



# Academic Achievement: Rating Descriptors

**Subject: Art**

**Year: 8**

	In general, based on progress shown so far, we expect that <b>by the end of this academic year</b> your child will....	
	...know...	...be able to...
<b>1</b> Above the expected standard	<p><b>Skills:</b> How to draw accurately and confidently with line and tone, how to use the colour wheel to enable successful colour manipulation, how to represent form from a range of sources, how to use pencil measuring to create accurate observations and know the rules of joining clay and decoration techniques- incise/impress/ apply.</p> <p><b>Critical understanding:</b> Specialist language: How to describe &amp; analyse art using specialist language. That artists create work that can be influenced by events and experience. That objects appear differently when viewed from different angles and with different sources of light, and how to render this.</p> <p><b>Creativity:</b> How to adapt existing skills to new situations. How to use an artist to inspire their own work.</p>	<p><b>Skills:</b> Draw: in a variety of media in detail with accurate scale, shape and proportion. Use tone confidently to model shapes to create realistic and solid form. Control a range of materials in colour or tone to accurately represent the subject matter including the use of mark-making to create texture. Control clay and create fine details.</p> <p><b>Critical Understanding:</b> describe, analyse, interpret and explain a work of art in detail including its ideas and meanings. Recognise and show understanding of artwork from varied cultures and contexts. Give reasoned evaluation of own work and that of others.</p> <p><b>Creativity:</b> develop ideas through creative and purposeful investigations and select and experiment with appropriate media, materials, techniques and processes. Have their own ideas about classwork which improves work. Adapt techniques and skills used previously in new situations and use feedback to improve work. Translate 2D ideas into 3D form.</p>
<b>2</b> Meeting the expected standard	<p><b>Skills:</b> How to draw accurately with line and tone in a variety of media, how to use the colour wheel, how to draw 3D shapes and use to tone to make a solid form and how to measure proportion and angles using their pencil.</p> <p><b>Critical understanding:</b> How to describe art in detail. That artists create work that can be influenced by events and experience. The formal elements in art and specialist terms. That objects change when viewed from different angles and with different sources of light how to render this. How to interpret a 3D object into 2D shapes.</p> <p><b>Creativity:</b> How to adapt existing skills to new situations. How to use an artist to inspire their own work.</p>	<p><b>Skills:</b> Draw: in detail with accurate scale, shape and proportion. Use tone to model shapes to create realistic form. Control a range of materials to create tones and textures and use clay with confidence to create small details.</p> <p><b>Critical Understanding:</b> describe a work of art in detail. Interpret and explain the ideas and meanings behind the work of artists and recognise and show understanding of artwork from varied cultures and contexts. Give reasoned evaluation of the success of own work and that of others.</p> <p><b>Creativity:</b> develop ideas through creative and purposeful investigations and select and experiment with appropriate media, materials, techniques and processes. Adapt techniques and skills used previously in new situations and use feedback to improve work. Translate 2D ideas into 3D form.</p>
<b>3</b> Working towards the expected standard	<p><b>Skills:</b> How to draw with line and tone, how to use the colour wheel to help with colour theory, how to draw 3D shapes and make them solid and how to measure proportion using their pencil.</p> <p><b>Critical understanding:</b> How to describe art. Most of the formal elements in art and specialist terms (ref. KO's). Understand that objects appear differently when viewed from different angles and how to render this. How to interpret most 3D objects into 2D shapes.</p> <p><b>Creativity:</b> How to use some existing skills in new situations.</p>	<p><b>Skills:</b> Draw: show detail, scale, shape and proportion. Tone is used to model shapes to create form and can mix colours in different media. Can use clay and join most parts securely.</p> <p><b>Critical Understanding:</b> describe a work of art in detail. Explain some meanings behind the work of artists and recognise and show understanding of artwork from varied cultures and contexts. Give reasoned evaluation of the success of own work and that of others.</p> <p><b>Creativity:</b> develop ideas through creative investigations and experiment with appropriate media, materials, techniques and processes. Adapt techniques and skills used previously in new situations and use feedback to improve work.</p>
<b>4</b> Below the expected standard	<p><b>Skills:</b> How to draw with line, how to use the colour wheel to help with colour mixing and how to draw simple 3D shapes</p> <p><b>Critical understanding:</b> How to write about art in simple terms, some of the formal elements in art and how to interpret most 3D objects into 2D shapes.</p> <p><b>Creativity:</b> How to follow ideas provided</p>	<p><b>Skills:</b> Draw: draw simple details with some attempt at the darkest tones. Can use a variety of media with some control.</p> <p><b>Critical Understanding:</b> find facts about an artist and write simple descriptions of a work of art. Recognise differences in art work. Improve their own work after feedback and give helpful feedback to others.</p> <p><b>Creativity:</b> develop ideas through creative investigations and to experiment with appropriate media, materials, techniques and processes. Can make a 3D form with help that links to 2D ideas.</p>