



# Art – Y7 Learning Outcomes

Skill	Foundation	Developing	Securing	Exceeding	Excelling
<b>Generating ideas</b>	Students should be able to create simple responses, use a basic range of materials and work purposefully from visual or tactile stimulus incorporating some ideas from artists and crafts people.	Students are able to create responses, use a range of materials and work purposefully from visual or tactile stimulus incorporating ideas from artists and crafts people with developing independence.	Students are able to create responses in a sequence of design steps, using appropriate materials and work purposefully from visual or tactile stimulus incorporating ideas from artists and crafts people with independence.	Students create responses in a sequence of design steps, playfully using appropriate wide ranging materials and work purposefully from visual or tactile stimulus incorporating ideas from artists and crafts people with independence and imagination.	Students create exciting responses, expressively and playfully using wide ranging materials. They work purposefully and thoughtfully from visual or tactile stimulus exploiting ideas from artists and crafts people with independence and imagination.
<b>Making</b>	Students start to select appropriate media and tools for their art work. They can show experimentation with line tone texture colour and form. They can work responsibly and safely with equipment.	Students show developing confidence in selecting appropriate media and tools for their art work. They are able to show experimentation with line tone texture colour and form. They show an emerging ability to review and change work when necessary. They can work responsibly and safely with equipment.	Students show confidence in selecting a broadening range of media and tools for their art work. They are able to show experimentation and creativity with line tone texture colour and form. They show an ability to review and change work imaginatively. They can work responsibly and safely with equipment as part of a team.	Students confidently select from a wide range of media, tools and techniques for their art work. They experiment proficiently and creatively with line tone texture colour and form. They are able to review, develop and refine work imaginatively. They can work responsibly and safely with equipment as part of a team.	Students confidently extend their practical skills selecting from a wide range of media, tools and techniques. They experiment proficiently and creatively and confidently with line tone texture colour and form. They independently develop personal work imaginatively. They take a role or lead a group and model working responsibly with equipment.
<b>Evaluating</b>	Students show a limited ability to express ideas, describe the strengths of work evaluated and explain what can be improved. Can, in a limited way, make a personal response to art works in written and spoken forms.	Students show an ability to express ideas, describe the strengths of work evaluated and explain what can be improved. They can make a personal response to art works in written and spoken forms.	Students are able to express ideas honestly and purposefully and describe with emerging subject specific critical language the strengths of work evaluated. They can make thoughtful responses to art work in written and spoken forms.	Students are able to express ideas in a reasoned and purposeful way and describe with subject specific critical language the strengths of work evaluated, both fellow students and styles and genres of art.	Students understand how art and design conveys meaning. They can very carefully self and peer assess, understanding how to strengthen work using subject appropriate language.
<b>Knowledge</b>	Students are able to recognise different art forms. They know that different kinds of mark can be made with different materials and controlled with different tools. They know how to research artists and select important visual and text based information.	Students are beginning to recognise the different codes and conventions of art forms. They are beginning to apply their skills and techniques in suitable ways. They know how to research artists and select important information and use that to inform their own work.	Students can recognise the codes and conventions of 2 and 3D art. They can apply their art skills and techniques and use suitable tools to enable them to make art works informed by studying artists.	Students confidently describe how symbols in art express meaning. They confidently use media, techniques and tools to convey meaning. They can use the expressive characteristics of genres of art.	Students confidently describe how symbols in art express meaning. They confidently and expressively use their skills. They can appropriate the expressive characteristics of genres of art for their own use.