

Key Stage 3 – Year 9 : Becoming GCSE Ready

| By the end of: | Yr 9 : Below the expectation | Yr 9 : Meeting the expectation | Yr 9: Exceeding the expectation |
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| Progress Objectives | Students should be able to: | By the end of Yr 9 students should be able to: | By the end of Yr 9 students may also be able to: |
| Generating Ideas <i>Skills of Designing & Developing Ideas</i> | <ol style="list-style-type: none"> complete plans with guidance that express their ideas and intentions in 2D and 3D (including photography, digital processes and 3D modelling/maquettes), showing the steps taken in visually developing ideas with a clear purpose; use various drawing and designing techniques to record observations in sketchbooks and other media as they develop their designs towards an outcome; show how their drawings, designs or use of other media informs their actions to make design improvements when planning their outcomes; explain how their study of the work of artists and designers has led to improvements in their actions and informed changes to their outcomes. | <ol style="list-style-type: none"> independently plan and model ideas and intentions in 2D and 3D (including photography, digital processes and 3D modelling/maquettes), using their imagination to sequentially explore ideas, thinking visually and creatively; effectively control the use of a range of drawing and designing techniques when recording several observations in sketchbooks, journals and other media as they plan for further investigations of ideas working towards an outcome; exemplify how their explorations in sketchbooks or in other media enable them to design for better quality outcomes; demonstrate how their research and investigation of diverse artists, designers and other sources has led to several different versions of an idea and how creative decisions have resulted in improvements to the proposed outcome. | <ol style="list-style-type: none"> purposefully pursue ideas and approaches leading to imaginative, personal and original responses that communicate meaning using a broad range of media; confidently take creative risks with drawing, designing and investigative techniques when recording observations and studies in sketchbooks, journals and other media, as they work towards an outcome; visually exploit the differences between drawing and design, using both approaches to develop personal ideas and thoroughly explore creative options; sustain an investigative study of an artist, designer, craftsman, genre, movement or period to inform personal actions to exploit the creative characteristics of the work studied. |
| Making <i>Skills of Making Art, Craft and Design</i> | <ol style="list-style-type: none"> develop their own practical skills by selecting, experimenting and using a range of materials and techniques to create work which realises their intentions; work with some independence, understanding of the artistic elements and study of artists work to inform the way they use materials as they create outcomes; improve their thoughtful selection and safe handling of different materials when drawing, painting, using 3D or tactile media and digital outcomes; use simple perspective to create images that illustrate the real world, solid form and space. | <ol style="list-style-type: none"> understand how to cut, shape, mould, cast, construct and work a range of art, craft and design materials in two and three dimensions exploiting their properties to create work; demonstrate a confident and sensitive understanding of the of the artists studied with control of the artistic elements in the creation of effective and successful outcomes; work effectively and improve their proficiency in the safe handling of different materials when drawing, painting, using 3D and tactile media, lens or light based outcomes; understand and apply principles of perspective to create images that effectively represent the real world and visually illustrate their ideas. | <ol style="list-style-type: none"> experiment, explore, investigate, test, adapt and safely use a variety of materials, processes and techniques, imaginatively, expressively and creatively; refine the technical, creative and expressive skills informed by their study of artists and cultures to exploit the qualities of materials using all the artistic elements; take creative risks as they exploit the properties of 2D, 3D and tactile media, lens or light based media when developing ideas to realise their creative intentions; confidently apply principles of 1 and 2 point perspective to create images that represent the real world and use dynamic perspective for dramatic effect. |
| Evaluating <i>Skills of Judgement and Evaluation</i> | <ol style="list-style-type: none"> reflect upon what they like and dislike about their work in order to improve it and explain what they like and what they will do next; evaluate their strengths and development needs to inform the actions that will lead to improvement; show how their understanding of different creative, media and design industries informs their attitude and creative actions. | <ol style="list-style-type: none"> analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications in their work; show perceptive evaluation when reviewing their strengths, development needs and actions leading to improvement; apply their understanding of the scope of the different creative, media and design industries when designing, making and creating. | <ol style="list-style-type: none"> explain and use their understanding of different conventions, codes, genres, styles and traditions to inform their own judgements and strengthen next steps; provide a reasoned evaluation of purpose and meaning informing personal choices when developing their ideas, creative plans and actions; use their understanding of the creative, media and design industries to inform their creative actions and their awareness of career opportunities. |
| | By the end of Yr 9 students should at least know: | By the end of Yr 9 students should know: | By the end of Yr 9 students might also know: |
| Knowledge <i>Knowledge about art processes and context</i> | <ol style="list-style-type: none"> about the differences between art, craft, design and architecture, with some understanding of historical purpose; about and describe how they have interpreted and used the work of some artists, craftspeople, architects and designers to inform their actions; how to apply their technical knowledge of materials and processes to select and improve their control of techniques and practices. | <ol style="list-style-type: none"> about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day; how to explore the techniques used by major contemporary or historic artists, craftspeople and designers, as well as other cultures, so as to inform their creative interpretations; how to increase their proficiency in the handling of different materials and purposefully use, the tools and techniques they have chosen to work with. | <ol style="list-style-type: none"> how individual experience and cultural contexts shape what artists and designers make, using this to critically inform improvements in their own work; how to interpret the ideas of artists and designers from other cultures and why there are different social, cultural political, spiritual or moral contexts; how to apply their technical and expressive knowledge of the properties and characteristics of materials and processes to select techniques and control outcomes. |
| Assessment: | (C) Emerging or Developing | (B) Secure or Meeting the expectation for the year | (A) Confident or Exceeding the expectation for the year |