

Key Stage 3 Art Prior Attainment Related Expectations

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Year 7 Prior Attainment Related Expectations

Topic	Time of Year	Lower Attainer Expectations	Middle Attainer Expectations	Higher Attainer Expectations
Create	Mid-Year	<ul style="list-style-type: none"> Use a range of basic drawing materials and techniques to record from life with developing accuracy of line, shape, tone, colour, scale and proportion. Students can demonstrate design studies for 2D and 3D outcomes. They have explored 3D techniques to create outcomes relevant to a culture with some degree of control. Continue to develop their ability to observe and record showing some proportion & graduated shading to add realism & depth to their artwork. 	<ul style="list-style-type: none"> Explore pattern with details & symmetry in response to a stimulus. Demonstrate control when applying mark-making techniques Respond directly to resources, exploring materials, processes and techniques. Demonstrate design studies for 2D and 3D outcomes. Explored 3D techniques to create outcomes relevant to a culture. Continue to develop their ability to observe and record showing some proportion & graduated shading to add realism & depth to their artwork. 	<ul style="list-style-type: none"> Demonstrate design Skills for 2D & 3D outcomes Use varied drawing approaches to record from secondary sources to inform and develop imaginative ideas. Observe and record correct proportions to demonstrate realism & create subtle differences in tone & blend with developing control. Explore intricate pattern with finer details & symmetry in response to a stimulus & demonstrate control when applying mark-making techniques. Observe finer details and draw and paint with developing accuracy, mixing & blend the colour Palette Experiment, refine & improve their work as it progresses.

Topic	Time of Year	Lower Attainer Expectations	Middle Attainer Expectations	Higher Attainer Expectations
Create	End of Year	<ul style="list-style-type: none"> Explore expressive mark-making and characteristics of the visual elements. Developing the ability to create subtle differences in tone when drawing from primary sources. Developing skill in drawing secondary sources in proportion through the grid method. Students know about the ways in which signs and symbols are used by artists in their work to convey messages. 	<ul style="list-style-type: none"> Explore mark-making and characteristics of the visual elements to communicate meaning with some control. Create subtle differences in tone & show some blending techniques when drawing from primary sources. Explore ways of drawing secondary sources in proportion through the grid method and primary sources through the measuring technique. 	<ul style="list-style-type: none"> Explore expressive mark-making and characteristics of the visual elements to communicate meaning & intention and to communicate mood. Create subtle differences in tone & blend seamlessly when drawing from primary sources. Explore ways of drawing secondary sources in proportion through the grid method and primary sources through the measuring technique.
Know	Mid-Year	<ul style="list-style-type: none"> Demonstrate the ability to research information and visual resources to inform their artwork. Respond to resources showing similar characteristics. Use developing art vocabulary to describe the characteristics of art, craft and design and evaluate their qualities. Know how to work safely using tools, equipment, materials with care. 	<ul style="list-style-type: none"> know how to use colour theory Recognise & identify the visual elements relevant to a culture. Know how to research information and visual resources to inform their artwork. Know how to use their previous experience to identify strengths & areas for development. 	<ul style="list-style-type: none"> Know how to use colour theory to reflect culture and intentions. Recognise & identify the visual elements relevant to a culture. Know how to work safely using tools, equipment, materials with care Shading techniques (hatching, cross-hatching, graduated shading, stippling) Primary and secondary colours

Topic	Time of Year	Lower Attainer Expectations	Middle Attainer Expectations	Higher Attainer Expectations
Know	End of Year	<ul style="list-style-type: none"> Students evaluate their own work and that of others against success criteria to identify how they can take actions to strengthen their work. Know art includes craft and design Can name some types of art They use subject appropriate language to express ideas. 	<ul style="list-style-type: none"> Know how to use subject appropriate technical language to express ideas gathered through research and personal interpretation know about the ways in which signs and symbols are used by artists in their work to convey messages. know how particular periods, genres and styles, of art contain visual and expressive characteristics that convey meaning in ways which can be appropriated in their work. Can name a range of art types Know how to work safely using tools, equipment, materials with care. 	<ul style="list-style-type: none"> Use subject appropriate critical and technical language to express ideas gathered through research and personal interpretation. Know about the ways in which signs and symbols are designed or used by artists in their work to convey messages. Know how particular periods, genres and styles, of art contain visual and expressive characteristics that convey meaning in ways which can be appropriated in their work. Can name a full range of art types from installation, sculpture, photography, printing, digital art etc. Know when and how to look at the works of artists to help them resolve creative problems to inform their own work.

