

Art

Year 8 Level	B	W	E	A	O
Practical Skill Ability to record visually	<ul style="list-style-type: none"> • Objects start to look 3D when recorded. • Outlines around observations. • More than one tone is used but work looks flat. • Work is often proportionally incorrect. • Student struggles with symmetry and/or does not use a ruler. 	<ul style="list-style-type: none"> • Objects look 3D when recorded. • Outlines are sometimes placed around work. • A range of tone is used but inconsistently. • Understands symmetry and can use a ruler. • Work is sometimes proportionally incorrect. 	<ul style="list-style-type: none"> • Observations never have outlines. • A wide range of tone is used consistently. • Gradients of tone can be somewhat harsh. 	<ul style="list-style-type: none"> • A wide range of tone is used consistently. • Gradients of tone are smooth and refined. • Work is consistently proportionally accurate. 	<ul style="list-style-type: none"> • A wide range of tone is used consistently. • Gradients of tone are smooth and refined. • The student can capture a range of textures visually. • The student can work in a variety of styles.
Theory Talking about art and making connections	<ul style="list-style-type: none"> • Accurate spelling and grammar. • Student rarely offers answers in class. • Does not understand the purpose of artists work. • Tries to use art terminology but use might be inaccurate. 	<ul style="list-style-type: none"> • Often answers questions in class. • Student is starting to understand the purpose of artists work but more concerned with superficial appearance. • Can use art terminology with some accuracy. 	<ul style="list-style-type: none"> • Always answers questions in class. • They understand the purpose of artists work. • A range of terminology is used with accuracy. • The student can say whether they like or dislike work and why? 	<ul style="list-style-type: none"> • Able to note both positive and negative aspects of an artist's work. • Student's visual work reflects what they have learnt from analysing an artist. • Work is annotated to a high level. 	<ul style="list-style-type: none"> • Student can talk about how artwork makes them feel. • Notes positives and negatives within their own work and acts upon advice. • Student can make connections between different artists' work including their own.
Development Developing ideas and experimenting with media	<ul style="list-style-type: none"> • Develops work as an adequate speed. • Adequate control of at least one medium. • Ideas are appropriate and developed without being imaginative. 	<ul style="list-style-type: none"> • Fully focused in class and develops work quickly and efficiently. • Adequate control of a range of media. • Solutions are often imaginative. 	<ul style="list-style-type: none"> • Develops work in depth and looks at a range of solutions. • Good control of at least one medium. • Solutions are highly appropriate. 	<ul style="list-style-type: none"> • Good control of a range of media. • Development shows clear visual links to other artist/designers. • Highly appropriate selection of materials. 	<ul style="list-style-type: none"> • Excellent control of a range of media, both 2D and 3D. • A willingness to take risks and experiment with new media or techniques. • They understand the full potential of media by extending their studies.

Art