

YEAR 9 ART ASSESSMENT - GOLD

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 1	• What is a primary and secondary source in relation to an observational drawing? • How to apply the 2D and 3D formal elements to my work effectively. • How to effectively research and select information throughout my work and express my opinion/make links effectively. • How to draw with confidence and reflect/refine my work effectively. • How to transform 2D drawings into 3D using light, weight of line and tone, shape and detail effectively.	• I can show thorough investigation and analyse the work of others using fluent vocabulary. • I can fluently use subject vocabulary in an articulate explanatory way. • I can demonstrate creative links between my own work and the work of others. • I can exploit tonal value to show the contrasts of light & colour in recording form. • I can capture a very accurate likeness when recording showing an understanding of all formal elements.	• Artefact • Source • Primary Evidence • Secondary Evidence • Bias • Interpretation • Value • Reliability • Utility • Compare • Contrast	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 prior Year 7/8 (5 marks)

	• How to look at Art in wider context, researching galleries and exhibitions. • How to render and recap to colour theory and apply colour to my work effectively. • How to explore pattern/print relating to Identity. • How to explore the theme of Identity and make links to wider practice and comment on social/political issues/ current and historical affairs. • How to create a 3D sculpture from recycled materials which links to my Identity effectively. • How to take influences from artists for my own design ideas and develop / apply their style appropriately to my work.	• I can show reliable & fluent skill when using the formal elements within a range of creative applications of media & techniques. • I can draw observations in a realistic way. • I can select a range of different drawing techniques with confidence in an appropriate manner. • I am able to evaluate my piece of work and explain my opinion. • I can state the similarities between my work and the work of others. • I can successfully combine my use of tone and shape with confidence. (Where appropriate) which closely resembles my subject matter. • I am able to evaluate my piece of work and explain my opinion using fluent artistic vocabulary.		
Autumn Term 2	• How to experiment effectively using a range of materials within my work including wire	• I can critique my work & refine the outcomes making	• Feminist • Sexism • Platform	Jennifer Collier research

	manipulation, printmaking and recycled materials. • How to consider why artists use particular media within their work and compare and contrast throughout my work effectively. • How to explore artists who reflect my own Identity and respond effectively. • How to effectively apply my knowledge of drawing and the formal elements to create a refined structured self-portrait outcome based on primary photos. • What are the many uses of cardboard/recycled materials within Art and how to apply these effectively to create a developed response? • How to understand the importance of using recycled, reclaimed and used materials within Art. • How to explore the intricate nature of a variety of artists who use varied media to explore the theme of Identity.	fluent improvements towards my intentions. • I can show that my response is strongly supported by my research, development, exploration & refinement. • I can creatively produce work that shows a very strong sense of focus and create a fluent personal outcome.	• Voice • Activism	
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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. – Green box Expected: Students will meet most bullet points outlined in the skills descriptor. – Blue Box/ may meet some in Green box Below Expected: Students will meet two or fewer bullet points in the skills descriptor. – Blue box/ may meet some in Green box Cause for concern: Students produce insufficient work to meet any of the skills descriptors. – Blue box 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/1UZHtGk9qRMCbX4nP_6biTAz-P9poq7J4/edit			
Spring Term 1	• How to use language and effective vocabulary / knowledge of activist art to consider a slogan which expresses thoughts about a social or political current or historical issue. • How to explore the idea of artist as activist and take inspiration effectively to create an informed response. • How to use a variety of techniques with confidence to create a basis to explore ideas	• I can fluently control my chosen media within my personal outcome with accuracy, attention to detail, depth & finesse. • I can observe & record using proficient skill with very accurate use of the formal elements in most media. • I know the restrictions of materials and can develop my work imaginatively applying appropriate techniques & media with applied ability.	• Gender norms/ roles • Stereotypes • Racism • Homophobia • Discrimination • Prejudice • Stereotype challenging • Male/ female gaze • Culture • Societal norms • Manipulation • Typography • Graphic Design. • Colour way	Mixed media outcomes and evaluation

	for a cardboard sculptural outcome. • How to create a personalised effective outcome exploring the theme of Identity and self. • How to manipulate a variety of materials and apply these effectively. • How to understand Arts place in challenging conventions and reflect on artists who choose to incorporate this into their work. • How to evaluate and reflect on work as it progresses to create an effective evaluation using fluent terminology.	• I can respond individually and produce art work that is independent, creative & refined. • I can show my artwork is imaginatively extended & produced with independence and sustained motivation.		
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