



# The Royal School

*Wolverhampton*

## Curriculum 2025

### ART

# Curriculum Concepts

## ART

### Intent

At The Royal School, our curriculum is designed to foster a lifelong love of learning and to nurture pupils who are confident, knowledgeable, and empathetic. Grounded in our school values —**Respect, Trust, Community, Initiative and Risk** — our intent is to provide a high-quality education where every child knows more, remembers more, and applies their knowledge confidently. Our curriculum is carefully sequenced to ensure concepts are introduced logically, with foundational knowledge underpinning more complex ideas. We prioritise knowledge and memory building through planned opportunities for retrieval, consolidation and progression. Pupils revisit key concepts frequently, supporting long-term retention and understanding.

We are committed to ensuring that all children immerse themselves in their learning. Through diverse representation and a focus on cultural capital, we encourage empathy, inclusion, and global citizenship. Every child, regardless of background or ability, is supported to meet ambitious expectations through adaptive teaching and inclusive strategies that promote challenge and achievement for all. Our curriculum is purposefully designed to engage, inspire and challenge, cultivating learners who are resilient, reflective, and equipped to thrive in modern society.

### Implementation

To support staff in developing long-term, medium-term, and short-term curriculum and lesson planning, we have identified key curriculum concepts that underpin effective teaching and learning. Below is a summary of these concepts with brief explanations:

**Sequencing & Progression:** Curriculum content is thoughtfully ordered across and within year groups. Long- and medium-term plans ensure coherence, while individual lessons and 'The Royal Way' framework scaffold learning effectively. Subject leaders oversee sequencing to ensure continuity and progression. Proper sequencing ensures that foundational concepts are mastered before introducing more complex ideas, thereby building upon prior knowledge. This structured approach supports cumulative learning and prevents cognitive overload.

**Adaptive teaching & Assessment:** Effective assessment strategies include both **formative assessments** (ongoing checks for understanding during instruction) and **summative assessments** (evaluations at the end of instructional units). Aligning assessments with learning objectives ensures that they accurately measure intended outcomes. Pupil progress is regularly reviewed, with targeted interventions delivered as needed. Adaptive teaching ensures that instruction is responsive to the varying needs, abilities, and learning styles of students. This approach involves ongoing assessment, flexible grouping, live feedback, questioning, informal checks, and formal reviews. These are used to identify gaps and adapt teaching responsively to support and challenge. Effective adaptive teaching fosters inclusivity, helping all students to progress at their own pace while achieving high expectations.

**Retrieval Practice & Interleaving:** We embed retrieval throughout lessons using 'Think Backs', 'Do Now' activities at the start of lessons, low-stakes quizzes and working walls. These strategies reinforce prior learning and strengthen memory pathways, promoting deep understanding and knowledge fluency. Interleaving is an instructional strategy that alternates between different topics or skills within a single learning session. Unlike traditional blocked practice, where one topic is practiced extensively before moving to the next, interleaving mixes multiple topics, enhancing discrimination between concepts and improving retention. This approach challenges learners to continually retrieve and apply different information, strengthening memory and understanding.

**Engagement:** Engagement encompasses the strategies employed to capture and maintain students' attention, interest, and active participation in the learning process. High levels of engagement are associated with improved comprehension and retention. Techniques to enhance engagement include interactive activities, real-world applications, collaborative learning, and incorporating student interests into lessons. We hook learners through exciting experience days, curriculum-linked enrichment, and content pitched to meet and build upon pupils' current understanding. Strong relationships and positive learning behaviours ensure high levels of participation and enthusiasm.

**Challenge & Aspiration:** Challenge involves designing tasks and questions that stretch students' thinking and push them beyond their comfort zones. It is important to balance support and challenge to ensure all students are appropriately stimulated and motivated to progress. Tasks are designed to stretch thinking through resilience, modelling, scaffolding, and high expectations. Learners are encouraged to persevere, question deeply, and embrace productive struggle. Aspiration in the curriculum encourages students to develop a growth mindset. It involves exposing students to ambitious goals, inspiring role models, and future pathways that foster motivation and ambition. A curriculum that promotes aspiration helps students understand the value of perseverance and lifelong learning.

