

YEAR 7 ART ASSESSMENT - SILVER

Throughout Year 7 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 source in relation to observational drawing? • What is a secondary source in relation to observational drawing? • What are the 2D formal elements- tone, texture, colour, form and how to apply these? • How to upload work to Google classroom in an appropriate format. • How to respond appropriately to teacher feedback on Google	• I know how to use a sketching pencil to create tone. • I will be able to sketch an outline and attempt to add tone. • I can use mark-making to show different textures. • I can use an outline that resembles the subject matter. • I sometimes use tone effectively to achieve a 3D look.	• Tone • Texture • Highlight • Shadow • Hatching • Cross-hatching • Dotting • Line • Form • Sketch • Two - Dimensional/ Three –Dimensional • Landscape • Portrait	Baseline Assessment flower observation

	Classroom and act on this appropriately.	• I sometimes use mark-making to add texture and tone. • I can write what I see in a few sentences.		
Autumn Term 2	• Colour Theory • How to use Google/ Wikipedia / search engines to research an artist. • How to use a writing framework to help analyse artwork and reflect.	• I can colour mix using primary colours to create secondary colours. • I can state factual information about an artist – selecting 3-4 facts. • I can use a range of wet/dry materials appropriately and with growing confidence. • I use elements of an artwork and combine with my own ideas when designing. • I can write what I see in a few sentences.	• Primary • Secondary • Ratio/ Fraction • Opinion • Reflect • Colour Wheel • Warm • Cool	Colour Theory Test (out of 36 marks) Henry Moore Artist research.
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. – Yellow box/ may meet some in Blue box Expected: Students will meet most bullet points outlined in the skills descriptor. – Yellow box Below Expected: Students will meet two or fewer bullet points in the skills descriptor. – Yellow box Cause for concern: Students produce insufficient work to meet any of the skills descriptors. – Red box/ may meet some in Yellow box Skills being assessed – 3. Observations drawing / photography https://docs.google.com/document/d/1ZmurajinW2pScSi8dXZDk8rBVTIMHzB3/edit?rtpof=true			

	1.Understanding Artists / Cultures https://docs.google.com/document/d/1ktlcSEv3kjVzyawqOOkGRTnLbufLX0ne/edit?usp=drive_web&ouid=117853805620838889167&rtpof=true			
Spring Term 1	• How to respond to artist research appropriately. • How to use a variety of media appropriately. • How to grid up an image appropriately.	• I can use a variety of media knowing the different effects of materials. • I can copy the artist style when designing appropriately. • I know how to appropriately complete an outcome. • I know how to grid up and use scale to draw appropriately.	• Scale • Scaling up • Enlarge/ reduce • Appropriate/suitable	Research Georgia O’Keeffe (artist research and response)
Spring Term 2	• How to respond to artist research appropriately. • How to use a variety of media appropriately. • How to present an outcome appropriately.	• I can use a variety of media knowing the different effects of materials. • I can copy the artist style when designing appropriately. • I know how to appropriately complete an outcome. • I can show I have considered the use of composition. • I can use sentences to evaluate my own work, using appropriate keywords.	• Opinion • Blending • Colour mixing • Composition	A3 Mixed Media Flower Outcome

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Summer Term 1	• How to draw facial proportions accurately. • How to use tone to map facial proportions appropriately.	• I can draw an outline accurately and attempt to add tone appropriately. • I can write what I see in a few sentences and form an opinion.	• Proportion • Scale • Symmetry • Form	Gridded up self-portrait from primary photo.
Summer Term 2	• How to develop a portrait being inspired by an artist appropriately.	• I respond to an artist using similar techniques as the	• Proportion • Scale • Symmetry	Portrait Outcome.

		researched artists appropriately.	Form	
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. – Blue box/ May meet some in Yellow box Expected: Students will meet most bullet points outlined in the skills descriptor. – Yellow box Below Expected: Students will meet two or fewer bullet points in the skills descriptor. – Yellow box Cause for concern: Students produce insufficient work to meet any of the skills descriptors. – Yellow box/ May meet some in Red box Skills being assessed – 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			