

Key Stage 3 Art Progression & Assessment Grid

Yr 8 Aut:	Knowledge	Skills
Fantastic and Strange: Holistic Knowledge and Skills.	• Understanding the theme of Fantastic and Strange and how artists use imagination, fantasy and surreal ideas to create unusual artwork. • Knowing how artists and designers create imaginary worlds, creatures and characters. • Understanding the work of artists such as Salvador Dalí, René Magritte, Hieronymus Bosch, Tim Burton and contemporary fantasy illustrators. • Knowledge of the visual elements: line, shape, form, colour, texture, pattern and tone. • Understanding the principles of design: balance, contrast, emphasis, movement, rhythm and unity. • Understanding how surrealism and fantasy art challenge reality and create visual interest. • Knowledge of colour theory, including complementary colours, warm and cool colours and expressive colour choices. • Understanding how symbolism can communicate ideas, emotions and stories. • Knowing key vocabulary such as surrealism, fantasy, symbolism, distortion, composition, texture, contrast and atmosphere. • Understanding how artists use scale, proportion and distortion to make artworks appear strange or unusual. • Understanding how artists develop ideas from research and experimentation into final outcomes. • Understanding how to evaluate artwork and explain artistic choices using appropriate vocabulary.	Generating creative ideas through mind maps, mood boards and sketches. • Drawing from imagination and combining ideas from different sources. • Developing observational drawings into imaginative designs. • Using tone and shading to create form, depth and atmosphere. • Experimenting with colour to create mood and dramatic effects. • Creating original fantasy characters, creatures or environments. • Combining and transforming images through collage and mixed media. • Exploring a range of materials including pencil, paint, ink, collage and digital media. • Using composition effectively to guide the viewer's eye. • Manipulating scale and proportion to create imaginative outcomes. • Refining and developing ideas through experimentation and annotation. • Evaluating, reflecting on and improving work using feedback and self-assessment.
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

Key Stage 3 Art Progression & Assessment Grid

		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 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 <u>may be</u> inadequate or missing. The work may provide a personal response with an undefined realisation of intentions