

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 to do?	Literacy - Key Terminology	Assessment
Autumn Term	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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). 	<ul style="list-style-type: none"> ● Primary ● Secondary source ● 2 Dimensional ● 3 Dimensional ● Tone/ shading ● Numeracy ● Experimental ● Collage ● observation/ draw 	<p>Baseline Assessment flower observation</p> <p>(Prior knowledge) theory based test – colour theory (36 marks) tone and textural drawing (9 marks) Analysis/ interpreting an image based on</p>

	<p>foundation, multi disciplinary arts and make links to personal and wider world issues.</p> <ul style="list-style-type: none"> ● How to create a 3D art piece from recycled materials. ● How to show an artist's influence within my own work. 	<ul style="list-style-type: none"> ● 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 		<p>prior Year 7/8 (5 marks)</p>
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		<p>confidence and understanding.</p> <ul style="list-style-type: none"> ● I can use paragraphs to evaluate my work, making links to relevant artists. (with writing framework) 		
Spring term	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Recycled/Reclaim ● Sculpture ● Represent ● Develop ● fashion ● Final Piece ● Design ideas 	<p>fashion outcome artist research observational drawing/ fashion designs</p>

		<ul style="list-style-type: none"> ● 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	<p>What measurable criteria will you use to determine who is Above Expected, Expected, Below Expected?</p> <p>Above Expected: Students will meet all bullet points outlined in the skills descriptor. – Red box/ May meet some in Yellow box</p> <p>Expected: Students will meet most bullet points outlined in the skills descriptor. – Red box</p> <p>Below Expected: Students will meet two or fewer bullet points in the skills descriptor. – Red box</p> <p>Cause for concern: Students produce insufficient work to meet any of the skills descriptors. – May meet some in Red box</p> <ol style="list-style-type: none"> 1. Understanding Artists / Cultures https://docs.google.com/document/d/1ktlcSEv3kjVzyawqOOkGRTnLbufLX0ne/edit?usp=drive_web&oid=117853805620838889167&rtpof=true 2. Experimentation with materials https://docs.google.com/document/d/1lvfb0igBJycEyrnpg2T-4_usyOu6xFU1/edit?usp=drive_web&oid=117853805620838889167&rtpof=true 3. Observations drawing / Photography https://docs.google.com/document/d/1ZmurajinW2pScSi8dXZDk8rBVTIMHzB3/edit?rtpof=true 4. Outcomes and Evaluation https://docs.google.com/document/d/1ktlcSEv3kjVzyawqOOkGRTnLbufLX0ne/edit?usp=drive_web&oid=117853805620838889167&rtpof=true 			

<p>Summer term</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Evaluate ● Reflect ● Social issues ● Manipulate ● Slogan ● Refine ● Relief ● Raised ● architecture/structure 	<p>Mixed media outcomes and evaluation</p>
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