

Key Stage 3 Art Progression & Assessment Grid

Yr 7 Aut:	Knowledge	Skills
Teacher Choice: Still Life: Holistic Knowledge and Skills.	Understanding what a still life is and why artists create still-life artwork. • Knowing how artists use still life to explore shape, form, colour, texture and composition. • Understanding the work of historic Still life artists and contemporary still-life artists. • Knowledge of the visual elements: line, shape, form, colour, texture, pattern and tone. • Understanding how light creates highlights, shadows and tonal values. • Understanding composition and how objects can be arranged to create interesting artwork. • Knowledge of colour theory, including primary, secondary, warm and cool colours. • Understanding how texture can be represented in drawing, painting and mixed media. • Knowing key vocabulary such as still life, composition, foreground, background, tone, texture, form, proportion and contrast. • Understanding how different media can be used to create different effects. • Understanding how artists develop ideas from sketches to finished outcomes. • Understanding how to evaluate artwork and identify strengths and areas for improvement	• Observational drawing from real objects. • Looking carefully at details and recording what is seen accurately. • Drawing basic shapes and developing them into detailed objects. • Using line to create accurate outlines and details. • Shading to create tone, form and depth. • Using tonal techniques such as blending, hatching and cross-hatching. • Mixing and applying colour effectively. • Creating the illusion of texture through mark-making and colour. • Measuring proportions and comparing the sizes of objects. • Experimenting with a range of materials such as pencil, paint, ink, coloured pencil and collage. • Developing and refining ideas through sketches and trials. • Evaluating and improving work using art vocabulary and feedback
Strong	Pupils' ideas are developed with sophisticated reference to contextual sources with evidence of perceptive investigation Excellent ability to reflect upon work and its progress Understanding of visual language is perceptive and sophisticated	Pupils are in command of their practical work. Pupils critically engage with their own and others' work using their understanding to extend their thinking with sophistication and maturity. They use a variety of strategies to develop ideas that are personal, original and imaginative. They use materials and processes with maturity. They extend their ideas and sustain their investigations. They communicate their own ideas with clarity, maturity and

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		sophistication.
Confident	Pupils' ideas are developed with well-informed reference to contextual sources. Evidence of effective investigation. Well informed critical understanding of sources.	Pupils are confident in their work, recognising and using a variety of strategies to develop ideas that are personal, original and imaginative. They handle tools and materials with confidence and skill. They observe with accuracy and skill. They express themselves with imagination and some flair. They can make well-informed judgements within practical, written or verbal work.
Developing	Pupils' ideas are developed with competent reference to contextual sources. Evidence of informed investigation Competent ability to reflect upon work and its progress Understanding of visual language is competent	Pupils handle tools and materials with growing confidence and control. They observe with some accuracy. They express themselves with a degree of imagination. They can make considered judgements within practical, written or verbal work.
Emerging	Pupils' ideas are developed with basic reference to contextual sources. Evidence of some relevant investigation Basic ability to reflect upon work and its progress. Understanding of visual language is basic and used with emerging knowledge.	Pupils currently handle tools and materials with emerging skill. They currently observe with limited accuracy. They currently may express themselves with basic and superficial imagination. They currently may have some difficulties making judgements within practical, written or verbal work. Additionally, some elements of their work <i>may be</i> inadequate or missing. The work may provide a personal response with an undefined realisation of intentions