

Key learning steps- Life without levels

Subject: Art				
Year	Step	Key Learning Outcomes	Skills developed	End of year /unit exam topic/s
Beginning of Year 7		Baseline no prior knowledge expected non-core subject.		
Over the course of Year 7 Pupils will learn fundamental skills in Art that build a strong technical foundation. Pupils will study the use of colour and the colour wheel, observational drawing and abstraction techniques.				
End of Year 7	Step 1	<p>Grade 1 pupils should be able to draw basic shapes and recognisable objects. They should know the colour wheel.</p> <p>Grade 2 pupils should be able to draw basic shapes and recognisable objects with some detail roughly in proportion. They should know the colour wheel and what complimentary / harmonious colours are. Pupils can begin to describe artwork.</p> <p>Grade 3 pupils should be able to draw in some detail in proportion and begin to understand how to use tone. They should know the colour wheel and what complimentary / harmonious colours are and how to use them. Pupils can begin to describe artwork in detail.</p>	<p>At Grade 1 pupils should clearly show:</p> <ul style="list-style-type: none"> • Minimal ability to develop ideas through investigations. • Minimal ability to demonstrate critical understanding of sources. • Minimal ability to refine ideas. • Minimal ability to select and experiment with appropriate media, materials, techniques and processes. • Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. • Minimal ability to present a personal and meaningful response and realise intentions. • Minimal ability to demonstrate understanding of visual language. <p>At Grade 2 pupils should just show:</p> <ul style="list-style-type: none"> • Some ability to develop ideas through purposeful investigations. • Some ability to demonstrate critical understanding of sources. • Some ability to refine ideas. • Some ability to select and experiment with appropriate media, materials, techniques and processes. • Some ability to refine ideas. 	<p>Projects are assessed throughout the unit with each task focussing on an assessment objective to build a holistic picture of progress.</p>

		<p>Grade 4 pupils should be able to draw in detail in proportion and begin to understand how to use tone using highlights and lowlights to create emphasis. They should know the colour wheel and what complimentary / harmonious colours are and how to use them. Pupils can begin to describe artwork in detail giving detailed answers about meaning.</p>	<ul style="list-style-type: none"> • Some ability to select and experiment with appropriate media, materials, techniques and processes. • Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. <p>At Grade 3 pupils should convincingly show:</p> <ul style="list-style-type: none"> • Some ability to develop ideas through purposeful investigations. • Some ability to demonstrate critical understanding of sources. • Some ability to refine ideas. • Some ability to select and experiment with appropriate media, materials, techniques and processes. • Some ability to refine ideas. • Some ability to select and experiment with appropriate media, materials, techniques and processes. • Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. <p>At Grade 4 pupils should clearly show:</p> <ul style="list-style-type: none"> • A moderate ability to effectively develop ideas through purposeful investigations. • A moderate ability to demonstrate critical understanding of sources. • A moderate ability to thoughtfully refine ideas. • A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. • A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. • A moderate ability to competently present a personal and meaningful response and realise intentions. • A moderate ability to demonstrate understanding of visual language. 	