Topic	Time of Year	Lower Attainer Expectations	Middle Attainer Expectations	Higher Attainer Expectations
Understand	Mid-Year	<ul style="list-style-type: none"> Use their previous experience to identify strengths & areas for development. 	<ul style="list-style-type: none"> Respond to suitable art works making a personal interpretation. Use developing art vocabulary to describe the characteristics of art, craft and design and evaluate their qualities. 	<ul style="list-style-type: none"> Identifying conventions & symbols relevant to a culture. Control their selection and interpretations of elements from the study of artists, designers, and other cultures to creatively inform their individual designs. Respond to & interpret style & mood from related sources & cultures. Evaluate and express an opinion about the visual images, artists' and students' work using subject language. Provide honest assessment and purposeful feedback to their peers. Use the specialist language of art, craft & design to express views and interpretation
Understand	End of Year	<ul style="list-style-type: none"> Analyse and select the most obvious characteristics from their study of artists Identify some differences in mood from related artists when creating personal outcomes 	<ul style="list-style-type: none"> Analyse and select characteristics from artists. Interpret style & mood from related artists with developing skill. Understand and can explain how diverse types of art and design convey mood and meaning. Evaluate their own work and that of others against success criteria to identify how they can take actions to strengthen their work 	<ul style="list-style-type: none"> Analyse and select characteristics from artists & explore these in their own outcomes. Respond to & interpret style & mood from related artists to create personal outcomes with skill. Understand and explain how diverse types of art & design convey interpretations of mood and meaning. Evaluate their own work and others work against success criteria to identify improvements to be made.

Year 8 Prior Attainment Related Expectations

Topic	Time of Year	Lower Attainer Expectations	Middle Attainer Expectations	Higher Attainer Expectations
Create	Mid-Year	<ul style="list-style-type: none"> Use a sketchbook for different purposes, including recording observations, planning and ordering ideas Mix and apply colour so they can convey concepts, or express meanings and emotions 	<ul style="list-style-type: none"> realise creative intentions in both 2D and 3D. Improve accuracy when recording from observation and imagination in sketchbooks and other media to develop their ideas towards an outcome. independently experimenting & improving their work using success criteria to support their decisions. Practical skills will improve through understanding of the qualities of varied materials and processes as they purposefully investigate and experiment for a purpose. 	<ul style="list-style-type: none"> Drawing will become proficient along with other processes such as painting collage and designing. Control with art media will be apparent exploring higher end tone, texture and proportion as well as finer detail. Exploration of media will be developing in line with understanding processes and skills. Adaption and refinement of choices will be evident in sketchbooks as students go through the processes of developing outcomes for their clay work.
Create	End of Year	<ul style="list-style-type: none"> Experiment and develop control with ways in which they can express line, shape, tone, colour, texture, form and space Explore compositions when using a both 2D and 3D 	<ul style="list-style-type: none"> improve accuracy when recording from observation and imagination in sketchbooks and other media to develop their ideas towards an outcome observe finer details & draw these with accuracy and control in selected combinations of media. independently experiment & improve their work using success criteria to support their decisions. 	<ul style="list-style-type: none"> extend their practical and technical skills informed by their investigation of the descriptive and expressive qualities of line, shape, mark, and texture Explore various materials, techniques and processes and the selection of these in different 2D media when making work about social issues Create lettering designs which show characteristics of street art Create designs which demonstrates an aesthetic understanding of composition and layout

Topic	Time of Year	Lower Attainer Expectations	Middle Attainer Expectations	Higher Attainer Expectations
Know	Mid-Year	<ul style="list-style-type: none"> Know which tools are best/suitable to select for controlling their mark-making, painting and surface decoration. 	<ul style="list-style-type: none"> Students will be expected to effectively use research to inform their experience of how artists develop ideas to create outcomes 	<ul style="list-style-type: none"> How to identify mark-making techniques in communicating texture Know the names of ceramic techniques-, coiling, slab, modelling, impressions Know how form and texture can communicate meaning
Know	End of Year	<ul style="list-style-type: none"> Know a range of art techniques & processes that will help communicate their intention & how to Interpret & respond to different creative art/craft/design forms. 	<ul style="list-style-type: none"> Know critical & technical art vocabulary when writing and verbalising their thoughts and ideas about their own and others work. Know a range of art techniques & processes that will help communicate their intention & how to Interpret & respond to different creative art/craft/design forms 	<ul style="list-style-type: none"> Know a range of composition types How to use colour, line, shape to communicate meaning Know how art can communicate social issues
Understand	Mid-Year	<ul style="list-style-type: none"> Explain how their study of the work of artists and designers has informed their actions to improve their outcomes 	<ul style="list-style-type: none"> Explain and show how their individual selection of an artist informs their personal actions to realise creative intentions Develop understanding of artistic technique and appropriate meaning using suitable tools. 	<ul style="list-style-type: none"> Use critical & technical art vocabulary in context when writing and verbalising their thoughts and ideas about their own and others work resulting in purposeful and open-ended research. Research will influence their choices and be evident in their work through critical and technical vocabulary resulting in a clay vessel.