**Context:** Contextual learning connects curriculum content to real-world applications, making learning more meaningful and relevant for students. Providing context helps learners see the purpose behind what they are studying, whether through cross-curricular links, historical or cultural perspectives, or practical, real-world scenarios. This approach enhances engagement and retention.

**Personal Development:** Personal development in the curriculum focuses on fostering students' social, emotional, and character growth alongside academic learning. It includes promoting resilience, self-awareness, emotional intelligence, and a sense of responsibility. A well-rounded curriculum should encourage students to develop key life skills, confidence, and independence, preparing them for future challenges in education, work, and personal life.

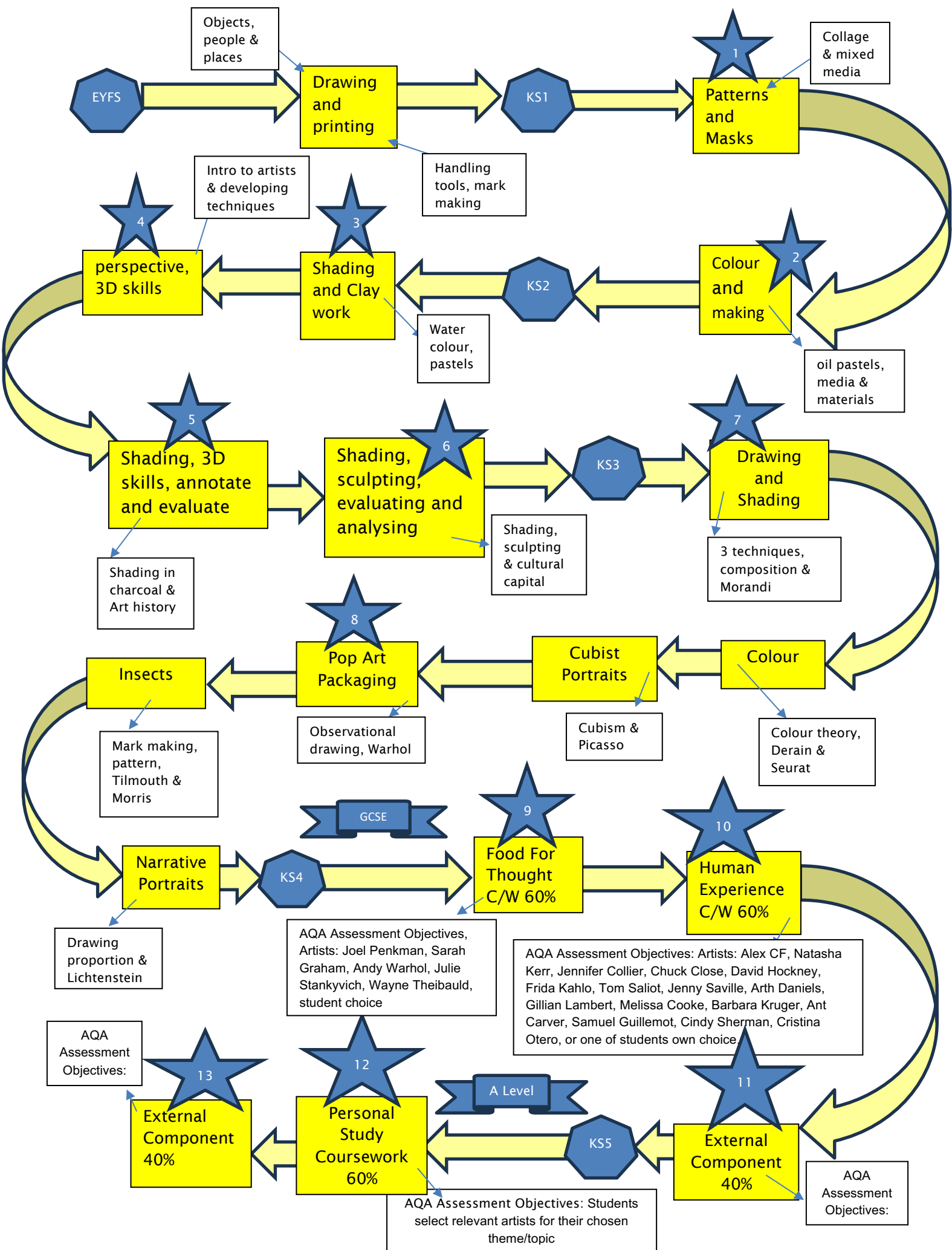
In Senior School our curriculum is structured in learning cycles. Each cycle lasts for 7 weeks and includes at least one assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place. There are 5 learning cycles per year.