<p>Over the course of year 8 pupils will continue to develop their basic knowledge painting and drawing. They will further explore texture and pattern and be introduced to print making.</p>				

End of Year 8	Step 2	<p>Grade 2 pupils should be able to draw basic shapes and recognisable objects with some detail roughly in proportion. They should know the colour wheel and what complimentary / harmonious colours are. Pupils can begin to describe artwork. Pupils should have some idea about how to show texture in their Art.</p> <p>Grade 3 pupils should be able to draw in some detail in proportion and begin to understand how to use tone. They should know the colour wheel and what complimentary / harmonious colours are and how to use them. Pupils can begin to describe artwork in detail. Pupils should understand how to show texture in their work and how repetition is used to create pattern. Pupils should be able to make a clear print.</p> <p>Grade 4 pupils should be able to draw in detail in proportion and begin to understand how to use tone using highlights and lowlights to create emphasis. They should know the colour wheel and what complimentary / harmonious colours are and how to use them. Pupils can begin to describe artwork in detail giving detailed answers about meaning. Pupils should understand how to show texture skilfully using a range of mark making techniques, in their</p>	<p>At Grade 2 pupils should just show:</p> <ul style="list-style-type: none"> • Some ability to develop ideas through purposeful investigations. • Some ability to demonstrate critical understanding of sources. • Some ability to refine ideas. • Some ability to select and experiment with appropriate media, materials, techniques and processes. • Some ability to refine ideas. • Some ability to select and experiment with appropriate media, materials, techniques and processes. • Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. <p>At Grade 3 pupils should convincingly show:</p> <ul style="list-style-type: none"> • Some ability to develop ideas through purposeful investigations. • Some ability to demonstrate critical understanding of sources. • Some ability to refine ideas. • Some ability to select and experiment with appropriate media, materials, techniques and processes. • Some ability to refine ideas. • Some ability to select and experiment with appropriate media, materials, techniques and processes. • Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. <p>At Grade 4 pupils should clearly show:</p> <ul style="list-style-type: none"> • A moderate ability to effectively develop ideas through purposeful investigations. • A moderate ability to demonstrate critical understanding of sources. • A moderate ability to thoughtfully refine ideas. • A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. 	<p>Projects are assessed throughout the unit with each task focussing on an assessment objective to build a holistic picture of progress.</p>
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		<p>work and how repetition is used to create pattern. Pupils should be able to make a clear print, refining to a high level.</p> <p>Grade 5 pupils should be able to draw in detail, in proportion and understand how to use tone using highlights and lowlights to create emphasis. They should know the colour wheel and what complimentary / harmonious colours are and how to use them. Pupils can begin to describe artwork in detail giving detailed answers about meaning, explaining their own intentions and showing reflection on their own Art. Pupils should understand how to show texture skilfully using a range of mark making techniques and media, in their work and how repetition is used to create pattern, planning for tessellation. Pupils should be able to make a clear print, refining to a high level.</p>	<ul style="list-style-type: none"> • A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. • A moderate ability to competently present a personal and meaningful response and realise intentions. • A moderate ability to demonstrate understanding of visual language. <p>At Grade 5 pupils should adequately show:</p> <ul style="list-style-type: none"> • A consistent ability to effectively develop ideas through purposeful investigations. • A consistent ability to demonstrate critical understanding of sources. • A consistent ability to thoughtfully refine ideas. • A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. • A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. • A consistent ability to competently present a personal and meaningful response and realise intentions. • A consistent ability to demonstrate understanding of visual language. 	
Over the course of year 9 pupils will continue to develop basic skills in preparation for the GCSE. Pupils will work on a variety of projects following the GCSE structure of researching, designing, experimenting, recording and presenting. They will be introduced to new sculpture techniques and develop their knowledge of Art history.				
End of Year 9	Step 3	Grade 3 pupils should be able to draw in some detail in proportion and begin to understand how to use tone. They should know the colour wheel and what complimentary / harmonious colours are and how to use them. Pupils can	<p>At Grade 3 pupils should convincingly show:</p> <ul style="list-style-type: none"> • Some ability to develop ideas through purposeful investigations. • Some ability to demonstrate critical understanding of sources. • Some ability to refine ideas. • Some ability to select and experiment with appropriate media, materials, techniques and processes. 	Projects are assessed throughout the unit