Topic	Time of Year	Lower Attainer Expectations	Middle Attainer Expectations	Higher Attainer Expectations
Understand	End of Year	<ul style="list-style-type: none"> Explain and show how their individual selection of an artist informs their personal actions to realise creative intentions. 	<ul style="list-style-type: none"> Compare, analyse and describe different ideas and approaches used by artists recognising the influence of contexts, cultures and times on their work. 	<ul style="list-style-type: none"> Engage in purposeful and open-ended research to inform, experimentation and investigation development of ideas in the pursuit of creative intentions and demonstrate how their study of artists and designers' outcomes, inform their design development and extends their creative intentions. exploring the unique characteristics of the work of the artists and designers studied, to inform creative actions develop understanding of how cultural experiences influence artists and the work they produce. improve their understanding of the properties of varied materials and how they can be manipulated to communicate specific meaning

Year 9 Prior Attainment Related Expectations

Topic	Time of Year	Lower Attainer Expectations	Middle Attainer Expectations	Higher Attainer Expectations
Create	Mid-Year	<ul style="list-style-type: none"> Complete plans that express their ideas and intentions in 2D. Show how their drawings, designs or use of other media informs their actions to make design improvements. 	<ul style="list-style-type: none"> Use various drawing and designing techniques to record observations in sketchbooks and other media. Demonstrate they can independently plan and model ideas and intentions in painting using their imagination to sequentially explore ideas, thinking visually and creatively. Experiment with colour theory to communicate intentions whilst observing, mixing and blending subtle colour palettes observed in sources with control. Explore design processes through distortion, exaggeration and manipulation for purpose. Tone is sensitively rendered and applied to enhance the sense of depth, considering a light source and the direction of light source, demonstrating an understanding of back shading and positive & negative space to show depth. 	<ul style="list-style-type: none"> Create with independence, understanding of the visual elements and study of artists to inform own work. Use composition, design principles and vantage point, to create images that illustrate the real world. Create imaginative, personal, and original responses that communicate meaning using a broad range of media.

Topic	Time of Year	Lower Attainer Expectations	Middle Attainer Expectations	Higher Attainer Expectations
Create	End of Year	<ul style="list-style-type: none"> Further develop accuracy, depth and realism when drawing from primary and secondary sources with a particular emphasis on layering and depth. Further show their ability to demonstrate tonal variation through directional shading & back shading using seamless blending techniques to show realism. 	<ul style="list-style-type: none"> Explore design processes through distortion, exaggeration and manipulation for purpose. They must demonstrate how their research and investigation of artists, designers and other sources has led to several different versions of an idea and how this has resulted in improvements to the proposed outcome. Demonstrate an ability to take creative risks with media, techniques, processes and design ideas. 	<ul style="list-style-type: none"> Effectively and skilfully control the use of a range of drawing and designing techniques when recording observations in sketchbooks planning for further investigations of ideas. Develop practical skills by selecting & experimenting using a range of wet and dry materials and techniques to create work which realises their intentions. Experiment, explore, investigate, test, adapt and safely use a variety of materials, processes and techniques, imaginatively, expressively and creatively.
Know	Mid-Year	<ul style="list-style-type: none"> Know about the history of art, craft, and design, including periods, styles and major movements from ancient times up to the present day. 	<ul style="list-style-type: none"> Know colour theory and use this in their work 	<ul style="list-style-type: none"> Know how to sustain an investigative study of an artist/ designer/genre/movement or period to inform personal actions.
Know	End of Year	<ul style="list-style-type: none"> Knowledge of proportion techniques Know how individual experience and cultural contexts shape what artists and designers 	<ul style="list-style-type: none"> Know how to interpret the ideas of artists and designers and why there are different social, cultural political, spiritual, or moral contexts 	<ul style="list-style-type: none"> Know and use their understanding of the creative, media and design industries to inform their creative actions and their awareness of career opportunities.

Topic	Time of Year	Lower Attainer Expectations	Middle Attainer Expectations	Higher Attainer Expectations
Understand	Mid-Year	<ul style="list-style-type: none"> Understand how to construct and work a range of art, craft and design materials in two dimensions exploiting their properties to create work. 	<ul style="list-style-type: none"> Understand how artists use a range of visual elements to communicate meaning and be able to explain this 	<ul style="list-style-type: none"> Articulate how their study of the work of artists and designers has led to improvements in their actions and informed changes to their outcomes. They should exemplify how their explorations in sketchbooks or in other media enable them to design for better quality outcomes. Can purposefully pursue ideas and approaches which inform developing work Provide a reasoned evaluation of purpose and meaning informing personal choices when developing their ideas, creative plans and actions
Understand	End of Year	<ul style="list-style-type: none"> Understand how experience and cultural contexts shape what artists and designers make and use this to critically inform improvements in their own work. 	<ul style="list-style-type: none"> Understand how their research and investigation of artists, designers and other sources has led to several different versions of an idea and how this has resulted in improvements to the proposed outcome. 	<ul style="list-style-type: none"> Purposefully pursue ideas and approaches leading to imaginative, personal, and original responses that communicate meaning using a broad range of media They must sustain an investigative study of an artist/ designer/genre/movement or period to inform personal actions.