## **Impact**

The impact of our curriculum is measured not only in outcomes but in how pupils grow as learners and individuals. Pupils develop secure knowledge, transferable skills, and the confidence to apply their learning. They are engaged, resilient, and motivated, with the capacity to meet challenges and adapt to new contexts.

Progress is tracked over time through assessment data, lesson drop-ins, pupil voice, and work scrutiny. By integrating these concepts into curriculum planning The Royal intend to create structured, dynamic, and effective learning experiences that cater to the varied needs of our pupils. A well-designed curriculum ensures progression, engagement, and long-term success in learning. Our ambition is that all children leave The Royal School with the knowledge, behaviours, and attitudes to succeed academically, socially, and emotionally — prepared for the next stage of their education and life beyond.

# Art Learning Journey



## How Art enables all students to thrive and achieve

How inclusive lessons have been planned
Achievable 'Do now's' which enable a refresh and learning goal prompt. Structured approach which imbeds routine and clear expectations and supports learners. Tasks differentiated by task and outcome, choices given and ownership of work enabled..
How an inclusive environment has been created
Adaptable seating plan, visual prompts and stimulus. Displays which demonstrate good practice across ability levels
How the curriculum has been considered for pupils with additional needs
Tasks can be chunked into achievable stages, media choices which allow strengths to be exploited and support to be given. Visual stimuli, working examples to allow scaffolding. Flexible goals within projects according to needs and assessment goals made clear for each task.

### Adaptive teaching strategies

How learners are supported with literacy
<ul style="list-style-type: none"> <li>• Artist analysis task sheets provide key words/vocabulary appropriate to the topic/project, knowledge organisers</li> </ul>
How learners are supported to retain vocabulary
<ul style="list-style-type: none"> <li>• Regular use of key vocabulary through 'Do Now's', teacher explanations, worksheets, assessment and feedback</li> </ul>
How learners are supported with numeracy
<ul style="list-style-type: none"> <li>• Appropriate tasks ie scaling up, grid method and measuring. Paper sizes and brush sizes</li> </ul>
How learners are supported to develop conceptual understanding
<ul style="list-style-type: none"> <li>• Artist research placing work into a historical context and timeline with reference to real world connections and cultural capital</li> </ul>
How teaching is adapted for learners who struggle with attention
<ul style="list-style-type: none"> <li>• Tasks are chunked down into achievable tasks with step by step instructions, media which enables quicker results, use of visual stimuli, examples and scaffolding.</li> </ul>
How teaching is adapted for learners who struggle with change and transition
<ul style="list-style-type: none"> <li>• Inclusive and supportive approach which recognises and supports learners needs through seating plan, teacher intervention, 'checking in', contact with home/staff if appropriate, consistency in approach, routines, teaching styles and expectations.</li> </ul>

### **Art KS3 Curriculum Mapping**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/840002/Secondary\\_national\\_curriculum\\_corrected\\_PDF.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf)

