

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>	
9/8	<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 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</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>I can confidently and fluently 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>contextual understanding.</p> <p>I have supporting work which consistently covers the four assessment objectives and my own independent development</p> <p>KS3 - Fluent</p>
7	<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> <p>KS3 - Confident</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>	
6/5	<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</p>	<p>KS4 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> <p>KS3 - Consistent</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>	
4	<p>I can demonstrate a good understanding of the Artists' use of the formal elements and historical influences.</p> <p>I present my own ideas using sufficient skill, I can use personal opinions and analysis to shows a degree of critical understanding.</p> <p>I can collect and present information about different artists 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 and make links to other artists work</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>KS3 - Competent</p>

<p>3</p>	<p>I can present ideas from a given starting point and analyse my intentions.</p> <p>I can present evidence of artist research using descriptive 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 to show a basic understanding</p> <p>I can copy from the work of other artists to show visual links</p> <p>I can follow writing frames to help evaluate my work</p>	<p>I can experiment with different media, materials, techniques and 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 can competently record my ideas, observations and experiences.</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>I can show evidence of how my study of the work of other artists has informed my work. I can annotate and use contextual studies to support my outcomes, however much of my artist studies are visual.</p> <p>I can complete and present my finished final outcomes showing links to artist studied.</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>KS4</p> <p>I can often work 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> <p>KS3 –Basic Ability</p>
<p>Descriptor</p>	<p>Some ability to develop ideas through investigations informed by contextual and other sources. 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>	

<p>2</p>	<p>I can present evidence of straightforward ideas from a few starting points showing an understanding of contextual links</p> <p>I can research basic facts about artists and explain how it might help 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 make an adequate but limited selection of materials with guidance and support.</p> <p>I can explore a limited range of materials, processes and techniques with some success.</p> <p>I can show a basic ability to refine and develop ideas and plan outcomes with some evidence of drawing</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 starting points and copy images provided.</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>I can present a basic evaluation of my work.</p>	<p>KS4 I can work with guidance and support.</p> <p>I can produce work that shows evidence of following a theme</p> <p>KS3 I adapt to new challenges and apply new skills</p> <p>I work independently and with support.</p> <p>KS3 – Some Ability</p>
<p>1</p>	<p>I can demonstrate some understanding of how the artist 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 present evidence of a basic understanding of line, form and tone.</p>	<p>I can present outcomes that are deliberate and methodical.</p> <p>My sketchbook shows evidence that I can create an outcome of my own design that has been copied from artworks studied</p>	<p>KS4 I need support and guidance to help plan ideas.</p> <p>I have minimal work and underdeveloped work journals</p> <p>KS3 I present work with increasing confidence</p> <p>I work well with support and guidance</p> <p>KS3 – Minimal Ability</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>	
1	<p>I can collect and organise basic information about art and artists including pictures and text.</p> <p>I can document ideas following instructions from my teacher I attempt to develop these ideas.</p>	<p>I attempt to try out a minimal amount of new media and techniques.</p> <p>I can, at a basic level, identify what I have had success with.</p>	<p>My sketchbook shows a minimum use of first hand material. 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>My sketchbook presents little connection to source and partial realisation of intentions</p> <p>I can make progress towards creating an outcome that is loosely based on the work of other artists and previous sketchbook development.</p>	<p>KS4 I need constant support and guidance to work. I plan ideas from worksheets presented to me by my teacher</p> <p>KS3 I need a lot of support to work.</p> <p>KS3 – Minimal Ability</p>
H	<ul style="list-style-type: none"> You work from a range of starting points (from teacher). You can use mark making using a level of control. You show a level of control when painting. You can cut and paste artist work and analysis. You can copy targets from teacher feedback. <p>Drawing I can draw using scribbled line and a lack of detail. I can draw basic shapes but need to improve my proportion. I can outline but add no tone.</p> <p>Contextual Study 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 making and paint with a different variety of tools and brushes You can cut shapes from paper and make collage images You can comment on your work <p>Drawing I can draw outline shapes that are unrefined in line only, no tone</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</p>
K	<ul style="list-style-type: none"> • With support I can investigate shape, line and colour • With support I can make pictures and objects in art. • With support I can apply various thickness of line <p><u>Drawing</u> With support I can record marks and shapes (although shapes are often not recognisable from given starting point)</p>
L	<ul style="list-style-type: none"> • I can recognise primary and secondary colours and mix paint • I can apply basic colour to shapes • I can outline using mark making <p><u>Drawing</u> I can apply marks using pencil and other media</p>
M	<ul style="list-style-type: none"> • I can recognise primary colour • I can recognise shapes • I can recognise and select different drawing tools <p><u>Drawing</u> I can make marks</p>