

**YR 9 INTENT - **REFINING** SKILLS, KNOWLEDGE AND UNDERSTANDING**

All students at KS3 are taught Art skills, knowledge and understanding which underpins their ability to complete work at GCSE and A Level standard. KS3 students are assessed using the GCSE Assessment Objective (AO) Rubrix (Edexcel) throughout each Topic and are encouraged to use the assessment language.

- The AO's are to Develop, Refine, Record and Present and these are used to structure each KS3 Topic so that GCSE students are already familiar with the expected Topic format.
- The FAR sheets in Art are also structured around the GCSE AOs and students are able to see a clear visual view of their progress, page by page, as well as receive clear feedback on how to move their own personal Art development forwards.
- The 'bigger picture' of understanding Art and the embedding practice into long term memory of the skills, knowledge and understanding is fundamental to student's progress. Therefore the following concepts are covered and reviewed yearly; The Formal Elements and Principals of Art and Design, Materials (and refinement), Understanding Assessment Objectives/Personal Reflection, The Analysis of Art and the Development of both an idea and a material. We explicitly teach these concepts throughout each year, with the expectation of Materials which we aim to cover by the end of KS3, many of which have been refined by then.

We do this by implementing the following projects for Year 7.

**IMPLEMENTATION**

	TERM 1		TERM 2		TERM 3		TERM 4		TERM 5		TERM 6	
Overview of Year – Topic area and assessment	Baseline											
	Refine Formal Elements and Principles of Art	FAR	Refine Formal Elements and Principles of Art	FAR	Refine Formal Elements and Principles of Art	FAR	Refine Formal Elements and Principles of Art	FAR	CREATIVE PROJECT	FAR	CREATIVE PROJECT	FAR

**IMPACT**

Topic and Assessment Objectives covered	Topic	Assessment Method	Mark Scheme / Grade Boundaries / Assessment Plan	Knowledge/Skills/Understanding
	Baseline Assessment	AO3 – tonal drawing to include shape, tone, proportion, composition and observational drawing. <b>Record</b> ideas, observations and insights relevant to their intentions in visual and/or other forms.		- Edexcel Assessment Objective rubrix and topic exemplar.

	<p><b>Formal Elements and Principles of Art</b></p>	<p><b>AO1</b> – Research and work in the style of artists. <b>Develop</b> their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.</p> <p><b>AO2</b> – <b>Refine</b> their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p> <p><b>AO3</b> – tonal drawing to include shape, tone, proportion, composition and observational drawing. <b>Record</b> ideas, observations and insights relevant to their intentions in visual and/or other forms.</p> <p><b>AO4 - Present</b> a personal, informed and meaningful response demonstrating analytical and critical understanding realising intentions.</p>	<p>- Edexcel Assessment Objective rubric and topic exemplar</p> <p>FAR marking looking at the following -</p>	<p>The 1<sup>st</sup> 5 terms are spent completing short projects of 2 to 3 weeks length recording and learning how to <b>refine</b> the Formal Elements and Principals of Art - colour, form, line, shape, space, and texture, composition, scale, proportion, unity, variety, rhythm, mass, shape, space, balance, volume, perspective, and depth.</p> <p>Examples of short projects that will allow students to record the above -</p> <ul style="list-style-type: none"> <li>• Colour being the first and leading into Artist representation. Understanding of the colour wheel and the relationships between different colours. Colour wheel will be discussed and produced.</li> <li>• Creating art work in the style of an artist.</li> <li>• Still Life – drawing from observation looking at shape, composition, tone, perspective and proportion.</li> <li>• Art History Timeline – understanding the context of art work. Understanding how to annotate. Artists’ studies – written info and opinions, image - using of technical Art terms.</li> <li>• Looking at mark making linked to line, pattern, texture, colour and composition.</li> <li>• Learning how to use the grid system for recording artists’ work.</li> <li>• Taking their own photographs to use within class.</li> <li>• Design work to include learning about borders, layout, backgrounds, rotating, flipping – composition</li> <li>• Painting or colour drawing inspired by pattern from around the world.</li> <li>• Design work to include learning about composition</li> <li>• Drawing, use of tone, line, shape and form. Observation skills including composition, spacial awareness and proportion. Looking at how to document texture and colour.</li> <li>• Artists’ study – written info and opinions, image in the style of studied artist, use of technical Art terms. Presented critical/contextual work in a way that is reflective of the artist?</li> <li>• Final piece design. Design work to include composition and layout. Consideration of materials. Planning of 2D/3D design and use of techniques to work around the limitations of materials.</li> </ul>
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	<p><b>Creative Project</b></p>	<p><b>AO1 – Develop</b> their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.</p> <p><b>AO2 - Refine</b> their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p> <p><b>AO3</b> – tonal drawing to include mark making, tone, proportion, composition. <b>Record</b> ideas, observations and insights relevant to their intentions in visual and/or other forms.</p> <p><b>AO4 - Present</b> a personal, informed and meaningful response demonstrating analytical and critical understanding realising intentions.</p>	<ul style="list-style-type: none"> <li>- Edexcel Assessment Objective rubric and topic exemplar</li> </ul>	<p>6 to 8 weeks – experimenting with an open brief. Starting points to support.</p> <p><b>Final piece and production</b> Use experimented materials along with to create a final personal response.</p>
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