

Art KS3 Assessment Framework - Flora & Fauna

	Beginning	Working Towards	Expected	Exceeding	Excelling
	Grade 1	Grade 2-3	Grade 4-5	Grade 6-7	Grade 8-9
Research & Analyse*	<p>I can:</p> <p>I can describe art works</p>	<p>I can:</p> <p>I can describe art works</p> <p>I can respond to art works</p>	<p>I can:</p> <p>I can research art works</p> <p>I can respond to art works with simple written and visual language</p>	<p>I can:</p> <p>I can research a range of art works showing a growing understanding of ideas and purpose.</p> <p>I can respond to art works and make some connections to my own work</p>	<p>I can:</p> <p>I can research a range of art works showing a confident understanding of artists and art works. I often make thoughtful observations</p> <p>I can respond to art works and making considered connections to my own work.</p>

*** This can include:**

Research online

Research in books/magazines

Research in video/film

Learning conversations (peer to peer/teacher/group)

Visits to galleries/museums or sites of interest

Written analysis

Visual analysis

Creating your own art work

Art KS3 Assessment Framework - Flora & Fauna

	Beginning	Working Towards	Expected	Exceeding	Excelling
	Grade 1	Grade 2-3	Grade 4-5	Grade 6-7	Grade 8-9
Experiment & Refine*	<p>I can:</p> <p>I can experiment and explore techniques and materials</p> <p>I can use tools and equipment to create</p> <p>I can describe what I like in my work</p>	<p>I can:</p> <p>I am willing to experiment and explore a range of materials and techniques</p> <p>I demonstrate some control in my making</p> <p>I can describe what went well and how I could develop my work</p>	<p>I can:</p> <p>I am curious and willing and to experiment and explore a range of materials and techniques</p> <p>I demonstrate growing control in my making</p> <p>I can describe what went well and how I could develop and refine my work</p>	<p>I can:</p> <p>I am curious and able to experiment and explore a range of materials and techniques with growing confidence</p> <p>I demonstrate consistent skill and control in my making</p> <p>I can describe what went well and how I could develop and refine my work to make improvements</p>	<p>I can:</p> <p>I am curious and able to experiment and explore a range of materials and techniques with confidence and some independence</p> <p>I demonstrate confident skill and control in my making</p> <p>I can describe what went well and how I could develop and refine my work to make improvements.</p> <p>I am resilient when facing technical challenges</p>

*** In painting & printmaking this can include:**

Drawing: pencil/charcoal/pen/ink

Painting: watercolour/acrylic/oil

Print making: lino/mono/etching

In photography this can include:

photograms / chemigrams/photoshoots(film/digital)/digital edits/animation/cyanotype/collage & montage

In ceramics this can include:

Slab construction: surface imprinting/slip casting/ coiling/hand throwing/

Surface decoration: slip/glazes/under glazes/stencilling/sgraffito

Art KS3 Assessment Framework - Flora & Fauna

	Beginning	Working Towards	Expected	Exceeding	Excelling
	Grade 1	Grade 2-3	Grade 4-5	Grade 6-7	Grade 8-9
Record & Develop*	<p>I can:</p> <p>I can present images for my project in my sketchbook</p> <p>I can make observations in my sketchbook.</p>	<p>I can:</p> <p>I can collect images for my project.</p> <p>I can record observations</p>	<p>I can:</p> <p>I can collect images from a few sources.</p> <p>I can record observations in at least two different ways. Visually and in writing</p>	<p>I can:</p> <p>I can collect images from a range of sources.</p> <p>I can record observations with confidence in at least three different ways. I can use visual and written language to describe my ideas and process.</p>	<p>I can:</p> <p>I can select images from a range of sources that link to my project theme</p> <p>I can record observations with confidence in at least three different ways. I can use visual and written language to describe and reflect on my ideas and process.</p>

*** This can include:**

Primary source drawing: people/places/objects

Secondary source drawing: from books/magazines/online images

Photography

Scans

Annotation: comments and reflections on your ideas and process

Art KS3 Assessment Framework - Flora & Fauna

	Beginning	Working Towards	Expected	Exceeding	Excelling
	Grade 1	Grade 2-3	Grade 4-5	Grade 6-7	Grade 8-9
Resolve & Present*	<p>I can:</p> <p>I can use ideas from lesson resources to create an outcome.</p>	<p>I can:</p> <p>I can use ideas from lesson resources to create an outcome.</p> <p>My work demonstrates some skill and understanding of visual language.</p>	<p>I can:</p> <p>I can use ideas from my project sketchbook to create an outcome.</p> <p>My work demonstrates some technical skill and understanding of visual language.</p>	<p>I can:</p> <p>I can combine ideas from my project sketchbook to create a personal outcome.</p> <p>My work demonstrates growing technical skill and understanding of visual language.</p> <p>My project journey includes some personal elements</p>	<p>I can:</p> <p>I can combine ideas from my project sketchbook to create a personal outcome. My process is increasingly independent</p> <p>My work demonstrates resilience and confident technical skill. I have a good understanding of visual language.</p> <p>My project journey is personal to me.</p>

*** This can include:**

This final phase of the project will result in the creation of an outcome for the Bridging Exhibition.

The project sketchbook is used to develop this outcome using the techniques taught (2D/3D or Photographic)