	<p>begin to describe artwork in detail. Pupils should understand how to show texture in their work and have some understanding of how to use a range of mark making techniques and media. Pupils should be able to present an original idea based on stimuli.</p> <p>Grade 4 pupils should be able to draw in detail in proportion and begin to understand how to use tone using highlights and lowlights to create emphasis. They should know the colour wheel and what complimentary / harmonious colours are and how to use them. Pupils can begin to describe artwork in detail giving detailed answers about meaning. Pupils should understand how to skilfully use a range of mark making techniques and media in their work Pupils should be able to present a range of independently developed ideas and solutions to stimuli.</p> <p>Grade 5 pupils should be able to draw in detail, in proportion and understand how to use tone using highlights and lowlights to create emphasis. They should know the colour wheel and what complimentary / harmonious colours are and how to use them. Pupils can begin to describe artwork in detail giving detailed answers about meaning, explaining their own intentions and showing reflection on their own Art. Pupils should understand how to show skilfully use a range of mark making techniques and media in their work. Pupils</p>	<ul style="list-style-type: none"> • Some ability to refine ideas. • Some ability to select and experiment with appropriate media, materials, techniques and processes. • Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. <p>At Grade 4 pupils should clearly show:</p> <ul style="list-style-type: none"> • A moderate ability to effectively develop ideas through purposeful investigations. • A moderate ability to demonstrate critical understanding of sources. • A moderate ability to thoughtfully refine ideas. • A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. • A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. • A moderate ability to competently present a personal and meaningful response and realise intentions. • A moderate ability to demonstrate understanding of visual language. <p>At Grade 5 pupils should adequately show:</p> <ul style="list-style-type: none"> • A consistent ability to effectively develop ideas through purposeful investigations. • A consistent ability to demonstrate critical understanding of sources. • A consistent ability to thoughtfully refine ideas. • A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. • A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. • A consistent ability to competently present a personal and meaningful response and realise intentions. • A consistent ability to demonstrate understanding of visual language. <p>At Grade 6 pupils should convincingly show:</p> <ul style="list-style-type: none"> • A consistent ability to effectively develop ideas through purposeful 	<p>with each task focussing on an assessment objective to build a holistic picture of progress.</p>
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		<p>should be able to present a range of independently developed ideas and solutions to stimuli, explaining what has been successful and what needs improving.</p> <p>Grade 6 pupils should be able to draw in exceptional detail, in proportion and understand how to use tone using highlights and lowlights to create dynamic imagery of a high standard. They should know the colour wheel and what complimentary / harmonious colours are and how to use them, showing a willingness to experiment. Pupils can describe artwork in detail giving detailed answers about meaning, explaining their own intentions and showing reflection on their own Art using a range of specialist language. Pupils should understand how to show skilfully use a range of mark making techniques and media in their work. Pupils should be able to present a range of independently developed ideas and solutions to stimuli, explaining what has been successful and what needs improving, refining work to a logical outcome.</p>	<p>investigations.</p> <ul style="list-style-type: none"> • A consistent ability to demonstrate critical understanding of sources. • A consistent ability to thoughtfully refine ideas. • A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. • A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. • A consistent ability to competently present a personal and meaningful response and realise intentions. • A consistent ability to demonstrate understanding of visual language. 	
<p>Summary of Year 10</p> <p>Pupils begin to develop a body of work that will be submitted as their GCSE portfolio. Pupils will respond to a range of stimuli, independently studying Artists and cultural references before developing their own personalised outcomes on a chosen theme.</p>				
End of Year 10	Step 4	Grade 3 pupils should be able to draw in some detail in proportion and begin to understand how to use tone. They should know the colour wheel and what complimentary / harmonious	<p>At Grade 3 pupils should convincingly show:</p> <ul style="list-style-type: none"> • Some ability to develop ideas through purposeful investigations. • Some ability to demonstrate critical understanding of sources. • Some ability to refine ideas. 	Projects are assessed throughout

	<p>colours are and how to use them. Pupils can begin to describe artwork in detail. Pupils should understand how to show texture in their work and have some understanding of how to use a range of mark making techniques and media. Pupils should be able to present an original idea based on stimuli.</p> <p>Grade 4 pupils should be able to draw in detail in proportion and begin to understand how to use tone using highlights and lowlights to create emphasis. They should know the colour wheel and what complimentary / harmonious colours are and how to use them. Pupils can begin to describe artwork in detail giving detailed answers about meaning. Pupils should understand how to skilfully use a range of mark making techniques and media in their work Pupils should be able to present a range of independently developed ideas and solutions to stimuli.