

Yr 9 Aut:	Knowledge	Skills
Flora and Fauna (poss visit to NMA): Holistic Knowledge and Skills.	Understanding the theme of Flora and Fauna and how artists are inspired by plants, flowers, animals and the natural world. • Knowing the difference between flora (plant life) and fauna (animal life). • Understanding how artists use nature as inspiration for art, design, textiles and illustration. • Understanding the work of artists who use F&F • Knowledge of the visual elements: line, shape, form, colour, texture, pattern and tone. • Understanding how colour is used in nature for camouflage, warning signals and attraction. • Understanding composition and how natural forms can be arranged effectively within an artwork. • Knowledge of colour theory, including primary, secondary, complementary, warm and cool colours. • Understanding how pattern occurs naturally in flowers, leaves, feathers, scales and animal markings. • Knowing key vocabulary such as flora, fauna, biodiversity, composition, texture, pattern, contrast, tone and organic shape. • Understanding how artists and designers communicate environmental and conservation messages through art. • Understanding how different materials and techniques can be used to represent the natural world. • Understanding the importance of biodiversity and ecosystems as sources of artistic inspiration. • Understanding how artists evaluate and improve their work.	Observational drawing from plants, flowers, insects and animals. • Recording fine details, patterns and textures through drawing. • Developing accurate proportions and shapes when drawing natural forms. • Using line, tone and shading to create form and depth. • Experimenting with colour mixing and blending techniques. • Creating detailed studies of plants and animals using a variety of media. • Using composition to create balance and visual interest. • Exploring texture through mark-making, paint and mixed media techniques. • Producing repeat patterns inspired by natural forms. • Researching and analysing artists linked to nature and wildlife. • Developing ideas through sketchbook work, annotations and experimentation. • Using a range of materials such as pencil, coloured pencil, paint, ink, collage and digital media. • Refining and presenting a final outcome inspired by flora and fauna. • Evaluating, reflecting on and improving artwork using subject-specific 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.

Key Stage 3 Art Progression & Assessment Grid

		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 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