

## Key Stage 3 – Year 8

By the end of:	Yr. 8 : Below the expectation	Yr. 8 : Meeting the expectation	Yr 8: Exceeding the expectation
<b>Progress Objectives</b>	<b>Students should be able to:</b>	<b>By the end of Yr 8 students should be able to:</b>	<b>By the end of Yr 8 students may also be able to:</b>
<b>Generating Ideas</b> <i>Skills of Designing &amp; Developing Ideas</i>	<ol style="list-style-type: none"> <li>work with purpose responding to stimulus to design ideas and intentions in 2D and 3D clearly taking creative actions to developing their ideas;</li> <li>use a sketchbook for different purposes, including recording observations, planning and ordering ideas;</li> <li>show how they can draw and design to plan and make works in a variety of scales and to exploit the qualities and characteristics of different materials;</li> <li>show how their study of the work of artists and designers has informed their actions to improve their outcome.</li> </ol>	<ol style="list-style-type: none"> <li>Effectively use web and book based research to inform their experience of how artists develop ideas to create outcomes in two and three dimensions to realise creative intentions;</li> <li>improve accuracy when recording from observation, memory and imagination in sketchbooks, journals and other media to develop their ideas towards an outcome;</li> <li>develop their ideas and plan intentions following a sequence of design steps evidenced with e.g. thumbnail studies, annotation, multiple views, compositions and maquettes;</li> <li>explain or show how their individual selection of an artist, designer or craftsman to study, informs their personal actions to realise creative intentions.</li> </ol>	<ol style="list-style-type: none"> <li>engage in purposeful and open ended research to inform, experimentation and investigation leading to the development of ideas in the pursuit of particular creative intentions;</li> <li>achieve proficiency in the use of virtual and paper based drawing and design approaches (including collage, multi-media tools) to perceive, communicate and invent;</li> <li>exploit the characteristics of design to review, modify, evolve and improve designs through several stages;</li> <li>demonstrate how their study of visual, written and multimedia outcomes, inform their design development or investigations and extends their creative intentions.</li> </ol>
<b>Making</b> <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> <li>develop their making skills by exploring and investigating the properties of a range materials in two and three dimensions to create work which realises their intentions;</li> <li>experiment with ways in which they can express line, shape, tone, colour, texture, form, space and explore compositions when using a variety of 2D and 3D media and processes;</li> <li>sustain concentration working safely with control when using different tools and exploring materials for a purpose;</li> <li>apply technical understanding gained through the study of artists, craftspeople and designers to interpret and inform creative actions.</li> </ol>	<ol style="list-style-type: none"> <li>independently improve their practical skills or understanding of the qualities of different materials and processes as they purposefully investigate and experiment for a purpose;</li> <li>successfully explore the expressive characteristics of different media, processes and techniques, in order to express personal ideas, communicate meaning and intentions;</li> <li>work safely and effectively to improve their skills with various tools to explore the characteristics of different 2D and 3D media when making work about social issues;</li> <li>create imaginative responses and representations of the real world in response to their study of artists, craftspeople and designers, remaining flexible to adapt and change the characteristics for a specific meaning.</li> </ol>	<ol style="list-style-type: none"> <li>confidently investigate and exploit the potential of new and unfamiliar materials, engaging in purposeful and open ended experimentation in which their ideas and purposes are clearly apparent;</li> <li>extend their practical and technical skills informed by their investigation of the descriptive and expressive qualities of line, shape, mark and texture using various materials;</li> <li>work confidently to improve their understanding of the properties of different materials and how they can be manipulated to communicate specific meaning;</li> <li>Exploit the unique characteristics of the work of the artists, designers or architects studied, in order to inform creative actions and the selection of processes and techniques.</li> </ol>
<b>Evaluating</b> <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> <li>respond to the creative outcomes of others with an open mind, expressing a preference and personal interpretation;</li> <li>explain the purpose and intentions informing their work and respond to teacher's guidance on strengths and aspects for development that will lead to improvement;</li> <li>show that they can use their research on artists and designers to inform their creative decisions.</li> </ol>	<ol style="list-style-type: none"> <li>evaluate their own work, adapting and refining choices and actions, applying their understanding of different forms of art to improve and realise their own creative intentions;</li> <li>discuss different aspects of their own and other's work, explaining how they refine their ideas, skills and methods, applying what they learn to improve their own outcomes;</li> <li>compare, analyse and describe different ideas and approaches used by artists and designers, recognising the influence of contexts, cultures and times on their work.</li> </ol>	<ol style="list-style-type: none"> <li>extend their research to identify new and innovative creative practice that challenges their thinking about what art is and can be e.g. graffiti or installation;</li> <li>describe how their interpretations of art, craft and design from different periods and times have informed their own actions to improve;</li> <li>express their own opinions through their evaluations of several artists, how their work is a product of their culture, time or place.</li> </ol>
	<b>By the end of Yr 8 students should at least know:</b>	<b>By the end of Yr 8 students should know:</b>	<b>By the beginning of Yr 8 students might also know:</b>
<b>Knowledge</b> <i>Knowledge about art processes and context</i>	<ol style="list-style-type: none"> <li>the difference between drawing, collage, painting, print and something constructed, modelled or digital;</li> <li>which tools are best/suitable to select for controlling their mark-making, painting and surface decoration;</li> <li>how to select and mix different colours, and apply these colour media to express ideas such as the changes of colour across the seasons or times of day.</li> </ol>	<ol style="list-style-type: none"> <li>how to mix and apply colour so they can convey concepts such as warm and cool, or express meanings and emotions;</li> <li>use their understanding of dry and wet techniques, colour theory, structure and surface qualities to create and communicate moods and meaning using suitable tools;</li> <li>how to interpret and respond to different creative forms from diverse historical periods, cultures and times e.g. artists, craftspeople, designers, architects, digital, photographic and graphic media artists.</li> </ol>	<ol style="list-style-type: none"> <li>that colour, surface, form, mark and techniques used by creative practitioners convey emotions and subtle moods</li> <li>how to exploit the appearance of modelled and painted surface characteristics including wet, dry, or wet on wet techniques, applying knowledge of colour or 3D media techniques to express an intention;</li> <li>how individual experience and cultural contexts shape what artists and designers make, using this to critically inform improvements in their own work.</li> </ol>
<b>Assessment:</b>	<b>(C) Emerging or Developing</b>	<b>(B) Secure or Meeting the expectation for the year</b>	<b>(A) Confident or Exceeding the expectation for the year</b>