



GRADE		DESCRIPTION
9	<div data-bbox="315 296 521 491" style="background-color: green; color: white; padding: 5px; text-align: center;">Mastering</div> <div data-bbox="315 491 521 657" style="background-color: yellow; padding: 5px; text-align: center;">Secure</div> <div data-bbox="315 657 521 847" style="background-color: red; color: white; padding: 5px; text-align: center;">Developing</div>	<ul style="list-style-type: none"> <li>• <b>A01 – Develop Ideas (Artists)</b> Develop ideas in relation to artists studied. Response to artworks is assured, with comprehensive analysis, informed by extensive and exhaustive research. Inventive links made between own and others' work.</li> <li>• <b>A02: Refine ideas</b> Through media such as paint, clay and print. Masterful control of brush in painting, leads to confident control of both mixing and application. Independent development in clay works to master different methods and manipulate clay for both structural and decorative effect. Compositional work demonstrates an exceptional ability to use positioning and depth to relate elements and is masterful in execution. Exceptional and masterful ability to review or refine work as it progresses.</li> <li>• <b>A03 Record Ideas</b> RECORD with maturity. Masterful observation of shape and proportion. Highly accomplished and masterful understanding scale and relationships of elements. Drawings are highly accomplished and fully informed through extensive observation. Complete understanding of colour theory. Highly accomplished and effective use of tone. Sensitive and fluid use of line</li> <li>• <b>A04 Present ideas</b> PRESENT work in a masterful and logical manner. Sketchbook is exceptionally organised, with exceptional and highly effective layout which 'reads' beautifully. Final outcome is complete, ambitious and demonstrates exceptional understanding of formal elements studied</li> </ul>
8	<div data-bbox="315 1050 521 1241" style="background-color: green; color: white; padding: 5px; text-align: center;">Mastering</div> <div data-bbox="315 1241 521 1417" style="background-color: yellow; padding: 5px; text-align: center;">Secure</div>	<ul style="list-style-type: none"> <li>• <b>A01 – Develop Ideas (Artists)</b> DEVELOP ideas in relation to artists studied. Response to artworks is assured, with extensive analysis, informed by thorough research. Thoughtful and formative links made between own and others' work.</li> <li>• <b>A02: Refine ideas</b> REFINE ideas through media such as paint, clay and print. Accomplished control of brush in painting, leads to highly confident control of both mixing and application. No support required in clay work to master different methods and manipulates clay for both structural and decorative effect. Compositional work demonstrates an accomplished ability to use positioning and depth to relate elements and is fully developed</li> </ul>



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	<p>Developing</p>	<p>Accomplished ability to review or refine work as it progresses.</p> <ul style="list-style-type: none"> <li>• <b>A03 Record Ideas</b> RECORD with accomplished accuracy. Thorough observation of shape and proportion. . Highly confident and assured understanding scale and relationships of elements. Drawings are highly accomplished and informed through thorough observation Highly confident understanding of colour theory. Accomplished use of tone. Sensitive use of line.</li> <li>• <b>A04 Present ideas</b> PRESENT work in an accomplished and logical manner. Sketchbook is organised and accomplished, with lively and effective layout which 'reads' beautifully. Final outcome is complete, ambitious and demonstrates accomplished understanding of formal elements studied.</li> </ul>
<p>7</p> <p>Key Words:</p>	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<ul style="list-style-type: none"> <li>• <b>A01 – Develop Ideas (Artists)</b> DEVELOP ideas in relation to artists studied. Response to artworks is assured, with in depth analysis, informed by thorough research. Thoughtful and astute links made between own and others' work</li> <li>• <b>A02: Refine ideas</b> REFINE ideas through media such as paint, clay and print. Highly confident control of brush in painting, leads to confident control of both mixing and application. Minimal support required in clay work to master different methods and manipulates clay for both structural and decorative effect. Compositional work demonstrates a highly confident ability to use positioning and depth to relate elements and is fully developed. Highly confident ability to review or refine work as it progresses</li> <li>• <b>A03 Record Ideas</b> RECORD with high confidence. Thorough and accurate observation of shape and proportion. Highly confident understanding scale and relationships of elements. Drawings are accurate and informed through thorough observation. Highly confident understanding of colour theory. Accurate use of tone. Assured use of line.</li> <li>• <b>A04 Present ideas</b> PRESENT work in a highly confident and logical manner. Sketchbook is organised, with lively and effective layout which 'reads' beautifully. Final outcome is complete, ambitious and demonstrates highly confident understanding of formal elements studied.</li> </ul>



