

Key Stage 3 – Year 7: Establishing a baseline and ensuring rapid progress

	Yr 7 : Below the expectation	Yr 7 : Meeting the expectation	Yr 7 : Exceeding the expectation
Progress Objectives	On Entry, Students should at least be able to:	By the end of Yr 7 students should be able to:	By the end of Yr 7 students may also be able to:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	<ol style="list-style-type: none"> 1. <i>spontaneously create imaginative responses and representations of the real world, remaining flexible to adapt and change artistic elements to express a specific meaning or idea;</i> 2. <i>carefully use a basic range of fine and broad drawing materials and techniques to record with some accuracy of line, shape, tone, colour, scale and proportion from observation and imagination;</i> 3. <i>gather and assemble suitable information and visual resources to inform their designing for a purpose;</i> 4. <i>work purposefully in response to a visual or tactile stimulus incorporating ideas from their study of artists, designers and the products of other cultures.</i> 	<ol style="list-style-type: none"> 5. <i>complete design studies for 2D, 3D and craft outcomes, including research, observed studies, and visualisations;</i> 6. <i>explore a sequence of design steps to develop and improve ideas using thumbnail studies, annotation, multi-views, different compositions, maquettes or prototypes;</i> 7. <i>use a camera, varied drawing approaches, collage and digital media to record from life and secondary sources to inform and develop imaginative ideas for their work;</i> 8. <i>control their selection and interpretations of elements from the study of artists, designers, architects and other cultures to creatively inform their individual designs and planning for a proposed outcome.</i> 	<ol style="list-style-type: none"> 9. <i>playfully engage in open ended research experimenting with drawing and design techniques to produce more expressive designs;</i> 10. <i>thoughtfully select from the drawing and designing media used throughout Year 7 to exploit the qualities of the media and systematically improve design studies for a purpose or in response to a design brief;</i> 11. <i>independently select and exploit expressive characteristics of the visual elements when designing;</i> 12. <i>confidently analyse and select characteristics from their study of visual art, artefacts, cultural and digital media which they can design into new ideas.</i>
Making <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> 13. <i>independently select, pencils, brushes, fine or broad media and tools to effectively control a range of materials and techniques when creating their work;</i> 14. <i>work spontaneously with drawing, painting and modelling materials experimenting with line, shape, tone, colour, texture, form and space;</i> 15. <i>work responsibly with an awareness of personal safety and thoughtful respect when using materials, tools and equipment and moving around the studios;</i> 16. <i>respond directly and spontaneously to artists and designers studied, enthusiastically and creatively exploring materials, processes and techniques.</i> 	<ol style="list-style-type: none"> 17. <i>knowledgeably develop their own practical skills through investigation and experimentation using a range of materials and techniques with increasing control and purpose;</i> 18. <i>carefully explore the characteristics of each of the artistic elements with control to express personal intentions when making painted, printed, constructed and virtual artworks;</i> 19. <i>work safely and as part of a team, with an understanding of process and the actions required to successfully follow each technique to improve and produce good quality outcomes;</i> 20. <i>show how they can respond in a direct and iterative way to any artists and designers studied, making thoughtful use of their sketchbooks to test ideas that inform their making.</i> 	<ol style="list-style-type: none"> 21. <i>confidently extend their practical skills by using their sketchbook, virtual tools and other means to develop personal ideas and playfully explore creative approaches;</i> 22. <i>extend their control of the artistic elements by adding further techniques, modifying scale, developing detail, the quality of finish or presentation;</i> 23. <i>take a role or lead a group when organising complex activities and with attention to detail, avoiding mess and responsibly clearing away after practical activities;</i> 24. <i>thoughtfully select materials and tools to support their additional creative actions in response to artworks they have selected in line with their taste and judgement.</i>
Evaluating <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> 25. <i>describe the different characteristics of art and design and evaluate their qualities;</i> 26. <i>use their previous experience and judgement to identify strengths in the work evaluated and those aspects where things can be improved;</i> 27. <i>select, read about and respond to suitable art works on the web, in books and other sources, making a personal interpretation in spoken and written forms.</i> 	<ol style="list-style-type: none"> 28. <i>evaluate and express an opinion about the visual images, artists' and students' work being investigated using descriptive and critical language when speaking and writing;</i> 29. <i>provide honest assessment and purposeful feedback to their peers describing strengths and possible next steps;</i> 30. <i>use the specialist language of discourse to express views and interpretations, drawing on their understanding of the creative works they study using spoken and written forms.</i> 	<ol style="list-style-type: none"> 31. <i>understand and explain how different types of art and design convey interpretations of mood and meaning;</i> 32. <i>carefully evaluate their own work and that of others against success criteria to identify how they can take actions to strengthen their work;</i> 33. <i>use subject appropriate critical and technical language to express ideas gathered through research and personal interpretation.</i>
	By the end of Yr 7 students should at least know:	By the end of Yr 7 students should know:	By the end of Yr 7 students might also know:
Knowledge <i>Knowledge about art processes and context</i>	<ol style="list-style-type: none"> 34. <i>how to recognise and name different art forms including types of painting, craft, sculpture, design and architecture, photography and digital media;</i> 35. <i>that particular kinds of marks can be made with different materials or controlled using suitable tools;</i> 36. <i>how to research the work of artists, craftspeople and designers, selecting important visual and text based information to help them in their own creative work.</i> 	<ol style="list-style-type: none"> 37. <i>about the codes and conventions that define the different creative forms in art, craft and design so they can research, plan and develop several interpretations and designs;</i> 38. <i>how to apply their experience of drawing, painting, printing, tactile and constructed processes/techniques, selecting suitable tools to enable them to design and make art works;</i> 39. <i>when and how to look at the works of artists studied to help them resolve creative problems to inform their own work.</i> 	<ol style="list-style-type: none"> 40. <i>about the ways in which signs and symbols are designed or used by artists in their work to convey messages;</i> 41. <i>that particular painting, craft and construction tools can be used to exploit and control the properties and surface characteristics of materials to convey meaning;</i> 42. <i>how particular periods, genres, styles or aspects of design contain visual and expressive characteristics that convey meaning in ways which can be appropriated in their work.</i>
Assessment:	(C) Emerging or Developing	(B) Secure or Meeting the expectation for the year	(A) Confident or Exceeding the expectation for the year