National curriculum content	Year 7	Year 8	Year 9 (GCSE foundation year)
<b>Aims: The national curriculum for art and design aims to ensure that all pupils:</b>			
♣ produce creative work, exploring their ideas and recording their experiences	Artist analysis Self-assessment Project evaluation Research Observational drawing	Artist analysis Self-assessment Project evaluation Research Observational drawing	Artist analysis Self-assessment Annotations Photographs Research Observational drawing
♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques	Observational drawing Shading Techniques Painting Pastel Oil pastel Pen & ink	Observational drawing Shading Techniques Painting Pastel Oil pastel Pen & ink	Observational drawing Shading Techniques Painting- Acrylic, water colour Pastel Oil pastel Print Pen & ink
♣ evaluate and analyse creative works using the language of art, craft and design	Artist analysis task Knowledge organiser	Artist analysis task Knowledge organiser	AQA assessment objectives met Artist analysis Annotation Evaluation
♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	Morandi, Derain, Seurat, Picasso  Artist research tasks Analysis task	Warhol, Tilmouth, Morris, Lichtenstein  Artist research tasks Analysis task	Artists: Joel Penkman, Sarah Graham, Andy Warhol, Julie Stankyvich, Wayne Theibauld, student choice Artist research tasks Analysis task
<b>Subject Content: Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.</b>			
♣ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas	Evaluation Observational drawing Artist response Mind maps	Evaluation Observational drawing Artist response Mind maps Key words	Photographs Evaluation Observational drawing Artist response annotation
♣ to use a range of techniques and media, including painting	Cross hatching Tonal dotting Directional shading Blending Painting Oil pastels Pastels Collage Continuous line	Mark making Directional shading Blending Painting Oil pastels Pastels Collage Stencils pattern	Mark making Directional shading Blending Painting Oil pastels Pastels Collage Pattern Printing
♣ to increase their proficiency in the handling of different materials	Colour wheel Transcriptions Observational drawings designs	Transcriptions Observational drawings Designs Pattern	Transcriptions Observational drawings Trace Photographs
♣ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work	Self & peer assessment Artist analysis Target setting feedback	Self & peer assessment Artist analysis Target setting feedback	Artist analysis Target setting Feedback annotations
♣ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.	Morandi, Derain, Seurat, Picasso	Warhol, Tilmouth, Morris, Lichtenstein	Joel Penkman, Sarah Graham, Andy Warhol, Julie Stankyvich, Wayne Theibauld, student choice



## RSW All Through Art Curriculum map

		Topic/Skill Term 1	Topic/Skill Term 2	Topic/Skill Term 3
EYFS	R	<u>Year View:</u> <b>Drawing-</b> Objects, people, places <b>Print-</b> Handling tools, mark making		
KS1	1	<u>Year View:</u> <b>Collage-</b> patterns <b>Mixed Media-</b> Masks <b>Artists-</b> Recognise technique and style		
	2	<u>Year View:</u> <b>Colour-</b> oil pastel, colour blending <b>Making skills-</b> Instruments <b>Evaluate-</b> choices, media, materials <b>Artists-</b> compare techniques		
KS2	3	<u>Year View:</u> <b>Sketchbooks-</b> Shading, pencil, pastel, watercolour <b>3D skills-</b> clay <b>Artists-</b> Evaluate technique, context, compare		
	4	<u>Year View:</u> <b>Sketchbooks-</b> Shading and perspective, pencil, pastel, watercolour <b>3D skills-</b> techniques <b>Evaluate and Present-</b> media and techniques <b>Artists-</b> History and development of techniques		
	5	<u>Year View:</u> <b>Sketchbooks-</b> Annotate, Shading techniques, charcoal <b>3D Skills-</b> realise designs <b>Evaluate-</b> ideas, designs, make choices <b>Artists-</b> Evaluate, compare, context, show influence		
	6	<u>Year View:</u> <b>Sketchbooks-</b> Shading techniques, annotate, independent work <b>3D-</b> Techniques, clay, sculpt <b>Evaluate-</b> Ideas <b>Artists-</b> Analysis, history, context, select, compare, cultural capital		
KS3	7	<u>Drawing and Shading skills</u>  shading Techniques, range of tones, 3D look, Blend between tones, detailed drawing, Composition, Artist - Morandi	<u>Colour</u>  Colour Theory, Blend and mix colours in paint, oil pastels, pencil crayon, Draw from observation with accuracy, Optical mixing/Pointillism, Artist- Derain, Seurat	<u>Cubist Portraits</u>  Observational Drawing Skills, Portrait proportions, Continuous Line Drawing Skills, Cubist overlap drawing technique, demonstrate knowledge of colour relationships, colour blending, Artist Picasso
	8	<u>Pop Art Packaging</u>  3D Drawing techniques, shading techniques, Design skills, composition, Use of guidelines, recognising/emulating font styles, Pop art references, Artist-Warhol	<u>Insects</u>  Observational drawing skills, mark making, watercolour, pattern, repetition, design skills, Artist- Tilmouth, Morris	<u>Narrative Portraits</u>  Observational drawing, Proportion facial features, Shading Skills, Lichtenstein stylised, Artist- Lichtenstein
KS4	9	<u>Food For Thought</u> C/W 60%  AQA Assessment Objectives:  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 realizes intentions and demonstrates understanding of visual language.  Artists: Joel Penkman, Sarah Graham, Andy Warhol, Julie Stankovich, Wayne Theibauld, student choice		
	10	<u>Human Experience</u> C/W 60%  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		

