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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**  Define  Draw  Find  Identify  Label  Match  Name |  | |
| **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**  Combine  Describe  Follow algorythms  List  Outline |
| **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 works  show **developing accuracy** in the application of media |
| **Solo**  **Relational**  Apply  Analyse  Classify  Compare  Distinguish  Explain cause & effect  Form an analogy  Question  Relate  Sequence |
| **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 work  demonstrate **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 work  show **increasing consistency** and **controlled accuracy** in the application of media |
| **Solo**  **Extended/ Abstract**  Argue  Compose  Construct  Evaluate  Generalise  Hypothesise  Justify  Predict  Prioritise  Perform  Prove  Reflect  Theorise |
|  |  | | **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 ideas  A **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**