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|  **Hampshire Proposed Mastery Curriculum KS3 Art & Design, 2017 I CAN…** |
| **Taxonomies** |  **Yr 7** | **Yr****8** | **Yr****9** | **A1 Develop** Knowledge & Ideas | **A2 Refine** & Experiment | **A3 Record** Observations | **A4 Present** Responses |
| **Blooms**Knowledge | **Developing** |  |  | **identify, differentiate** between and **describe** art styles and artist works**begin to explain** historical, cultural and social contexts. **develop ideas** showing **artist links** and evaluate personal work  | use the **visual elements** to **discover** and **describe** new and unfamiliar materials experiment **showing links** to prior research**COLOUR** **Identify** and use: **primary** & **secondary** colours to show **mood** | create drawingsthat **represent** the objects **observed****TONE s**how 3+ flat tones**LINE** effectively draw outlines**PROPORTION** explain the definition of proportion**PERSPECTIVE** show 3D form eg. use of ellipse**PHOTOGRAPHY** use camera equipment safely to record observations | create artworkthat shows **links to intentions****attempt** to use **some** of the **techniques** and processes explored during earlier stages of investigation |
| **Solo****Unistructural**DefineDrawFindIdentifyLabelMatchName |  |
| **Blooms**Comprehension | **Secure** | **Developing** |  | **Collect** and **use research** to develop ideas and **present** these **appropriately** Use **key vocabulary** to interpret and evaluate artist works explaining historical, cultural and social contexts.Evaluate personal work to further inform development of ideas | **investigate and experiment** with a **range** of materials showing **increasing control** and **purpose****use key technical vocabulary** to **compare** outcomes and develop practical work**COLOUR** Identify and use: **hues, tints, tones, shades for effect** | record observations from **primary** and **secondary sources** using **varied drawing approaches** **TONE** use graduated tonal shading**LINE** show a range of textures using various marks**PROPORTION** identify incorrect proportion**PERSPECTIVE** show depth positioning objects behind/in front of others**PHOTOGRAPHY** demonstrate knowledge of focus, compositional elements and digital manipulation | create art work that shows **clear links to research and investigations**demonstrate **effective application** of the techniques studied |
| **Solo****Multistructural**CombineDescribeFollow algorythmsListOutline |
| **Blooms**Application/Analysis | **Mastery** | **Secure** | **Developing** | **select relevant** research from a **range** of sources to show **deeper understanding** and **inform ideas****compare** and **analyse** both personal and artworks and approaches**draw upon** **comparison** and **analysis** as **inspiration** for the development of practical work | work with **growing accuracy** and **confidence** to **successfully** investigate materials and **develop technical skills** **modify** material properties and processes **appropriate to purpose****COLOUR** Show knowledge and demonstrate use of: **harmonious, complementary, monochromatic, temperature** schemes for **purpose** | demonstrate **growing accuracy of detail** when recording observations. **TONE** Apply shading skills to show 3D form**LINE** successfully use directional mark making **PROPORTION**  effectively self-correct inaccurate proportion**PERSPECTIVE** Show use of 1 and 2 point perspective**PHOTOGRAPHY** Apply correct focus apply compositional rules and demonstrate basic digital manipulation techniques | demonstrate **pride** in the **presentation** of **completed** art worksshow **developing accuracy** in the application of media |
| **Solo****Relational**ApplyAnalyseClassifyCompareDistinguishExplain cause & effectForm an analogyQuestionRelateSequence |
| **Blooms****Synthesis/ Evaluation** |  | **Mastery** | **Secure** | **independently engage** with **open ended** research and **innovative** creative practice **challenge thinking** about what art is and can be e.g. graffiti or installation **demonstrate** how my study of visual, written and multimedia outcomes extends design development and/or investigations**discuss** how colour, surface, form, mark and techniques convey emotion, atmosphere and meaning | **confidently** investigate materials **independently self-correcting** and **refining** work in progress**exploit the unique characteristics of contextual work** and **visual elements**, to **extend practical skills** and **enhance** the **quality** of experimental workdemonstrate **greater understanding** of material properties and how they can be **manipulated** to **communicate specific meaning** | achieve **proficiency** in the use of virtual and paper based drawing approaches (including collage, multi-media tools) to **perceive**, **communicate** and **invent****TONE, LINE, PROPORTION** apply and combine a variety of techniques & media with **control** and **purpose**  **PHOTOGRAPHY** demonstrate a range of technical skills and digital manipulation techniques | consider and demonstrate **appropriate mounting**, **presentation** and **setting** for personal art workshow **increasing consistency** and **controlled accuracy** in the application of media |
| **Solo****Extended/ Abstract**ArgueComposeConstructEvaluateGeneraliseHypothesiseJustifyPredictPrioritisePerformProveReflectTheorise |
|  |  | **Mastery** | Refer to KS4 Assessment Objectives Grade 4-5 |  |  |  |
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|  **Hampshire Proposed Mastery Curriculum KS4 Art & Design, 2017 I CAN…** |
|  | **Yr 10** | **Yr 11** | **AO1 Develop** ideas through investigations demonstrating critical understanding of sources | **AO2 Refine** work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes  | **AO3**  **Record** ideas, observations and insights relevant to intentions as work progresses | **AO4 Present** a personal and meaningful response that realises intentions and demonstrates understanding of visual language. |
| **Grade 3** | **Dev** |  | Refer to KS3, Year 9 Mastery |  |  |  |
| **Grade 4-5**AQA GCSE Assessment Objectives, marks 13-16  | **Secure** | **Developing** | Show a **consistent** ability to effectively develop ideas through purposeful investigations Show a **consistent** ability to demonstrate critical understanding of sources.  | Show a c**onsistent** ability to thoughtfully refine ideasA **consistent** ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. | show a **consistent** ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses | Show a consistent ability to **competently** present a personal and meaningful response, realising intentions show a consistent ability to demonstrate understanding of visual language |
|  **Grade 6-7**AQA GCSE Assessment Objectives, marks 13-16.  | **Mastery** | **Secure** | show a **highly developed** ability to effectively develop ideas through creative and purposeful investigations demonstrate **highly developed** critical understanding of sources . | show a **highly developed** ability to thoughtfully refine ideas demonstrate a **highly developed** ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.  | show a **highly developed** ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses | show a **highly developed** ability to competently present a personal and meaningful response and realise intentions with **confidence** and **conviction**show a **highly developed** ability to demonstrate understanding of visual language |
| **Grade 8-9**AQA GCSE Assessment Objectives, marks 21-24  |  | **Mastery** | show an **exceptional** ability to effectively develop ideas through creative and purposeful investigations demonstrate  **exceptional** critical understanding of sources. | show an **exceptional** ability to thoughtfully refine ideas **with discrimination** demonstrate an **exceptional** ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes  | show an **exceptional** ability to skilfully and **rigorously** record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses | show an **exceptional** ability to competently present a personal and meaningful response and realise intentions with **confidence** and **conviction**show an **exceptional** ability to demonstrate understanding of visual language |

During fine marking/moderating it is suggested that the teacher may wish to use the following adverbs to determine the stage of learning a student is working within (described above as ‘Developing, Secure or Mastery’):

**Just Adequately Clearly Convincingly**