effectively.
MASTERING Know that there is a connection between Art, Constitution in the context and purpose. Know he was a strictly artists to inform their own creative proken when the context is the context and purpose. The context is the context in the context is the context in the context is the context in the con	ow to explore techniques occss. More in depth used by	SECURING hat there is a connection between Art, Craft and Design and its or cultural context and purpose. Know how to explore techniques by artists to inform their own creative process. More in depth knowledge of basic art theories.	DEVELOPING Know that there is a connection between Art, Craft and Design and its historical or cultural context and purpose. Know how to explore techniques used by artists to inform their own creative process. More in depth knowledge of basic art theories.
SECURING Know that particular styles of Art, Craft and Des characteristics and know that art conveys meal knowledge of materials and processes to control the basic theories of colour, composition, persp. work.	nings. Apply technical character practice. Knowledge knowledge	DEVELOPING hat particular styles of Art, Craft and Design convey expressive teristics and know that art conveys meanings. Apply technical e of materials and processes to control their practice. Knowledge sic theories of colour, composition, perspective and use it in their work.	ACQUIRING Know that particular styles of Art, Craft and Design convey expressive characteristics and know that art conveys meanings. Apply technical knowledge of materials and processes to control their practice. Knowledge of the basic theories of colour, composition, perspective and use it in their work.
DEVELOPING Know how to look up artists' work and use it to i Exploit the media and its appearance to convey/e how to use the elements of art to improve interpretation. ACQUIRING Know how to research artists, recognise the difference of the content of the con	xpress intentions. Know htions and outcomes. Exploit the how to	ACQUIRING ow to look up artists' work and use it to inform their own work. ne media and its appearance to convey/express intentions. Know ouse the elements of art to improve intentions and outcomes.	