		<p>processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. A04: Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language.</p> <p>Artists: Alex CF, Natasha Kerr, Jennifer Collier, Chuck Close, David Hockney, Frida Kahlo, Tom Saliot, Jenny Saville, Arth Daniels, Gillian Lambert, Melissa Cooke, Barbara Kruger, Ant Carver, Samuel Guillemot, Cindy Sherman, Cristina Otero, or one of students own choice.</p>	
	11	<p><b><u>Human Experience</u></b></p> <p>See above, Finalise outcome and tasks</p>	<p><b><u>External Component</u> 40%</b></p> <p>AQA Assessment Objectives:</p> <p>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. A04: Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language</p>
KS5	12	<p><b><u>Personal Study</u> Coursework 60%</b></p> <p>AQA Assessment Objectives:</p> <p>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. A04: Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language</p> <p>Artists: Students select relevant artists for their chosen theme/topic</p>	
	13	<p><b><u>Personal Study</u></b></p> <p>See above, Finalise outcome and tasks</p>	<p><b><u>External Component</u> 40%</b></p> <p>AQA Assessment Objectives:</p> <p>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. A04: Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language</p>

### Art Curriculum Map 2025-26

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>Learning Cycle 1</b>	Drawing and shading	Pop art cans	Food for thought Artist 1	Food for thought Final Outcome/ Human Experience Artist 1	External Exam preparation	Component 1: Personal investigation	Component 1: Personal investigation/ Externally set assignment
<b>Learning Cycle 2</b>	Drawing and shading/ Colour	Pop art cans/ Insects	Food for thought Artist 2	Human Experience Artist 1& 2	External Exam preparation	Component 1: Personal investigation	Externally set assignment Preparation
<b>Learning Cycle 3</b>	Colour	Insects	Food for thought Develop Ideas	Human Experience Develop ideas	External Exam preparation	Component 1: Personal investigation	Externally set assignment Preparation
<b>Learning Cycle 4</b>	Colour/ Cubist portraits	Insects/narrative portraits	Food for thought Develop Ideas	Human Experience Develop ideas/ Final outcome	External Exam preparation	Component 1: Personal investigation	Externally set assignment Preparation
<b>Learning Cycle 5</b>	Cubist portraits	Narrative portraits	Food for thought Final Outcome	Human Experience Final outcome	GCSE/BTEC exams followed by A level bridging work	Component 1: Personal investigation	A level/BTEC exams followed by University bridging work