</p> <p>Grade 5 pupils should be able to draw in detail, in proportion and understand how to use tone using highlights and lowlights to create emphasis. They should know the colour wheel and what complimentary / harmonious colours are and how to use them. Pupils can begin to describe artwork in detail giving detailed answers about meaning, explaining their own intentions and showing reflection on their own Art. Pupils should understand how to show skilfully use a range of mark making</p>	<ul style="list-style-type: none"> • Some ability to select and experiment with appropriate media, materials, techniques and processes. • Some ability to refine ideas. • Some ability to select and experiment with appropriate media, materials, techniques and processes. • Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. <p>At Grade 4 pupils should clearly show:</p> <ul style="list-style-type: none"> • A moderate ability to effectively develop ideas through purposeful investigations. • A moderate ability to demonstrate critical understanding of sources. • A moderate ability to thoughtfully refine ideas. • A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. • A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. • A moderate ability to competently present a personal and meaningful response and realise intentions. • A moderate ability to demonstrate understanding of visual language. <p>At Grade 5 pupils should adequately show:</p> <ul style="list-style-type: none"> • A consistent ability to effectively develop ideas through purposeful investigations. • A consistent ability to demonstrate critical understanding of sources. • A consistent ability to thoughtfully refine ideas. • A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. • A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. • A consistent ability to competently present a personal and meaningful response and realise intentions. • A consistent ability to demonstrate understanding of visual language. 	<p>the unit with each task focussing on an assessment objective to build a holistic picture of progress.</p>
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	<p>techniques and media in their work. Pupils should be able to present a range of independently developed ideas and solutions to stimuli, explaining what has been successful and what needs improving.</p> <p>Grade 6 pupils should be able to draw in exceptional detail, in proportion and understand how to use tone using highlights and lowlights to create dynamic imagery of a high standard. They should know the colour wheel and what complimentary / harmonious colours are and how to use them, showing a willingness to experiment. Pupils can describe artwork in detail giving detailed answers about meaning, explaining their own intentions and showing reflection on their own Art using a range of specialist language. Pupils should understand how to show skilfully use a range of mark making techniques and media in their work. Pupils should be able to present a range of independently developed ideas and solutions to stimuli, explaining what has been successful and what needs improving, refining work to a logical outcome.</p> <p>Grade 7 pupils should be able to confidently draw in exceptional detail, in proportion and understand how to use tone using highlights and lowlights to create dynamic imagery of a high standard. They should know the colour wheel and what complimentary / harmonious colours are and how to use them, showing a</p>	<p>At Grade 6 pupils should convincingly show:</p> <ul style="list-style-type: none"> • A consistent ability to effectively develop ideas through purposeful investigations. • A consistent ability to demonstrate critical understanding of sources. • A consistent ability to thoughtfully refine ideas. • A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. • A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. • A consistent ability to competently present a personal and meaningful response and realise intentions. • A consistent ability to demonstrate understanding of visual language. <p>At Grade 7 pupils should adequately show:</p> <ul style="list-style-type: none"> • A highly developed ability to effectively develop ideas through creative and purposeful investigations. • A highly developed ability to demonstrate critical understanding of sources. • A highly developed ability to thoughtfully refine ideas. • A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. • A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. • A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. • A highly developed ability to demonstrate understanding of visual language. <p>At Grade 8 pupils should just show:</p>	
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	<p>willingness to experiment to create interesting use of colour and tertiary colours to create shadows. Pupils can describe artwork in detail giving detailed answers about meaning and intent, explaining their own intentions and showing reflection on their own Art using a range of specialist language. Pupils should be able to draw on a range of historical and cultural sources to develop their own work. Pupils should understand how to skilfully use a range of mark making techniques and media in their work, evaluating and selecting the media most suitable to their intentions. Pupils should be able to demonstrate a wide range of experimentation in a clear and organised manner. Pupils should be able to present a wide range of independently developed, refined and explained ideas and solutions to stimuli, explaining what has been successful and what needs improving, refining work to a logical outcome.</p> <p>Grade 8 pupils should be able to confidently draw in exceptional detail, in proportion and understand how to use tone using highlights and lowlights to create dynamic imagery of a high standard. They should know the colour wheel and what complimentary / harmonious colours are and how to use them, showing a willingness to experiment to create interesting use of colour and tertiary colours to create shadows. Pupils can describe artwork in detail giving detailed answers about meaning and</p>	<ul style="list-style-type: none"> • An exceptional ability to effectively develop ideas through creative and purposeful investigations. • An exceptional ability to engage with and demonstrate critical understanding of sources. • An exceptional ability to thoughtfully refine ideas with discrimination. • An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. • An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. 	