6	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<ul style="list-style-type: none"><li>• <b>A01 – Develop Ideas (Artists)</b> DEVELOP ideas in relation to artists studied. Response to artworks is assured, with detailed analysis, informed by thorough research. Thoughtful links made between own and others' work.</li><li>• <b>A02: Refine ideas</b> REFINE ideas through media such as paint, clay and print. Confident control of brush in painting, leads to confident control of both mixing and application. Little or no support required in clay work to master different methods and manipulate clay for both structural and decorative effect. Compositional work demonstrates a confident ability to use positioning and depth to relate elements and is fully developed. Confident ability to review or refine work as it progresses</li><li>• <b>A03 Record Ideas</b> RECORD with confidence. Thorough observation of shape and proportion. Assured understanding scale and relationships of elements. Drawings are informed through thorough observation. Confident understanding of colour theory. Accurate use of tone. Assured use of line.</li><li>• <b>A04 Present ideas</b> PRESENT work in a confident and logical manner. Sketchbook is organised, with lively and effective layout which 'reads' beautifully. Final outcome is complete, ambitious and demonstrates confident understanding of formal elements studied.</li></ul>



5	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<ul style="list-style-type: none"><li>• <b>A01 – Develop Ideas (Artists)</b> DEVELOP ideas in relation to artists studied. Response to artworks is informed, with thoughtful analysis Relevant and meaningful connections are made between own and others' work.</li><li>• <b>A02: Refine ideas</b> REFINE ideas through media such as paint, clay and print. Confident control of brush in painting, leads to confident control of both mixing and application. Little or no support required in clay work to master different methods and manipulate clay for both structural and decorative effect. Compositional work demonstrates a confident ability to use positioning and depth to relate elements and is fully developed. Confident ability to review or refine work as it progresses</li><li>• <b>A03 Record Ideas</b> RECORD with confidence. Thorough observation of shape and proportion. Assured understanding scale and relationships of elements. Drawings are informed through thorough observation. Confident understanding of colour theory. Accurate use of tone. Assured use of line.</li><li>• <b>A04 Present ideas</b> PRESENT work in a confident and logical manner. Sketchbook is organised, with lively and effective layout which 'reads' beautifully. Final outcome is complete, ambitious and demonstrates confident understanding of formal elements studied.</li></ul>
4	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<ul style="list-style-type: none"><li>• <b>A01 – Develop Ideas (Artists)</b> DEVELOP ideas in relation to artists studied. Response to artworks is mostly informed, with accurate analysis. Relevant connections are made between own and others' work</li><li>• <b>A02: Refine ideas</b> REFINE ideas through media such as paint, clay and print. Even and consistent control of brush in painting, leads to emerging confidence in control of both mixing and application. Some initial support required in clay work to master different methods and manipulates clay for both structural and decorative effect. Compositional work demonstrates informed use positioning and depth to relate elements, but is sometimes inconsistent in execution.</li></ul>



		<p>Informed ability to review or refine work as it progresses.</p> <ul style="list-style-type: none"> <li> <b>A03: Record Ideas</b>            RECORD with good accuracy, observation of shape and proportion, though this is sometimes inconsistent.            Good understanding of scale and relationships of elements.            Drawings are consistently informed by observation.            Relevant and informed use and understanding of colour theory. Varied use of tone. Varied use of line.         </li> <li> <b>A04 Present ideas</b>            PRESENT work in confident, effective and logical manner.            Sketchbook is organised clearly and thoroughly, with considered layout which generally 'reads' clearly and concisely.            Final outcome is complete well composed with good understanding of formal elements studied.         </li> </ul>
3	<div style="background-color: green; padding: 5px; text-align: center; margin-bottom: 5px;">Mastering</div> <div style="background-color: yellow; padding: 5px; text-align: center; margin-bottom: 5px;">Secure</div> <div style="background-color: red; padding: 5px; text-align: center;">Developing</div>	<ul style="list-style-type: none"> <li> <b>A01 – Develop Ideas (Artists)</b>            DEVELOP ideas in relation to artists studied.            Response to artworks is attempted and generally informed, but occasionally lacks analysis.            Relevant but mostly literal connections are made between own and others' work         </li> <li> <b>A02: Refine ideas</b>            REFINE ideas through media such as paint, clay and print. Growing but uneven control of brush in painting, leads to emerging confidence in control of both mixing and application.            Some support required in clay work to master different methods and manipulate clay for both structural and decorative effect.            Compositional work demonstrates use of positioning and depth to relate elements, but is sometimes inconsistent in execution.            Informed ability to review or refine work as it progresses.         </li> <li> <b>A03: Record Ideas</b>            RECORD with increasing accuracy, observation of shape and proportion, though this is sometimes inconsistent.            Increasing understanding scale and relationships of elements.            Drawings are increasingly consistent and mostly informed by observation.            Relevant use and understanding of colour theory. Varied use of tone. Varied use of line.         </li> <li> <b>A04 Present ideas</b>            PRESENT work effectively, creatively and in a logical manner.            Sketchbook is organised, with considered layout which generally 'reads' well.            Final outcome is complete well composed with an emerging understanding of formal elements studied.         </li> </ul>



