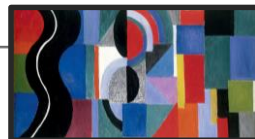


**Year 7 Unit 1 – The Formal Elements - Work based around improving and understanding knowledge of the formal elements. Focus on acquiring skills and ability to analyse artists work.**

	<b>Mastery</b>	<b>Working beyond National Standards</b>	<b>Working at national standards</b>	<b>Working below national standards</b>
<b>KNOWLEDGE</b>	<p>Exceptional understanding of the principles of different shading techniques and apply them with skill and confidence.</p> <p>Critical understanding of the 7 different formal elements and use with skill and consistency.</p> <p>Able to apply the colour theory independently and with high degrees of critical understanding.</p> <p>Able to use research skills through investigating work of Sonia Delaunay and fluently/skilfully incorporate into own words.</p>	<p>Understand the principles of different shading techniques and apply them with confidence.</p> <p>Understand the 7 different formal elements and able to use with skill and consistency.</p> <p>Confident and consistent understanding and application of the colour theory.</p> <p>Able to use research skills through investigating work of Sonia Delaunay and incorporate into own words.</p>	<p>Reasonable understanding of the principles of different shading techniques and how to apply them.</p> <p>Understanding of the 7 different formal elements.</p> <p>Consistent understanding and application of the colour theory.</p> <p>Able to use research skills through investigating work of Sonia Delaunay.</p>	<p>Minimal understand of the principles of some of the different shading techniques.</p> <p>Some understanding of the 7 different formal elements.</p> <p>Basic understanding of the colour theory.</p> <p>An ability to research the work and life of Sonia Delaunay with guidance.</p>
<b>SKILLS &amp; APPLICATION</b>	<p>Exceptional ability in applying and using the formal elements in a range of drawing techniques independently.</p> <p>Independently use research skills through investigating work of Sonia Delaunay using specialist terminology and critical understanding.</p> <p>Skilfully able to mix and use colour effectively and independently</p> <p>Effectively able to apply artist style to own work with exceptional ability.</p>	<p>Confidently applying and using the formal elements in a range of drawing techniques independently.</p> <p>Independently use research skills through investigating work of Sonia Delaunay using specialist terminology</p> <p>Consistently able to mix and use colour effectively and independently</p> <p>Effectively able to apply artist style to own work.</p>	<p>Able to use formal elements in a range of drawing techniques.</p> <p>Able to use research skills through investigating work of Sonia Delaunay.</p> <p>Able to mix and use colour effectively</p> <p>Able to apply artist style to own work.</p>	<p>Able to use formal elements in a range of drawing techniques with guidance and support.</p> <p>With support able to use research skills through investigating work of Sonia Delaunay.</p> <p>Able to mix and use colour effectively, but may need support.</p> <p>Able to apply artist style to own work, but may be inconsistent.</p>
	<p><b>Key Vocab – Line, Tone, Texture, Shape, Form, Colour, Observe, Shading, Crosshatch, Stipple, Pointillism, Complimentary, Secondary, Primary, Pattern, Media, Experiment, Abstract, Mannequin.</b></p>		<p><b>Assessments – Ongoing, 1to1, peer, constant verbal, embedded in all lessons alongside formal wins and school based data capture.</b></p>	



**What I will know and understand in  
Art - AUTUMN TERM**

**Year 7 Unit 2 – Portraiture - Formal introduction to the construction of the portrait. This may result in a piece linked to the work of a portrait artist – e.g. Chuck Close or Picasso.**