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		<p>intent, explaining their own intentions and showing reflection on their own Art using a range of specialist language. Pupils should be able to draw on a range of historical and cultural sources to develop their own work, independently investigating suitable references, evaluating their worth. Pupils should understand how to skilfully use a range of mark making techniques and media in their work, evaluating and selecting the media most suitable to their intentions having produced extensive investigations. Pupils should be able to demonstrate a wide range of experimentation in a clear and organised manner, annotated to a high critical level using specialist language. Pupils should be able to present a wide range of independently developed, refined and explained ideas and solutions to stimuli, explaining what has been successful and what needs improving, refining work to a logical outcome.</p>		
<p>Summary of Year 11 Pupils continue to develop their coursework portfolio until Christmas holiday. Upon returning to school in January, pupils begin to study for the externally set task.</p>				
End of Year 11	Step 5	<p>Grade 3 pupils should be able to draw in some detail in proportion and begin to understand how to use tone. They should know the colour wheel and what complimentary / harmonious colours are and how to use them. Pupils can begin to describe artwork in detail. Pupils</p>	<p>At Grade 3 pupils should convincingly show:</p> <ul style="list-style-type: none"> • Some ability to develop ideas through purposeful investigations. • Some ability to demonstrate critical understanding of sources. • Some ability to refine ideas. • Some ability to select and experiment with appropriate media, materials, techniques and processes. • Some ability to refine ideas. 	<p>End of year assessment of coursework completed in year 10</p>

	<p>should understand how to show texture in their work and have some understanding of how to use a range of mark making techniques and media. Pupils should be able to present an original idea based on stimuli.</p> <p>Grade 4 pupils should be able to draw in detail in proportion and begin to understand how to use tone using highlights and lowlights to create emphasis. They should know the colour wheel and what complimentary / harmonious colours are and how to use them. Pupils can begin to describe artwork in detail giving detailed answers about meaning. Pupils should understand how to skilfully use a range of mark making techniques and media in their work Pupils should be able to present a range of independently developed ideas and solutions to stimuli.</p> <p>Grade 5 pupils should be able to draw in detail, in proportion and understand how to use tone using highlights and lowlights to create emphasis. They should know the colour wheel and what complimentary / harmonious colours are and how to use them. Pupils can begin to describe artwork in detail giving detailed answers about meaning, explaining their own intentions and showing reflection on their own Art. Pupils should understand how to show skilfully use a range of mark making techniques and media in their work. Pupils should be able to present a range of</p>	<ul style="list-style-type: none"> • Some ability to select and experiment with appropriate media, materials, techniques and processes. • Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. <p>At Grade 4 pupils should clearly show:</p> <ul style="list-style-type: none"> • A moderate ability to effectively develop ideas through purposeful investigations. • A moderate ability to demonstrate critical understanding of sources. • A moderate ability to thoughtfully refine ideas. • A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. • A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. • A moderate ability to competently present a personal and meaningful response and realise intentions. • A moderate ability to demonstrate understanding of visual language. <p>At Grade 5 pupils should adequately show:</p> <ul style="list-style-type: none"> • A consistent ability to effectively develop ideas through purposeful investigations. • A consistent ability to demonstrate critical understanding of sources. • A consistent ability to thoughtfully refine ideas. • A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. • A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. • A consistent ability to competently present a personal and meaningful response and realise intentions. • A consistent ability to demonstrate understanding of visual language. <p>At Grade 6 pupils should convincingly show:</p> <ul style="list-style-type: none"> • A consistent ability to effectively develop ideas through purposeful investigations. 	<p>and year 11, combined with externally set task.</p>
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	<p>independently developed ideas and solutions to stimuli, explaining what has been successful and what needs improving.</p> <p>Grade 6 pupils should be able to draw in exceptional detail, in proportion and understand how to use tone using highlights and lowlights to create dynamic imagery of a high standard. They should know the colour wheel and what complimentary / harmonious colours are and how to use them, showing a willingness to experiment. Pupils can describe artwork in detail giving detailed answers about meaning, explaining their own intentions and showing reflection on their own Art using a range of specialist language. Pupils should understand how to show skilfully use a range of mark making techniques and media in their work. Pupils should be able to present a range of independently developed ideas and solutions to stimuli, explaining what has been successful and what needs improving, refining work to a logical outcome.