YEAR 9 ART ASSESSMENT - BRONZE

Throughout Year 9 students develop 4 key artistic skills:
(1) Understanding artists/ cultures
(2) Experimenting with materials
(3)Observations- drawing / Photography
(4) Outcomes and Evaluations.
Students are taught the same topics and the skills are interwoven throughout lessons. There is, however, a particular focus on one or two skills per term, as identified below.
Students are given a skills grid at the start of the academic year as a working document that is consulted after each assessment to show students how to progress in each skill
https://drive.google.com/drive/folders/1R_Jz8ofYhJuphQLDCP5mrkl0Nsd07Pnn

Overview	Knowledge: What will they Learn?	Skills: Understanding - what will they be able do?	Literacy - Key Terminology	Assessment
Autumn Term	• What is a primary/ secondary source in relation to an observational drawing? • What is the difference between 2D and 3D? • How to transform 2D drawings into 3D using tone. • How to independently research and source information, particularly artist research. • How to draw and note how my work has progressed. • How to apply colour using my knowledge of colour theory. • How to explore the theme of ' the modern world' as an art	• I can successfully analyse and evaluate artworks as well as giving an informed opinion that shows understanding using artist vocabulary. • I can use **selected elements** from an artist's work within my own piece. • I have the confidence to use mixed media with success. (eg, pen and watercolour, digital art, 3d modelling).	• Primary • Secondary source • 2 Dimensional • 3 Dimensional • Tone/ shading • Numeracy • Experimental • Collage • observation/ draw	Baseline Assessment flower observation (Prior knowledge) theory based test – colour theory (36 marks) tone and textural drawing (9 marks) Analysis/ interpreting an image based on

	foundation, multi disciplinary arts and make links to personal and wider world issues. ● How to create a 3D art piece from recycled materials. ● How to show an artist's influence within my own work.	● I can independently use a range of materials with confidence. ● I can use elements of an artist's work and combine these with my own ideas when designing. ● I can use elements of an artist's work and combine these with my own ideas when designing. ● I can use shape and scale which closely resembles my subject matter. ● I can use a range of tone and blend these effectively (including highlights and shadows). ● I can sometimes draw using proportion well. ● I am able to evaluate my piece of work using basic keywords. ● I can present a personal outcome showing I can use materials with some		prior Year 7/8 (5 marks)

		confidence and understanding. ● I can use paragraphs to evaluate my work, making links to relevant artists. (with writing framework)		
Spring term	● How to experiment with using a range of materials within my work including wire, printmaking and recycled materials. ● How to consider why artists use particular media within their work. ● How to apply my knowledge of scale and the formal elements when drawing a portrait outcome. ● How to understand and explore collage in my work. ● How to create a simple continual line drawing.	● I can use a range of wet/ dry materials appropriately and with growing confidence. ● I can use elements of an artist's work and these combine with my own ideas when designing. ● I can use mixed media with some success. (eg ,pen and watercolour etc). ● I can independently use a range of materials with some confidence. ● I can use elements of an artist's work and combine these with my own ideas when designing. ● I can draw an outline that resembles my subject matter. ● I can use tone, and attempt to use mark-making.	● Recycled/Reclaim ● Sculpture ● Represent ● Develop ● fashion ● Final Piece ● Design ideas	fashion outcome artist research observational drawing/ fashion designs

		• I can write what I see using full sentences using a writing framework. • I can sometimes use shape and scale which closely resembles my subject matter. • I can sometimes use tone effectively to achieve a 3D look. • I can sometimes use mark-making to suggest texture and tone.		
Progress check	What measurable criteria will you use to determine who is Above Expected, Expected, Below Expected? Above Expected: Students will meet all bullet points outlined in the skills descriptor. – Red box/ May meet some in Yellow box Expected: Students will meet most bullet points outlined in the skills descriptor. – Red box Below Expected: Students will meet two or fewer bullet points in the skills descriptor. – Red box Cause for concern: Students produce insufficient work to meet any of the skills descriptors. – May meet some in Red box 1. Understanding Artists / Cultures https://docs.google.com/document/d/1ktlcSEv3kjVzyawqOOkGRTnLbufLX0ne/edit?usp=drive_web&ouid=117853805620838889167&rtpof=true 2. Experimentation with materials https://docs.google.com/document/d/1lvfb0igBJycEyrnpg2T-4_usyOu6xFU1/edit?usp=drive_web&ouid=117853805620838889167&rtpof=true 3. Observations drawing / Photography https://docs.google.com/document/d/1ZmurajinW2pScSi8dXZDk8rBVTlMHzB3/edit?rtpof=true 4. Outcomes and Evaluation https://docs.google.com/document/d/1ktlcSEv3kjVzyawqOOkGRTnLbufLX0ne/edit?usp=drive_web&ouid=117853805620838889167&rtpof=true			

Summer term	• How to create a slogan which expresses my opinions about something which links to my/world Identity. • How to use some techniques to create a basic architectural drawing to explore ideas for a cardboard relief. • How to create a personalised outcome looking at architectural structures. • How to understand how to manipulate a variety of materials/mediums within my work. • How to evaluate and reflect on my work.	• I can present an outcome showing I can use materials with some growing confidence and understanding. • I can show I have considered the use composition. • I can use paragraphs to evaluate my work, using basic keywords using a writing framework. • I can present a personal outcome showing I can use materials with some confidence and some understanding. • I can use paragraphs to evaluate my work, making links to relevant artists using a writing framework.	• Evaluate • Reflect • Social issues • Manipulate • Slogan • Refine • Relief • Raised • architecture/ structure	Mixed media outcomes and evaluation