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Exceptional understanding of the work of relevant artists – Chuck Close or Picasso – and research and analyse with confidence and independence, verbalising with specialist terminology. .</p> <p>Exceptional understanding of the use of colour in the relation to the artist observed, and able to verbalise the characteristics of the artists work with confidence, purpose and fluency.</p>	<p>Clear understanding of the work of relevant artists – Chuck Close or Picasso – and research and analyse this with confidence and independence, verbalising with specialist terminology.</p> <p>Effective understanding of the use of colour in the relation to the artist observed, and able to verbalise the characteristics of the artists work confidently and purposefully.</p>	<p>Show clear understanding of the work of relevant artists – Chuck Close or Picasso – and research and analyse this independently.</p> <p>Reasonable understanding of the use of colour in the relation to the artist observed, and able to verbalise the characteristics of the artists work.</p>	<p>Show limited understanding of the work of relevant artists – Chuck Close or Picasso – and research and analyse this with support and guidance.</p> <p>Show limited understanding of the use of colour in the relation to the artist observed, and show inconsistent understanding of the characteristics of the artists work.</p>
SKILLS & APPLICATION	<p>Skilfully demonstrate understanding of facial proportions and apply this to artwork, through small exercises as well as a more sustained piece of work showing flair and confidence</p> <p>Exceptional and extremely highly developed application of the artists style and translate into own work showing the clear influence of the work of Chuck Close or Picasso.</p> <p>Highly developed understanding of the formal elements and how they apply to the unit with clarity and skill.</p>	<p>Confidently demonstrate understanding of facial proportions and apply this to artwork, through small exercises as well as a more sustained piece of work.</p> <p>Confidently apply the style of the artist to own work showing the influence of the work of Chuck Close or Picasso.</p> <p>Clear and sustained understanding of the formal elements and how they apply to the unit.</p>	<p>Demonstrate an understanding of facial proportions and apply this to artwork, through small exercises as well as a more sustained piece of work.</p> <p>Apply artist style to own work showing the influence of the work of Chuck Close or Picasso.</p> <p>Show an understanding of the formal elements and how they apply to the unit.</p>	<p>Minimal and inconsistent understanding of facial proportions and apply this to artwork, through small exercises as well as a more sustained piece of work.</p> <p>With guidance and support, apply artist style to own work showing the influence of the work of Chuck Close or Picasso.</p> <p>Show limited understanding of the formal elements and how they apply to the unit.</p>
	<p><b>Key Vocab – Proportion, Observe, Chiaroscuro, Analysis, Scale, Attention to detail, Tonal, Facial features, Grid, Photorealist, Expression, Recreate, Structure.</b></p>		<p><b>Assessments – Ongoing, 1to1, peer, constant verbal, embedded in all lessons alongside formal wins and school based data capture.</b></p>	



**Year 7 Unit 3 – Country, Town & Coast - Focus on the environment and how colour can be used to enhance it – looking at maps, landscapes, local environment – Artists could include Van Gogh, Joe Cornish, Len Tabner etc.**

	<b>Mastery</b>	<b>Working beyond National Standards</b>	<b>Working at national standards</b>	<b>Working below national standards</b>
<b>KNOWLEDGE</b>	<p>Highly developed and exceptional understanding of the work of artists such as Van Gogh, Gillian Bates &amp; Ruth Allen and showing the ability to research these independently, extracting relevant information relevant to the task and able to verbalise using specialist terminology.</p> <p>Confident and exceptional understanding of the use of line and colour and how to apply it with clear understanding of the three artists work.</p>	<p>Show a clear and confident understanding of the work of artists such as Van Gogh, Gillian Bates &amp; Ruth Allen and showing the ability to research these independently, extracting relevant information relevant to the task and able to verbalise using specialist terminology.</p> <p>Confident and consistent understanding of the use of line and colour and how to apply it with clear understanding of the three artists work.</p>	<p>An understanding of the work of artists such as Van Gogh, Gillian Bates &amp; Ruth Allen and showing the ability to research these independently, extracting relevant information relevant to the task.</p> <p>Reasonable understanding of the use of line and colour and how to apply it with understanding of the three artists work.</p>	<p>Showing a basic understanding of the work of artists such as Van Gogh, Gillian Bates &amp; Ruth Allen and showing the ability to research these with support and guidance, extracting relevant information relevant to the task.</p> <p>Inconsistent understanding of the use of line and colour and how to apply it with minimal understanding of the three artists work.</p>
<b>SKILLS &amp; APPLICATION</b>	<p>An exceptional ability to work closely from artist studies and illustrations and copy them with highly developed levels of accuracy, showing clear understanding of the style specific to the work.</p> <p>Skilfully apply artist style to own work with high levels of confidence, clearly showing the influence of the work of Van Gogh, Gillian Bates &amp; Ruth Allen.</p> <p>Show an exceptional understanding of the formal elements and how to apply them with high levels of confidence to the unit.</p> <p>Highly developed observation skills when accurately applying the work undertaken into your own image.</p>	<p>A confident and consistent ability to work closely from artist studies and illustrations and copy them with a high degree of accuracy, showing clear understanding of the style specific to the work.</p> <p>Apply artist style to own work with confidence, clearly showing the influence of the work of Van Gogh, Gillian Bates &amp; Ruth Allen.</p> <p>Show a high level of understanding of the formal elements and how to apply them with confidence to the unit.</p> <p>Excellent and well developed observation skills when accurately applying the work undertaken into your own image.</p>	<p>An ability to work closely from artist studies and illustrations and copy them with a degree of accuracy, showing understanding of the style specific to the work.</p> <p>Apply artist style to own work showing the influence of the work of Van Gogh, Gillian Bates &amp; Ruth Allen.</p> <p>Show clear understanding of the formal elements and how they apply to the unit.</p> <p>Good observation skills when applying the work undertaken into your own image.</p>	<p>Minimal ability to work closely from artist studies and illustrations and copy them with inconsistent levels of accuracy, showing some understanding of the style specific to the work.</p> <p>Apply artist style to own work with support and guidance, showing the influence of the work of Van Gogh, Gillian Bates &amp; Ruth Allen.</p> <p>Show some understanding of the formal elements and how they apply to the unit with limited success.</p> <p>Inconsistent observation skills when applying the work undertaken into your own image.</p>
<p><b>Key Vocab – Landscape, Format, Perspective, Atmospheric, Forced perspective, Horizon, In-situ, Expressive, Composition, Focal point, Foreground, Expressive, Foreshortening, Landmark, Middle ground, Background, Golden hour, Impression.</b></p>			<p><b>Assessments – Ongoing, 1to1, peer, constant verbal, embedded in all lessons alongside formal wins and school based data capture.</b></p>	



**Year 8 Unit 1 – Figurative Sculpture - 3D figurative project linked to the moving figure – Looking at work by Alberto Giacometti, Henry Moore and Antony Gormley.**

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Exceptional understanding of the principles of the work of relevant artists – Alberto Giacometti, Henry Moore and Antony Gormley – and research and analyse this critically and confidently.</p> <p>Confident and skilful application of tone, texture, structure and form in the relation to the artist observed, and fluent ability to apply the characteristics of the artists work.</p>	<p>Effective understanding of the principles of the work of relevant artists – Alberto Giacometti, Henry Moore and Antony Gormley – and research and analyse this confidently.</p> <p>Confident and consistent application of tone, texture, structure and form in the relation to the artist observed, and able to apply the characteristics of the artists work.</p>	<p>Show clear understanding of the work of relevant artists – Alberto Giacometti, Henry Moore and Antony Gormley – and research and analyse this independently.</p> <p>Reasonable understanding of the use of tone, texture, structure and form in the relation to the artist observed, and able to verbalise the characteristics of the artists work.</p>	<p>Show basic understanding of the work of relevant artists – Alberto Giacometti, Henry Moore and Antony Gormley – and research and analyse with guidance.</p> <p>Minimal understanding of the use of tone, texture, structure and form in the relation to the artist observed, with support, able to verbalise the characteristics of the artists work.</p>
SKILLS & APPLICATION	<p>Exceptional ability to demonstrate understanding of figurative proportions and apply this to artwork, through drawings and designs as well as a sustained piece of sculptural work.</p> <p>Skilfully apply artist style to own work effectively showing the influence of the work of Alberto Giacometti, Henry Moore and Antony Gormley.</p> <p>Exceptional use of the formal elements and demonstrating concise and critical understanding of how they apply to the unit.</p>	<p>Effectively demonstrate understanding of figurative proportions and apply this to artwork, through drawings and designs as well as a sustained piece of sculptural work.</p> <p>Confidently apply artist style to own work showing the influence of the work of Alberto Giacometti, Henry Moore and Antony Gormley.</p> <p>Confident use of the formal elements and demonstrating clear understanding of how they apply to the unit.</p>	<p>Demonstrate understanding of figurative proportions and apply this to artwork, through drawings and designs as well as a sustained piece of sculptural work.</p> <p>Apply artist style to own work showing the influence of the work of Alberto Giacometti, Henry Moore and Antony Gormley.</p> <p>Show clear understanding of the formal elements and how they apply to the unit.</p>	<p>Demonstrate basic understanding of figurative proportions and apply this to artwork, through drawings and designs as well as a sustained piece of sculptural work.</p> <p>With support apply artist style to own work showing the influence of the work of Alberto Giacometti, Henry Moore and Antony Gormley</p> <p>Inconsistent understanding of the formal elements and how they apply to the unit.</p>
	<p><b>Key Vocab – 3 Dimensional, Form, Scale, Paper Mache, Armature, Cast, Proportion, Figurative, Mannequin, Carve, Dynamic, Sculpture, Negative space, Free standing, Balance.</b></p>		<p><b>Assessments – Ongoing, 1to1, peer, constant verbal, embedded in all lessons alongside formal wins and school based data capture.</b></p>	



**Year 8 Unit 2 – Word & Image – Illustration - Investigation into different techniques and styles relating to a more illustrative style. Possible themes include recycled bag design - looking at illustrators from traditional and modern backgrounds.**

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Exceptional understanding of the principles of the work of relevant artists – Banksy, Quentin Blake, Ericailcane – and research and analyse this critically and confidently.</p> <p>Confident and skilful application of tone, texture, structure and form in the relation to the artist observed, and fluent ability to apply the characteristics of the artists work.</p>	<p>Effective understanding of the principles of the work of relevant artists – Banksy, Quentin Blake, Ericailcane – and research and analyse this confidently.</p> <p>Confident and consistent application of tone, texture, structure and form in the relation to the artist observed, and able to apply the characteristics of the artists work.</p>	<p>Show clear understanding of the work of relevant artists – Banksy, Quentin Blake, Ericailcane – and research and analyse this independently.</p> <p>Reasonable understanding of the use of tone, texture, structure and form in the relation to the artist observed, and able to verbalise the characteristics of the artists work.</p>	<p>Show a basic understanding of the work of relevant artists – Banksy, Quentin Blake, Ericailcane – and research and analyse this with guidance.</p> <p>Minimal understanding of the use of tone, texture, structure and form in the relation to the artist observed, and with support, able to verbalise the characteristics of the artists work.</p>
SKILLS & APPLICATION	<p>Exceptional ability to demonstrate understanding of illustrative techniques and apply this to artwork, through drawings and design ideas as well as a sustained piece of product design work.</p> <p>Skilfully and fluently apply artist style to own unique work effectively showing the influence of the work of Banksy, Quentin Blake, Ericailcane.</p> <p>Exceptional use of the formal elements and demonstrating concise and critical understanding of how they apply to the unit.</p>	<p>Effectively demonstrate understanding of illustration techniques and apply this to artwork, through drawings and design ideas as well as a sustained piece of product design work.</p> <p>Confidently apply artist style to own work showing the influence of the work Banksy, Quentin Blake, Ericailcane .</p> <p>Confident use of the formal elements and accurate proportion, demonstrating clear understanding of how they apply to the unit.</p>	<p>Demonstrate understanding of illustration techniques and apply this to artwork, through drawings and design ideas as well as a sustained piece of product design work.</p> <p>Apply artist style to own work showing the influence of the work of Banksy, Quentin Blake, Ericailcane.</p> <p>Show clear understanding of the formal elements and accurate proportion and how they apply to the unit.</p>	<p>Demonstrate basic understanding of illustration techniques and apply this to artwork, through drawings and design ideas as well as a sustained piece of product design work.</p> <p>With support, apply artist style to own work showing the influence of the work of Banksy, Quentin Blake, Ericailcane.</p> <p>Inconsistent understanding of the formal elements and proportion and how they apply to the unit.</p>
	<p><b>Key Vocab – Illustrate, Text, Expression, Monochrome, Design, Character, Narrative, Typography, Political, Character, Overlay, Message.</b></p>		<p><b>Assessments – Ongoing, 1to1, peer, constant verbal, embedded in all lessons alongside formal wins and school based data capture.</b></p>	



**Year 8 Unit 3 – Word & Image – Experimental - Investigation into different techniques and styles relating to experimental printmaking. Possible themes include an experimental poster design based on text and image overlay, or a print tile panel.**

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Exceptional understanding of the work of relevant artists – Jasper Johns &amp; Harold Hollingsworth – and research and analyse this independently, using specialist terminology to assess the work with high degrees of understanding.</p> <p>Exceptional and highly developed understanding of the use of overlapping line, text, pattern and colour and how to apply it with high levels of understanding of the two artists work.</p>	<p>Show excellent understanding of the work of relevant artists – Jasper Johns &amp; Harold Hollingsworth – and research and analyse this independently, using specialist terminology to assess the work confidently.</p> <p>Excellent and confident understanding of the use of overlapping line, text, pattern and colour and how to apply it with clear understanding of the two artists work.</p>	<p>Show clear understanding of the work of relevant artists – Jasper Johns &amp; Harold Hollingsworth – and research and analyse this independently.</p> <p>Reasonable understanding of the use of overlapping line, text, pattern and colour and how to apply it with understanding of the two artists work.</p>	<p>Show limited understanding of the work of relevant artists – Jasper Johns &amp; Harold Hollingsworth – and research and analyse this with support and guidance.</p> <p>Basic understanding of the use of overlapping line, text, pattern and colour and how to apply it with minimal understanding of the two artists work.</p>
SKILLS & APPLICATION	<p>Apply artist style to own work with exceptional levels of skill, clearly showing the influence of the work of Jasper Johns &amp; Harold Hollingsworth.</p> <p>An exceptional ability to work closely from quite abstract artist studies and recreate them with high degrees of accuracy, showing fantastic understanding of the expressive, more abstract style specific to the work.</p> <p>Show exceptional understanding of the relevant formal elements and an ability to articulate confidently as well as how they apply to the unit – line, colour, pattern, texture especially.</p>	<p>Confidently apply artist style to own work, clearly showing the influence of the work of Jasper Johns &amp; Harold Hollingsworth.</p> <p>A confident and highly developed ability to work closely from quite abstract artist studies and recreate them with high degrees of accuracy, showing good understanding of the expressive, more abstract style specific to the work.</p> <p>Show clear and consistent understanding of the relevant formal elements and how they apply to the unit – line, colour, pattern, texture especially.</p>	<p>Apply artist style to own work showing the influence of the work of Jasper Johns &amp; Harold Hollingsworth.</p> <p>An ability to work closely from quite abstract artist studies and recreate them with a degree of accuracy, showing understanding of the expressive, more abstract style specific to the work.</p> <p>Show clear understanding of the relevant formal elements and how they apply to the unit – line, colour, pattern, texture especially.</p>	<p>With guidance, apply artist style to own work showing the influence of the work of Jasper Johns &amp; Harold Hollingsworth.</p> <p>Limited and inconsistent ability to work closely from quite abstract artist studies and recreate them with varying degrees accuracy, showing understanding of the expressive, more abstract style specific to the work.</p> <p>Show minimal understanding of the relevant formal elements and how they apply to the unit – line, colour, pattern, texture especially.</p>
	<p><b>Key Vocab – Experimental, Printmaking, Negative space, Message, Overlap, Dry point, Positive space, Current, Collage, Overlay, Monochrome, Abstract, Superimpose, Transfer.</b></p>		<p><b>Assessments – Ongoing, 1to1, peer, constant verbal, embedded in all lessons alongside formal wins and school based data capture.</b></p>	



**Year 9 Unit 1 – Perspective - Formal unit that explores the concept of perspective through small exercises creating an understanding of principals relating to it. Explore single- and two-point perspective.**

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Able to research and analyse the work of relevant artists pertinent to the project – Chris Moore and Meindert Hobbema, to an exceptional standard.</p> <p>Able to retain knowledge and understanding of the principles of using perspective in both theory and in practice to an exceptional standard.</p>	<p>Confidently and effectively research and analyse the work of relevant artists pertinent to the project – Chris Moore and Meindert Hobbema.</p> <p>Confidently and effectively retain knowledge and understanding of the principles of using perspective in both theory and in practice.</p>	<p>Effectively research and analyse the work of relevant artists pertinent to the project – Chris Moore and Meindert Hobbema.</p> <p>Effectively retain knowledge and understanding of the principles of using perspective in both theory and in practice.</p>	<p>Minimal ability to research and analyse the work of relevant artists pertinent to the project – Chris Moore and Meindert Hobbema.</p> <p>Minimal and inconsistent ability to retain knowledge and understanding of the principles of using perspective in both theory and in practice.</p>
SKILLS & APPLICATION	<p>Able to show and apply an understanding of drawing a shape in perspective using both one and two-point perspective to an exceptional standard.</p> <p>Able to transfer knowledge gained into drawing scenes of varying subject matter one and two point perspective, applying the key principles of things getting gradually smaller as they get further away to an exceptional standard.</p> <p>Able to extend knowledge of the above into drawing scenes and situations in two point perspective to an exceptional standard.</p> <p>Able to use relevant formal elements to produce effective studies from secondary source material to an exceptional standard.</p>	<p>Confidently able to show and apply an understanding of drawing a shape in perspective using both one and two-point perspective.</p> <p>Confidently able to transfer knowledge gained into drawing scenes of varying subject matter in one and two point perspective applying the key principles of things getting gradually smaller as they get further away.</p> <p>Confidently able to extend knowledge of the above into drawing scenes and situations in two point perspective.</p> <p>Confidently able to use relevant formal elements to produce effective studies from secondary source material.</p>	<p>Able to show and apply an understanding of drawing a shape in perspective using both one and two-point perspective.</p> <p>Able to transfer knowledge gained into drawing scenes of varying subject matter in one and two point perspective, applying the key principles of things getting gradually smaller as they get further away.</p> <p>Able to extend knowledge of the above into drawing scenes and situations in two point perspective.</p> <p>Able to use relevant formal elements to produce effective studies from secondary source material.</p>	<p>Minimal ability to show and apply an understanding of drawing a shape in perspective using both one and two-point perspective.</p> <p>Minimal ability to transfer knowledge gained into drawing scenes of varying subject matter in one and two point perspective, applying the key principles of things getting gradually smaller as they get further away.</p> <p>Minimal ability to extend knowledge of the above into drawing scenes and situations in two point perspective.</p> <p>Minimal ability to use relevant formal elements to produce effective studies from secondary source material.</p>
	<p><b>Key Vocab – Perspective, Forced perspective, foreground,, Ink wash, Vanishing point, Background, Retro, Line of vision, Mid-ground, Viewpoint, Depth of field, Horizon, Foreshortening.</b></p>		<p><b>Assessments – Ongoing, 1to1, peer, constant verbal, embedded in all lessons alongside formal wins and school based data capture.</b></p>	



**Year 9 Unit 2 – The Artist’s Chair - Creating a functional item that relates to the work of a specific artist. Possible outcomes include pieces of furniture, hats, light stands, candle holders etc.**

	<b>Mastery</b>	<b>Working beyond National Standards</b>	<b>Working at national standards</b>	<b>Working below national standards</b>
<b>KNOWLEDGE</b>	<p>Exceptional understanding and a confident ability to research and analyse relevant art movements – CUBISM, POP ART &amp; SURREALISM.</p> <p>Confidently able to understand and apply qualities of art work and integrate into original chair designs to an exceptional standard.</p>	<p>Confidently show an understanding and an ability to research and analyse relevant art movements – CUBISM, POP ART &amp; SURREALISM.</p> <p>Confidently able to understand and apply qualities of art work and integrate into original chair designs</p>	<p>Able to show an understanding and an ability to research and analyse relevant art movements – CUBISM, POP ART &amp; SURREALISM.</p> <p>Able to understand and apply qualities of art work and integrate into original chair designs.</p>	<p>Minimal ability to show understanding and an ability to research and analyse relevant art movements – CUBISM, POP ART &amp; SURREALISM.</p> <p>Minimal ability to understand and apply qualities of art work and integrate into original chair designs</p>
<b>SKILLS &amp; APPLICATION</b>	<p>Exceptional use of media to show understanding of 3 dimensional forms – chairs.</p> <p>Confidently able to design and construct original designs that have been conceived from conception to realisation – show an ability to manipulate materials to construct small scale models of chair designs to an exceptional standard.</p>	<p>Confidently effective use of media to show understanding of 3 dimensional forms – chairs.</p> <p>Confidently able to design and construct original designs that have been conceived from conception to realisation – show an ability to manipulate materials to construct small scale models of chair designs.</p>	<p>Able to effectively use of media to show understanding of 3 dimensional forms – chairs.</p> <p>Able to effectively design and construct original designs that have been conceived from conception to realisation – show a consistent ability to manipulate materials to construct small scale models of chair designs.</p>	<p>Minimal ability to effectively use media to show understanding of 3 dimensional forms – chairs.</p> <p>Minimal ability to design and construct original designs that have been conceived from conception to realisation – show a minimal ability to manipulate materials to construct small scale models of chair designs.</p>
	<p><b>Key Vocab – Functional, Creative, Inspired, Cubism, Form, Structure, Vocational, Pop Art, Scale, Maquette, Imagination, 3 Dimensional, Fit for purpose, Armature, Surrealism, Design.</b></p>		<p><b>Assessments – Ongoing, 1to1, peer, constant verbal, embedded in all lessons alongside formal wins and school based data capture.</b></p>	





**Year 9 Unit 3 – Artist Inspired - Linked to an art movement. To look at the main protagonists involved in the art movement, and to then produce a still life outcome in the style.**

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Highly developed levels of understanding of the specific characteristics of the three art movements – SURREALISM, CUBISM &amp; POP ART – and are able to verbalise the main protagonists using specialist terminology.</p> <p>Exceptional ability to research chosen art movement independently and analyse the key factors specific to the movement.</p> <p>Highly developed understanding of how to compose and scale up a still life image that has been constructed by the student with reference to the art movement, showing exceptional levels of skill.</p>	<p>Clear understanding of the specific characteristics of the three art movements – SURREALISM, CUBISM &amp; POP ART – and are able to verbalise the main protagonists.</p> <p>Confidently able to research chosen art movement independently and analyse the key factors specific to the movement.</p> <p>Clear and developed understanding of how to compose and scale up a still life image that has been constructed by the student with reference to the art movement, showing clear and consistent levels of skill.</p>	<p>Understand the specific characteristics of the three art movements – SURREALISM, CUBISM &amp; POP ART – and are able to recall the main protagonists.</p> <p>Able to research chosen art movement independently and analyse the key factors specific to the movement.</p> <p>Understand how to compose and scale up a still life image that has been constructed by the student with reference to the art movement.</p>	<p>Show basic understanding the specific characteristics of the three art movements – SURREALISM, CUBISM &amp; POP ART – and are able to recall the main protagonists with support.</p> <p>Able to research chosen art movement with help and guidance and remember the key factors specific to the movement with inconsistency.</p> <p>With help and guidance, understand how to compose and scale up a still life image that has been constructed by the student with reference to the art movement.</p>
SKILLS & APPLICATION	<p>Confidently and skilfully create an art movement page including stylised font, two still life studies and analysis of the art movement showing an exceptional understanding of its origins.</p> <p>Produce an imaginative and exceptional photograph in the style of the art movement chosen that shows a still life based theme.</p> <p>Show exceptional observation skills to successfully transfer the photographic image onto an A3 sheet of paper.</p>	<p>Confidently create an art movement page including stylised font, two still life studies and analysis of the art movement showing a clear understanding of its origins.</p> <p>Produce a well composed and imaginative photograph in the style of the art movement chosen that shows a still life based theme.</p> <p>Show excellent observation skills to successfully transfer the photographic image onto an A3 sheet of paper.</p>	<p>Create an art movement page including stylised font, two still life studies and analysis of the art movement.</p> <p>Produce a photograph in the style of the art movement chosen that shows a still life based theme.</p> <p>Show good observation skills to successfully transfer the photographic image onto an A3 sheet of paper.</p>	<p>With guidance and support, create a research page including artist copies and information.</p> <p>Produce a photograph in the style of the art movement chosen that shows a still life based theme – or use one provided.</p> <p>Show basic observation skills to transfer the photographic image onto an A3 sheet of paper.</p>
	<p><b>Key Vocab – Inspired, Style, Recreation, Research.</b></p>		<p><b>Assessments – Ongoing, 1to1, peer, constant verbal, embedded in all lessons alongside formal wins and school based data capture.</b></p>	