</p> <p>Grade 7 pupils should be able to confidently draw in exceptional detail, in proportion and understand how to use tone using highlights and lowlights to create dynamic imagery of a high standard. They should know the colour wheel and what complimentary / harmonious colours are and how to use them, showing a willingness to experiment to create interesting use of colour and tertiary colours to create</p>	<ul style="list-style-type: none"> • A consistent ability to demonstrate critical understanding of sources. • A consistent ability to thoughtfully refine ideas. • A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. • A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. • A consistent ability to competently present a personal and meaningful response and realise intentions. • A consistent ability to demonstrate understanding of visual language. <p>At Grade 7 pupils should adequately show:</p> <ul style="list-style-type: none"> • A highly developed ability to effectively develop ideas through creative and purposeful investigations. • A highly developed ability to demonstrate critical understanding of sources. • A highly developed ability to thoughtfully refine ideas. • A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. • A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. • A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. • A highly developed ability to demonstrate understanding of visual language. <p>At Grade 8 pupils should just show:</p> <ul style="list-style-type: none"> • An exceptional ability to effectively develop ideas through creative and purposeful investigations. • An exceptional ability to engage with and demonstrate critical 	
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	<p>shadows. Pupils can describe artwork in detail giving detailed answers about meaning and intent, explaining their own intentions and showing reflection on their own Art using a range of specialist language. Pupils should be able to draw on a range of historical and cultural sources to develop their own work. Pupils should understand how to skilfully use a range of mark making techniques and media in their work, evaluating and selecting the media most suitable to their intentions. Pupils should be able to demonstrate a wide range of experimentation in a clear and organised manner. Pupils should be able to present a wide range of independently developed, refined and explained ideas and solutions to stimuli, explaining what has been successful and what needs improving, refining work to a logical outcome.</p> <p>Grade 8 pupils should be able to confidently draw in exceptional detail, in proportion and understand how to use tone using highlights and lowlights to create dynamic imagery of a high standard. They should know the colour wheel and what complimentary / harmonious colours are and how to use them, showing a willingness to experiment to create interesting use of colour and tertiary colours to create shadows. Pupils can describe artwork in detail giving detailed answers about meaning and intent, explaining their own intentions and showing reflection on their own Art using a</p>	<p>understanding of sources.</p> <ul style="list-style-type: none"> • An exceptional ability to thoughtfully refine ideas with discrimination. • An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. • An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. <p>At Grade 9 pupils should convincingly show:</p> <ul style="list-style-type: none"> • An exceptional ability to effectively develop ideas through creative and purposeful investigations. • An exceptional ability to engage with and demonstrate critical understanding of sources. • An exceptional ability to thoughtfully refine ideas with discrimination. • An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. • An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. 	
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	<p>range of specialist language. Pupils should be able to draw on a range of historical and cultural sources to develop their own work, independently investigating suitable references, evaluating their worth. Pupils should understand how to skilfully use a range of mark making techniques and media in their work, evaluating and selecting the media most suitable to their intentions having produced extensive investigations. Pupils should be able to demonstrate a wide range of experimentation in a clear and organised manner, annotated to a high critical level using specialist language. Pupils should be able to present a wide range of independently developed, refined and explained ideas and solutions to stimuli, explaining what has been successful and what needs improving, refining work to a logical outcome.</p> <p>Grade 9 pupils should be able to confidently draw in exceptional detail, in proportion and understand how to use tone using highlights and lowlights to create dynamic imagery of a high standard, showing care and attention to the tiniest details conveying emotion and stylistic flair. They should know the colour wheel and what complimentary / harmonious colours are and how to use them, showing a willingness to experiment to create interesting use of colour and tertiary colours to create shadows. Pupils should be willing to take creative risks with colour to create exceptional</p>		
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		<p>effects. Pupils can describe artwork in detail giving detailed answers about meaning and intent, examining how effective they believe Artists to have been. Pupils should be able to explain and evaluate their own intentions, which should be evident in final outcomes. Pupils should be able to draw on a range of historical and cultural sources to develop their own work, independently investigating suitable references, evaluating their worth. Pupils should understand how to skilfully use a range of mark making techniques and media in their work, evaluating and selecting the media most suitable to their intentions having produced extensive investigations. Pupils should be able to demonstrate a wide range of experimentation in a clear and organised manner, annotated to a high critical level using specialist language. Pupils should be able to present a wide range of independently developed, refined and explained ideas and solutions to stimuli, explaining what has been successful and what needs improving, refining work to a high quality logical outcome.</p>		
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