KS3 'Stages of Excellence': Art

	Year 7	Year 8	
4.Extending	 I can record features with general accuracy of proportion and shape. I can show a moderate control across all media and techniques including pencil, collage, painting, colour blending and relief. I have observed and recorded some details within my work. I can apply tone with a general level of control using contours to guide my application. I can apply generally appropriate mark making to record textures. I can use darker tonal value to show shadow and lighter tonal values to record highlights. I can apply tone with general control. I can consider the impact of media and visual elements on the meaning of an artwork. 	 I can demonstrate near accurate recording of shape, form and detail. I can show a generally consistent skill level across all media, including pencil, collage, printing and painting. I can record a wide tonal range and use tone to show depth. I can observe and record the details of an image. I can use mark making to create appropriate visual textures. I can make informed suggestions about possible impact and meanings of artworks. 	 I can demonstrate of subject matter. I can show a consi relief media, stence I can capture the e I can apply tone to control when addit I can use mark ma I can give thought communicate idea
3.Secure	 Visual elements, collage, pattern, warm colour, family blending I can show general accuracy of scale and proportion. I can record shapes and features with some accuracy. I can show general control across all media and techniques including pencil, collage, painting, colour blending and relief. I can apply tone in the correct places to show the light direction. I can attempt to blend tones to show a change from light to dark. I can suggest possible meanings behind artworks and why they may have been created. 	 I can record features with general accuracy of proportion and shape. I can show a moderate control across all media, including pencil, collage, printing and painting. I have observed and recorded some details within my work. I can apply tone with a general level of control using contours to guide my application. I can apply generally appropriate mark making to record textures. I can use darker tonal value to show shadow and lighter tonal values to record highlights. I can apply tone with general control. I can consider the impact of media and visual elements on the meaning of an artwork. 	 I can demonstrate I can show a gene biro, relief media, I can record a wid I can observe and I can use mark ma I can make inform artworks.
2.Developing	 I can record scale, proportions and features with some accuracy. I can draw using a limited application of line/shape/tone. I can show some control across all media and techniques including pencil, collage, painting, colour blending and relief. I can purposefully experiment with placement and range of tone values to create depth. I can show purposeful experimentation with mark making to add texture. 	 I can show general accuracy of scale and proportion. I can record shapes and features with some accuracy. I can show general control across all media, including pencil, collage, printing and painting. I can apply tone in the correct places to show the light direction. I can attempt to blend tones to show a change from light to dark. I can select appropriate marks for the intended textures. I can suggest possible meanings behind artworks and why they may have been created. 	 I can record feature I can show a model media, stencilling I have observed and I can apply tone we application. I can apply generate I can use darker to highlights. I can apple and artwork.
1.Novice	 I can use contours to record observations of shape. I can record basic areas of shadow/highlight. I can show limited control across all media and techniques including pencil, collage, painting, colour blending and relief. I can identify and record key features. My drawing may not be at an appropriate scale. I can apply tone and marks with limited control. 	 I can record scale, proportions and features with some accuracy. I can draw using a limited application of line/shape/tone. I can show some control across all media, including pencil, collage, printing and painting. I can purposefully experiment with placement and range of tone values to create depth. I can show purposeful experimentation with mark making to add texture. 	 I can show general features with som I can show general media, stencilling I can apply tone in attempt to blend to created.

Year	9
------	---

- te accurate recording of shape, form and detail across a range er. I can observe and record fine details of an image. nsistent skill level across all media, including pencil, biro,
- encilling and paint
- e expression and emotion of the subject.
- e to create realistic form and depth. I can show consistent lding tone.
- making consistently to create appropriate visual textures. ghtful explanations of how visual language can be used to deas and meanings.

te near accurate recording of shape, form and detail.

- nerally consistent skill level across all media, including pencil, ia, stencilling and paint.
- vide tonal range and use tone to show depth.
- nd record the details of an image.
- making to create appropriate visual textures.
- rmed suggestions about possible impact and meanings of

tures with general accuracy of proportion and shape.

- oderate control across all media, including pencil, biro, relief ng and paint.
- and recorded some details within my work.
- e with a general level of control using contours to guide my
- erally appropriate mark making to record textures.
- tonal value to show shadow and lighter tonal values to record a apply tone with general control.
- he impact of media and visual elements on the meaning of an

eral accuracy of scale and proportion. I can record shapes and ome accuracy.

- eral control across all media, including pencil, biro, relief ng and paint.
- e in the correct places to show the light direction. I can
- nd tones to show a change from light to dark.
- propriate marks for the intended textures.
- ossible meanings behind artworks and why they may have been