2	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<ul style="list-style-type: none"><li>• <b>A01 – Develop Ideas (Artists)</b> DEVELOP ideas in relation to artists studied. Response to artworks is attempted, but lacks analysis and is informed by basic research. Some links made with own and others' work</li><li>• <b>A02: Refine ideas</b> REFINE ideas through media such as paint, clay and print. Some control of brush in painting, leads to limited control of both mixing and application. Significant support required in clay work to master different methods and manipulates clay for both structural and decorative effect. Compositional work demonstrates an attempt to use positioning and depth to relate elements, but is clumsy in execution. Some ability to review or refine work as it progresses</li><li>• <b>A03: Record Ideas</b> RECORD with some accuracy, attempting observation of shape and proportion. Drawings are mostly but not consistently informed by observation. Some understanding scale and relationships of elements. Uneven understanding of colour theory. Blocked and heavy use of tone. Heavy, predictable use of line.</li><li>• <b>A04 Present ideas</b> PRESENT work effectively in a logical manner. Sketchbook is organised, with attempted layout which is emerging clear to 'read'. Final outcome is complete but inconsistent in composition and understanding of formal elements studied.</li></ul>



<p>1</p>	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<ul style="list-style-type: none"> <li>• <b>A01 – Develop Ideas (Artists)</b> DEVELOP ideas in relation to artists studied. Response to artworks is attempted, but with limited or no analysis and is not informed by research. Minimal links made with own and others’ work.</li> <li>• <b>A02: Refine ideas</b> REFINE ideas through media such as paint, clay and print. Uneven control of brush in painting, leads to limited control of both mixing and application. Considerable support required in clay work to master pinch-pot method and manipulates clay for both structural and decorative effect. Compositional work demonstrates an attempt to use positioning and depth to relate elements, but is clumsy in execution. Limited ability to review or refine work as it progresses.</li> <li>• <b>A03: Record Ideas</b> RECORD with emerging accuracy, some attempt of observation of shape and proportion. Limited understanding scale and relationships of elements. Drawings are usually instinctive, but sometimes indicate informed by observation. Emerging understanding scale and relationships of elements. Emerging understanding of colour theory. Little or emerging use of tone. Line work is mostly heavy and blunt.</li> <li>• <b>A04 Present ideas</b> PRESENT work in a logical manner. Sketchbook is disorganised, with attempted layout which never the less is difficult to ‘read’. Final outcome is either incomplete or limited in composition and understanding of formal elements studied.</li> </ul>
<p>W</p>		<ul style="list-style-type: none"> <li>• <b>A01 – Develop Ideas (Artists)</b> DEVELOP ideas in relation to artists studied. Response to artworks is attempted, but with limited or no analysis and is not informed by research Minimal links made with own and others’ work.</li> <li>• <b>A02: Refine ideas</b> REFINE ideas through media such as paint, clay and print. Limited or no control of brush in painting, leads to limited or no control of both mixing and application. Full support required in clay work to master pinch-pot method and manipulates clay for both structural and decorative effect.</li> </ul>



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		<p>Compositional work demonstrates a limited or no attempt to use positioning and depth to relate elements, but is clumsy in execution. Limited or no ability to review or refine work as it progresses.</p> <ul style="list-style-type: none"><li>• <b>A03: Record Ideas</b> RECORD with limited or no accuracy, limited or no attempt at the observation of shape and proportion. Limited or no understanding scale and relationships of elements. Drawings are instinctive, rather than informed by observation. Little or no understanding of colour theory. Little or no use of tone. Line work is heavy and blunt.</li><li>• <b>A04 Present ideas</b> PRESENT work in a sometimes ordered manner, but can be confused. Sketchbook is disorganised, with a layout which is difficult to 'read'. Final outcome is either incomplete or limited or no evidence of composition and understanding of formal elements studied.</li></ul>
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