## Art Assessment Calendar 2025-26

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>Learning Cycle 1</b>	3 shading techniques- peer assessment Chalk pastel piece-Summative assessment	4 timed drawing activities- Self assessment copy of Warhol Can –Summative assessment	<b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses	<b>AO4:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language: <b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources	<b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses	<b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses	<b>AO4:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language: <b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses
<b>Learning Cycle 2</b>	Morandi copy & analysis– self assessment Still life- Formative assessment Derain copy - Summative assessment	Observational drawing -Peer assessment Final outcome – Formative assessment	<b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses	<b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses	3-21 Nov Mock exams <b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses	5-9 Jan Mock exams <b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses	5-9 Jan Mock exams <b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses
<b>Learning Cycle 3</b>	Derain- analysis task – self assessment Oil pastel fruit- peer assessment	Tilmouth Copy-peer assessment A4 insect study-Peer assessment	<b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes: <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses	<b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes: <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses	23 Feb – 6 Mar Mock exams <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes: <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses	<b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes: <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses	<b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes: <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses
<b>Learning Cycle 4</b>	Fruit- pointillism watercolour- Formative assessment Self-Portraits - Self assessment	Final pattern outcome- Formative assessment Copy of Lichtenstein- - Peer Assessment	<b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes: <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses	<b>13-24 April Mock exams</b> <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes: <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses	<b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes: <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses	<b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes: <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses	<b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes: <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses
<b>Learning Cycle 5</b>	Picasso copy/Analytical - Summative Assessment Final Outcome- Formative assessment	Teacher portraits-Summative assessment Self/Celebrity portrait- Formative assessment	<b>AO4:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language:	<b>AO4:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language:	GCSE/BTEC exams	15-19 June mock exams <b>AO4:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language:	A level/BTEC exams



# The Royal School Art & Design



## Year 7 Assessment Criteria

MEG

Grade for the Assessment

Name:

Year 7	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
<b>A01:</b>  Develop ideas with artist links	I can collect images of a focus artists wok.  I can develop a simplistic idea.	I can identify some key features of a focus artists work.  I can develop a relevant idea of my own	I can identify similarities and differences between my work and that of a focus artist.  I can develop a relevant and personal idea of my own	I can research and explore the work and ideas of a focus artist.  I can develop a most relevant and personal idea, and explain how I created it
<b>Mark Range</b>	- 0 +	- 0 +	- 0 +	- 0 +

### Teacher Feedback

WWW:

EBI:

Learning Question:

## Year 7 Assessment Criteria

MEG  Grade for the Assessment  Name:

Year 7	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
<p><b>A02:</b></p> <p>Refine ideas and experiment with media, materials, techniques and processes</p>	<p>I can make basic changes to my ideas. The artwork shows that I can use media and materials</p>	<p>I can modify my ideas with the theme in mind. The artwork shows that I can use appropriate media</p>	<p>I can modify and improve my ideas to make them more relevant to my theme. The artwork shows that I can select and use media and materials from a range.</p>	<p>I can modify and refine my ideas to make them more focused on the theme. The artwork shows that I can select and experiment with media and techniques from a range and in a more skilful manner</p>
<p><b>Mark Range</b></p>	<p>- <b>0</b> +</p>	<p>- <b>0</b> +</p>	<p>- <b>0</b> +</p>	<p>- <b>0</b> +</p>

**Teacher Feedback**

WWW:

EBI:

Learning Question:

## Year 7 Assessment Criteria

MEG  Grade for the Assessment  Name:

Year 7	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
<b>A03: Drawing Skills</b>	I can draw using rough and basic lines. My work looks solid and flat (2D)	I can draw with a basic accuracy. Shading creates a simple 3D look	I can draw reasonably accurately. Shading uses dark, mid and light tones to create a 3D look	I can draw accurately and in detail. Shading uses a wide tonal range to create a well defined 3D look
<b>Mark Range</b>	- <b>0</b> +	- <b>0</b> +	- <b>0</b> +	- <b>0</b> +

**Teacher Feedback**

WWW:

EBI:

Learning Question:

## Year 7 Assessment Criteria

MEG  Grade for the Assessment  Name:

Year 7	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
<b>A04:</b>  <b>Final Outcome</b>	<b>My final outcome has been produced with very basic level of skill. The work may closely resemble that of the focus artist or resource material</b>	<b>My final outcome has been produced with a developing level of skill. The work uses media in a basic but appropriate manner</b>	<b>My final outcome has been created in a relevant manner. Media and materials have been used in a selective and competent manner</b>	<b>My final outcome has been created in a relevant and more personal manner. Media and techniques have been used in a selective, experimental and more skilful manner</b>
<b>Mark Range</b>	<b>- 0 +</b>	<b>- 0 +</b>	<b>- 0 +</b>	<b>- 0 +</b>

**Teacher Feedback**

WWW:

EBI:

Learning Question:

## Year 8 Assessment Criteria

MEG

Grade for the Assessment

Name:

Year 8	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
<p><b>A01:</b></p> <p>Develop ideas with artist links</p>	<p>I can identify some key features of a focus artists work.</p> <p>I can develop a relevant idea of my own</p>	<p>I can identify similarities and differences between my work and that of a focus artist.</p> <p>I can develop a relevant and personal idea of my own</p>	<p>I can research and explore the work and ideas of a focus artist.</p> <p>I can develop a most relevant and personal idea, and explain how I created it</p>	<p>I can investigate and make judgements about my work and the ideas of a focus artist. I can develop insightful, personal and effective ideas.</p>
<b>Mark Range</b>	- <b>0</b> +	- <b>0</b> +	- <b>0</b> +	- <b>0</b> +

**Teacher Feedback**

WWW:

EBI:

Learning Question:

## Year 8 Assessment Criteria

MEG  Grade for the Assessment  Name:

Year 8	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
<p><b>A02:</b></p> <p>Refine ideas and experiment with media, materials, techniques and processes</p>	<p>I can modify my ideas with the theme in mind. The artwork shows that I can use appropriate media</p>	<p>I can modify and improve my ideas to make them more relevant to my theme. The artwork shows that I can select and use media and materials from a range.</p>	<p>I can modify and refine my ideas to make them more focused on the theme. The artwork shows that I can select and experiment with media and techniques from a range and in a more skilful manner</p>	<p>I can review, modify and refine my ideas to make them more effective and focused on the theme. The artwork shows that I can purposefully experiment with media and techniques with skill and control</p>
<p><b>Mark Range</b></p>	<p>-    <b>0</b>    +</p>	<p>-    <b>0</b>    +</p>	<p>-    <b>0</b>    +</p>	<p>-    <b>0</b>    +</p>

<p><b><u>Teacher Feedback</u></b></p> <p>WWW:</p>  <p>EBI:</p>  <p>Learning Question:</p>
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## Year 8 Assessment Criteria

MEG  Grade for the Assessment  Name:

Year 8	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
<b>A03: Drawing Skills</b>	I can draw with a basic accuracy. Shading creates a simple 3D look	I can draw reasonably accurately. Shading uses dark, mid and light tones to create a 3D look	I can draw accurately and in detail. Shading uses a wide tonal range to create a well defined 3D look	I can draw accurately and observe fine detail. Blending between tones and using a range drawing techniques creates a friend 3D look
<b>Mark Range</b>	- <b>0</b> +	- <b>0</b> +	- <b>0</b> +	- <b>0</b> +

**Teacher Feedback**

WWW:

EBI:

Learning Question:

## Year 8 Assessment Criteria

MEG  Grade for the Assessment  Name:

Year 8	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
<b>A04:</b>  Final Outcome	My final outcome has been produced with a developing level of skill. The work uses media in a basic but appropriate manner	My final outcome has been created in a relevant manner. Media and materials have been used in a selective and competent manner	My final outcome has been created in a relevant and more personal manner. Media and techniques have been used in a selective, experimental and more skilful manner	My final outcome has been created in an effective and personal manner. Media, materials and techniques have been selected and used with skill and control
Mark Range	- 0 +	- 0 +	- 0 +	- 0 +

**Teacher Feedback**

WWW:

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Learning Question: