

Reepham High School Art Department GCSE Assessment Grid and Level Descriptors

	AO1 RESEARCH – IMAGES & ARTISTS <i>Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding. 25%</i>	AO2 EXPERIMENTS WITH MEDIA <i>Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. 25%</i>	AO3 IDEAS, OBSERVATIONAL DRAWINGS & EXPLANATIONS <i>Record ideas, observations and insights relevant to their intentions in visual and/or other forms. 25%</i>	AO4 FINAL IDEA & FINAL PIECE <i>Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and making connections between visual or other elements. 25%</i>	Additional Indicators
Descriptor	<p>A highly developed ability to effectively develop and creatively explore ideas through investigations informed by contextual and other sources.</p> <p>A confident and highly developed ability to demonstrate analytical and cultural understanding.</p>	<p>A highly developed ability to thoughtfully refine ideas through purposeful and discriminating experimentation and selection of appropriate resources, media, materials, techniques and processes as their work progresses.</p>	<p>A highly developed ability to fluently and skilfully record ideas, observations and insights relevant to intentions in visual and/or other forms.</p> <p>Written communication to record ideas, where appropriate, is fluent and accurate.</p>	<p>A highly developed ability to competently present an imaginative, personal, informed and meaningful response when realising intentions.</p> <p>A highly developed ability to demonstrate critical understanding and where appropriate, make perceptive and discriminating connections between visual, written, oral or other elements.</p>	
A*	<p>I can create highly skilful Artist studies and insightful notes explaining the relevance and historical context.</p> <p>I can present imaginative ideas supported by perceptive, sustained investigations, independently researching, selecting and investigating from first hand primary and secondary resources, artists, artworks, cultural artefacts, techniques and issues.</p> <p>I can present evidence of skilful and effectively annotation and evaluate my work</p>	<p>My journal shows evidence of in depth review and creative development that recognises the full potential of media and processes selected.</p> <p>I can create highly thoughtful & creative planning of alternative outcomes showing and ability to make independent judgements</p> <p>I can confidently evaluate and analyse how I use of media to show intentions and reflect on my practice.</p> <p>I can confidently and fluently</p>	<p>I can present evidence of sustained investigation with highly skilful, perceptive, specialist term used appropriately and that are expressed highly accurately.</p> <p>I can use a range of techniques for generating ideas including detailed brainstorm/ visual mood boards and mind-maps. I can fluently present a wide range of recordings from first hand observation.</p> <p>I can record ideas using a range of observations and insights, making</p>	<p>My intentions are fully realised through personal outcomes.</p> <p>I can show evidence of original, imaginative, inventive and exciting qualities with highly appropriate connections between visual elements.</p> <p>I can create outcomes that are personal, insightful, creative, highly skilled, and realise their intentions.</p> <p>I can make imaginative connections to the work of other artists.</p>	<p>KS4</p> <p>I can produce a range of fluent realisation of intentions that often compare to A level outcomes.</p> <p>I attend workshops and visit exhibition of artists work independently</p> <p>I can work well independently and show evidence of fluent practical and contextual understanding.</p>

	<p>and the work of other artists to show my intentions</p> <p>I can present evidence of a sustained and fluent understanding of the wider context</p>	<p>explore a range of media to explore a range of potential ideas for independent development</p>	<p>creative use of my sketchbook to show a highly personal and thoughtful exploration of my intentions</p> <p>I present evidence of creative, thoughtful and fluent documentation, showing a clear understanding of my intentions.</p>		<p>I have supporting work which consistently covers the four assessment objectives and my own independent development</p>
A	<p>I can explore other artists with similar themes and ideas and compare and contrast with my own work</p> <p>I can use insightful notes to explain relevance. Artist research is creative, highly personal and insightful.</p> <p>I can independently investigate a range of primary and secondary resources, relevant to my intentions</p> <p>I can present evidence of skilful annotation and evaluation showing an of the wider context understanding.</p> <p>I can present confident explorations of artist technique and respond accordingly showing a good understanding how artist use media and process.</p>	<p>I can produce imaginative developments of highly refined and mature ideas showing meaning and intention.</p> <p>I can explore and exploit the potential of a wide range of media and processes creatively and imaginatively, refining as my work develops</p> <p>I present evidence of experimentation in a range of different media, materials, techniques and processes to help me to develop and refine my ideas.</p> <p>I can reflect on work in progress and confidently analyse and evaluate my use of media</p> <p>I understand the necessity for experimentation and select appropriate media to show my intentions</p>	<p>I can work and present personal and creative ideas from primary & secondary source and resources including photographs and artist studies.</p> <p>I can create images and objects with confident and skilful mark-making</p> <p>I have developed a skilful, personal and individual drawing style which shows evidence of a confident understanding of the visual elements.</p> <p>I can present my ideas sequentially and experiment with different drawing styles, media and techniques to explore these.</p> <p>I can document my creative ideas and journey using a confident use of specialist vocabulary to support my practical exploration</p>	<p>I can make exciting, meaningful and informed connections between my work and the work of other artists.</p> <p>I can present outcomes that are personal, original, imaginative and exciting showcasing a range of confident and skilful media.</p> <p>I can realise my intentions fully with detailed sequential development and confident annotation and contextual links.</p> <p>I can analyse and reflect and present evidence of what I have learnt and what I can do to improve. I can confidently evaluate using specialist vocabulary.</p>	<p>I can work well independently inside and outside of the classroom</p> <p>I independently visit exhibitions, galleries and museums with the school on organised trips and independently</p> <p>I present supporting studies that show evidence of personal investigations with an understanding of the wide context of art and fluent contextual links</p>

Descriptor	<p>A consistent ability to effectively develop and explore ideas through investigations purposefully informed by contextual and other sources.</p> <p>A consistent ability to demonstrate analytical and cultural understanding.</p>	<p>A consistent ability to thoughtfully refine ideas through purposeful experimentation and selection of appropriate resources, media, materials, techniques and processes as their work progresses.</p>	<p>A consistent ability to skilfully record ideas, observations and insights relevant to intentions in visual and/or other forms.</p> <p>Written communication to record ideas, where appropriate, is clear and coherent.</p>	<p>A consistent ability to competently present a personal, informed and meaningful response when realising intentions.</p> <p>A consistent ability to demonstrate critical understanding and where appropriate, make perceptive connections between visual or other elements.</p>	
B	<p>I can present skilful Artist studies and thoughtful notes to explain the relevance.</p> <p>I can complete skilful artist research that includes personal opinion, reflection and analysis.</p> <p>I produce a diverse range of ideas explored with exciting and imaginative developments.</p> <p>I can use personal, refined judgment that convey an understanding of more complex issues.</p>	<p>I can show evidence of an effective, coherent selection of resources, I can experiment and explore media with confidence.</p> <p>I can consider and plan a range of alternative ideas.</p> <p>I can make decisions about my work and document my intentions.</p> <p>I can analyse and evaluate my work effectively.</p>	<p>I can present purposeful recording with a consistent command of skills. Specialist terms are expressed accurately.</p> <p>I can present effective visual mood boards and mind-maps alongside a wide range of collected relevant primary & secondary sources.</p> <p>I can develop my mark-making and drawing skills so it is consistently skilful.</p> <p>I can reflect on my practice and on the work of others coherently, using a wide range of key vocabulary accurately.</p>	<p>I can present skilful, personal outcomes with consistent application, knowledge and understanding.</p> <p>I can make effective and diverse connections with the work of other artist, analysing my intentions with confident language and subject specific vocabulary</p> <p>I can create outcomes that are clearly informed by the work of the artist and shows imagination and skill.</p> <p>I can reflect and analyse my outcomes outcome.</p>	<p>KS4</p> <p>I can work independently and built confidence in my work by working outside of the classroom to support my coursework</p> <p>I visit galleries on designated school visits and sometime on the advice of my teachers</p>

Descriptor	<p>A generally consistent ability to effectively develop ideas through investigations informed by contextual and other sources.</p> <p>A generally consistent ability to demonstrate analytical and cultural understanding.</p>	<p>A generally consistent ability to effectively refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes as their work progresses.</p>	<p>A generally consistent ability to effectively record ideas, observations and insights that are generally relevant to intentions in visual and/or other forms.</p> <p>Written communication to record ideas, where appropriate, is reasonably clear.</p>	<p>A generally consistent ability to effectively present a personal, informed and meaningful response when realising intentions.</p> <p>A generally consistent ability to demonstrate critical understanding and make connections between visual, written or other elements.</p> <p>I can present evidence of emerging individual qualities and intentions are appropriately realised. Personal responses demonstrate connections between source and contexts</p>	
<p>C</p>	<p>I can demonstrate a good understanding of the Artists' use of the formal elements and historical influences.</p> <p><i>I can demonstrate a good written critical analysis of existing products.</i></p> <p><i>I present my own ideas using sufficient skill, I can use personal opinions and analysis to shows a degree of critical understanding.</i></p> <p>I can collect and present information about different artists/ products using descriptive language. I can use writing frames to give my own opinion.</p>	<p>I can show evidence of an appropriate, sometimes predictable selection of media.</p> <p>I plan outcomes with good quality drawing and clear notes.</p> <p>I can evidence experimentation with a broadening range of resources and explore a range of materials, processes and techniques with consistently good success.</p> <p>I can refine and develop ideas with thought and independence/or with support and guidance</p>	<p>I can record relevant selection from source with growing technical control using specialist term to inform intentions.</p> <p>I can consistently explore a range of ideas that link to work of other artists.</p> <p>I can collect and present effectively, a range of relevant primary & secondary images</p> <p>I can develop my mark-making and drawing skill so it is consistently good.</p> <p>I can use clear written notes to evaluate and explain my work <i>and make links to other artists work</i></p> <p>I can explore some ideas that link to the artists' work and collect primary and secondary resources.</p>	<p>I can present evidence of emerging individual qualities and intentions are appropriately realised. Personal responses demonstrate connections between source and contexts.</p> <p>I can present competent, personal and aesthetically pleasing outcomes that make good connections to the work of other artists.</p> <p>I can evaluate my outcomes using a range of subject specific vocabulary.</p> <p>I can create a planned outcome that is partially informed by my understanding of the artists' work,</p> <p>I can explain these links using descriptive writing a cut and pasted facts</p>	<p>I can work independently with some support and with growing confidence.</p> <p>I can research the work of other artist building up my contextual knowledge.</p> <p>I have seen artworks appropriate to my intentions on designated art visits and trips</p>
<p>D</p>	<p>I can present ideas from a given starting point and analyse my intentions.</p>	<p>I can experiment with different media, materials, techniques and</p>	<p>I can competently record my ideas, observations and experiences.</p>	<p>I can show evidence of how my study of the work of other artists/ products has</p>	<p>KS4 I can often work</p>

	<p>I can present evidence of artist/ product research using descriptive, technical language and a range of visual examples that make links to my own work.</p> <p>I can annotate and evaluate work of other artists/ product to show a basic understanding</p> <p><i>I can copy from the work of other artists to show visual links</i></p> <p>I can follow writing frames to help evaluate my work</p>	<p>processes relevant to my intentions</p> <p>I can present evidence of an adequate selection and experimentation with some refinement.</p> <p>I can provide evidence of basic annotation and evaluation to explain my work and how to improve it further</p>	<p>I understand the need to record my observations and can annotate my ideas using limited art vocabulary</p> <p>I can record using limited media covering a range of visual elements with a basic level of consistency</p>	<p>informed my work. <i>I can annotate and use contextual studies to support my outcomes, however much of my artist studies are visual.</i></p> <p>I can complete and present my finished final outcomes showing links to artist studied/ design brief set.</p> <p>I can present evidence of emerging technical abilities, but lacking a greater level of consistency</p> <p>I can evaluate my work to show what I have learnt with basic annotation and images. I can document what I can do to refine my work and improve.</p>	<p>independently and when directed with the support of my teachers</p> <p>I can produce a range of sketchbook development showing a range of drawing and recording from primary and secondary sources</p> <p>KS3</p> <p>I take pride in my work and present it to the best of my ability and can produce work independently and with support.</p> <p>I visit galleries and exhibitions</p>
Descriptor	<p>Some ability to develop ideas through investigations informed by contextual and other sources.</p> <p>Limited ability to demonstrate analytical and cultural understanding.</p>	<p>Some ability to refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes as their work progresses.</p>	<p>Some ability to record ideas, observations and insights relevant to intentions in visual and/or other forms.</p> <p>Written communication, to record ideas, where appropriate, is at a limited level.</p>	<p>Some ability to present a personal, informed and meaningful response when endeavouring to realise intentions.</p> <p>Limited ability to demonstrate critical understanding when attempting, where appropriate, to make connections between visual or other elements.</p>	
M	<p>I can present evidence of straightforward ideas from a few starting points <i>showing an understanding of contextual links</i></p> <p>I can research basic facts about artists / products and explain how it might help</p>	<p>I make an adequate but limited selection of materials/ techniques with guidance and support.</p> <p>I can explore a limited range of materials, processes and techniques with some success.</p>	<p>I can present drawings of my ideas.</p> <p>I document an adequate use of visual forms, with unrefined skills and a lack of technical competence.</p> <p>I can develop ideas from given</p>	<p>I can make basic connections between my work and the work of other artists</p> <p>I can create final pieces which are finished and show an and emerging personal style</p>	<p>KS4</p> <p>I can work with guidance and support.</p> <p>I can produce work that shows evidence of following a theme</p>

	<p>develop my own ideas.</p> <p>I can annotate and evaluate the work of other show basic analytical and cultural understanding</p> <p>I can copy the work of other artists and find images of their work</p>	<p>I can show a basic ability to refine and develop ideas and plan outcomes with some evidence of drawing</p>	<p>starting points and copy images provided.</p>	<p>I can present a basic evaluation of my work.</p>	<p>KS3</p> <p>I adapt to new challenges and apply new skills</p> <p>I work independently and with support.</p>
F	<p>I can demonstrate some understanding of how the artist/ products has used the formal elements in their work and give my own basic opinions.</p> <p>I can use a range of basic vocabulary from a given starting point</p>	<p>I can use some media, materials, techniques and processes.</p> <p>I can attempt to comment on my use of media and technique and evaluate my progress</p> <p>I understand what I can do to make my work better but I don't always communicate this understanding.</p>	<p>I can record my ideas in simple ways using a limited resources</p> <p>I understand some technical terms and Specialist language.</p> <p><i>I present evidence of a basic understanding of line, form and tone.</i></p>	<p>I can present outcomes that are deliberate and methodical.</p> <p><i>My sketchbook shows evidence that I can create an outcome of my own design that has been copied from artworks studied</i></p> <p>My booklet show evidence that I can create an outcome on my own design that meet limited aspects of a design brief.</p>	<p>KS4</p> <p>I need support and guidance to help plan ideas.</p> <p>I have minimal work and underdeveloped work journals</p> <p>KS3</p> <p>I present work with increasing confidence</p> <p>I work well with support and guidance</p>
Descriptor	<p>Minimal ability to develop ideas through investigations informed by contextual and other sources.</p> <p>Minimal ability to demonstrate basic analytical and cultural understanding.</p>	<p>Minimal ability to refine their ideas through experimenting and selecting appropriate resources, media, materials and techniques and processes as their work progresses.</p>	<p>Minimal ability to record ideas, observations and insights relevant to intentions in visual and/or other forms.</p> <p>Written communication to record ideas, where appropriate, is at a very basic level.</p>	<p>Minimal ability to present a personal, informed and meaningful response when endeavouring to realise intentions.</p> <p>Minimal ability to demonstrate critical understanding when attempting, where appropriate, to make connections between visual or other elements.</p>	
G	<p>I can collect and organise basic information about art and artists / products including pictures and text.</p> <p>I can document ideas following instructions from my teacher</p> <p>I attempt to develop these ideas.</p>	<p>I attempt to try out a minimal amount of new <i>media</i> and techniques.</p> <p>I can, at a basic level, identify what I have had success with.</p>	<p><i>My sketchbook shows a minimum use of first hand material.</i></p> <p>My booklet shows a minimum use ideas develop through starting points or design brief set.</p>	<p>My sketchbook/ booklet presents little connection to source/ design brief or theme and partial realisation of intentions</p> <p><i>I can make progress towards creating an outcome that is loosely based on the</i></p>	<p>KS4</p> <p>I need constant support and guidance to work. I plan ideas from worksheets presented to me by my teacher</p>

			<p>Inconsistent use of visual forms. I can apply basic shapes and patterns with limited results.</p> <p>I can generate at least one idea and draw using a limited techniques.</p> <p>I can copy images given to me</p>	<p><i>work of other artists and previous sketchbook development.</i></p>	<p>KS3 I need a lot of support to work.</p>
H	<ul style="list-style-type: none"> You explore ideas. You have made an attempt at using different materials and identify You have made an attempt of using colour in design work You can identify the basic differences between your own and others work. You can identify targets for improvement. You can create limited basic stitches You can use the sewing machine with guidance <p><u>Drawing</u> I can draw using scribbled line and a lack of detail. I can draw basic shapes but need to improve my proportion. I can apply colour but its untidy using pencils.</p> <p><u>Contextual Study</u> I can collect and organise basic information about art and artists including pictures and text.</p>				
I	<ul style="list-style-type: none"> You work from a range of starting points (from teacher) You can apply pencil mark to show shape in design work You can cut shapes from paper to create templates and make collage images You can comment on your work <p><u>Drawing</u> I can draw outline shapes that are unrefined in line only, and colour in applied by pencil as scribbles often rushed.</p> <p><u>Contextual Study</u> I can collect images and copy some basic text</p>				
J	<ul style="list-style-type: none"> You can copy worksheets You can use pencil to make marks and shapes independently (very basic and simplistic) You can apply line, colour and texture You can copy comments from teacher <p><u>Drawing</u> I can scribble marks and create some identifiable shapes, I can use a needle with guidance.</p>				
K	<ul style="list-style-type: none"> With support I can investigate shape, colour. With support I can create initial designs and practical work 				

	<ul style="list-style-type: none"> • With support I can create basic limited stitches <p><u>Drawing</u> With support I can record marks and shapes to form design ideas (although shapes are often not recognisable from given starting point)</p>
L	<ul style="list-style-type: none"> • I can apply basic colour to shapes • I can outline using mark making • I can talk through basic design ideas <p><u>Drawing</u> I can apply marks using pencil and other media</p>
M	<ul style="list-style-type: none"> • I can recognise colour • I can recognise shapes • I can recognise and select different drawing tools <p><u>Drawing</u> I can make marks</p>