

Year 7	Year 8	Year 9	Year 10/11
<p>Generating Ideas Skills of Designing & Developing Ideas</p> <p>They can...</p> <ul style="list-style-type: none"> - Spontaneously create imaginative responses and representations of the real world, remaining flexible to adapt and change artistic elements to express a specific meaning or idea. - Carefully use a basic range of fine and broad drawing materials and techniques to record with some accuracy of line, shape, tone, colour, scale and proportion from observation and imagination. -Gather and assemble suitable information and visual resources to inform their designing for a purpose. -Work purposefully in response to a visual or tactile stimulus incorporating ideas from their study of artists, designers and the products of other cultures. <p>Outcomes (top end):</p> <p>Able to complete design studies for 2D, 3D and craft outcomes, including research, observed studies, and visualisations.</p> <ul style="list-style-type: none"> -Explore a sequence of design steps to develop and improve ideas using thumbnail studies, annotation, multi-views, different compositions, prototypes. -Use a number of different cameras, varied drawing approaches, collage and digital media (use of basic photoshop tools) to record from life and secondary sources to inform and develop imaginative ideas for their work. -Control their selection and interpretations of elements from the study of artists, designers, architects and other cultures to creatively inform their individual designs and planning for a proposed outcome. 	<p>Generating Ideas Skills of Designing & Developing Ideas</p> <p>They can...</p> <ul style="list-style-type: none"> -Work with purpose responding to stimulus to design ideas and intentions in 2D and 3D clearly taking creative actions to developing their ideas. -Use a sketchbook for different purposes, including recording observations, planning and ordering ideas. -Show how they can draw and design to plan and make works in a variety of scales and to exploit the qualities and characteristics of different materials. - Show how their study of the work of artists and designers has informed their actions to improve their outcome. <p>Outcomes (top end):</p> <p>Effectively use web and book based research to inform their experience of how artists develop ideas to create outcomes in two and three dimensions to realise creative intentions.</p> <ul style="list-style-type: none"> -Improve accuracy when recording from observation, memory and imagination in sketchbooks, journals and other media to develop their ideas towards an outcome. -Develop their ideas and plan intentions following a sequence of design steps evidenced with e.g. thumbnail studies, annotation, multiple views, compositions and prototypes; 8. explain or show how their individual selection of an artist, designer or craftsman to study, informs their personal actions to realise creative intentions. 	<p>Generating Ideas Skills of Designing & Developing Ideas</p> <p>They can...</p> <ul style="list-style-type: none"> -Complete plans with guidance that express their ideas and intentions in 2D and 3D (including photography, digital processes and 3D modelling/prototypes), showing the steps taken in visually developing ideas with a clear purpose. -Use various drawing and designing techniques to record observations in sketchbooks and other media as they develop their designs towards an outcome. -Show how their drawings, designs or use of other media informs their actions to make design improvements when planning their outcomes. -Explain how their study of the work of artists and designers has led to improvements in their actions <p>Outcomes (top end):</p> <ul style="list-style-type: none"> -Independently plan and model ideas and intentions in 2D and 3D (including photography, digital processes and 3D modelling/prototypes), using their imagination to sequentially explore ideas, thinking visually and creatively. -Effectively control the use of a range of drawing and designing techniques when recording several observations in sketchbooks, journals and other media as they plan for further investigations of ideas working towards an outcome. -Exemplify how their explorations in sketchbooks or in other media enable them to design for better quality outcomes; 8. demonstrate how their research and investigation of diverse artists, designers and other sources has led to several different versions of an idea and how 	<p>Generating Ideas Skills of Designing & Developing Ideas</p> <p>They can...</p> <ul style="list-style-type: none"> -Purposefully pursue ideas and approaches leading to imaginative, personal and original responses that communicate meaning using a broad range of media. -Confidently take creative risks with drawing, designing and investigative techniques when recording observations and studies in sketchbooks, journals and other media, as they work towards an outcome. <p>Visually exploit the differences between drawing and design, using both approaches to develop personal ideas and thoroughly explore creative options.</p> <ul style="list-style-type: none"> -Sustain an investigative study of an artist, designer, craftsman, genre, movement or period to inform personal actions to exploit the creative characteristics of the work studied. Create links with professional artist and gain an understanding around careers and jobs in the Arts.

		creative decisions have resulted in improvements to the proposed outcome.	
<p><u>Making Skills of Making Art, Craft and Design</u></p> <p>-They are taught how to plan and independently select, pencils, brushes, fine or broad media and tools to effectively control a range of materials and techniques when creating their work.</p> <p>-Work spontaneously with drawing, painting and modelling materials experimenting with line, shape, tone, colour, texture, form and space</p> <p>-Work responsibly with an awareness of personal safety and thoughtful respect when using materials, tools and equipment and moving around the studios.</p> <p>-Respond directly and spontaneously to artists and designers studied, enthusiastically and creatively exploring materials, processes and techniques.</p> <p>Outcomes (top end):</p> <p>-Secure and develop their own practical skills through investigation and experimentation using a range of materials and techniques with increasing control and purpose.</p> <p>-Carefully explore the characteristics of each of the artistic elements with control to express personal intentions when making painted, printed, constructed and virtual artworks.</p> <p>-Work safely and as part of a team, with an understanding of process and the actions required to successfully follow each technique to improve and produce good quality outcomes.</p>	<p><u>Making Skills of Making Art, Craft and Design</u></p> <p>-They are taught how to plan and develop their making skills by exploring and investigating the properties of a range of materials in two and three dimensions to create work which realises their intentions;</p> <p>-Experiment with ways in which they can express line, shape, tone, colour, texture, form, space and explore compositions when using a variety of 2D and 3D media and processes.</p> <p>-Sustain concentration working safely with control when using different tools and exploring materials for a purpose.</p> <p>Apply technical understanding gained through the study of artists, craftspeople and designers to interpret and inform creative actions.</p> <p>Outcomes (top end):</p> <p>-Independently improve their practical skills or understanding of the qualities of different materials and processes as they purposefully investigate and experiment for a purpose.</p> <p>-Successfully explore the expressive characteristics of different media, processes and techniques, in order to express personal ideas, communicate meaning and intentions.</p> <p>-Work safely and effectively to improve their skills with various tools to explore the characteristics of different 2D and 3D media when making work about social issues.</p>	<p><u>Making Skills of Making Art, Craft and Design-</u></p> <p>They know how to....</p> <p>-Plan and write develop their own practical skills by selecting, experimenting and using a range of materials and techniques to create work which realises their intentions.</p> <p>-Work with some independence, understanding of the artistic elements and study of artists work to inform the way they use materials as they create outcomes.</p> <p>-Improve their thoughtful selection and safe handling of different materials when drawing, painting, using 3D or tactile media and digital outcomes.</p> <p>-Use simple perspective to create images that illustrate the real world, solid form and space.</p> <p>Outcomes (top end):</p> <p>Deeper understanding into how to cut, shape, mould, cast, construct and work a range of art, craft and design materials in two and three dimensions exploiting their properties to create work.</p> <p>-Demonstrate a confident and sensitive understanding of the of the artists studied with control of the artistic elements in the creation of effective and successful outcomes.</p> <p>-Work effectively and improve their proficiency in the safe handling of different materials when drawing, painting, using 3D and tactile media, lens or light-based outcomes.</p> <p>-Understand and apply principles of perspective to create images that effectively represent the real world and visually illustrate their ideas.</p>	<p><u>Making Skills of Making Art, Craft and Design</u></p> <p>They can...</p> <p>Independently experiment, explore, investigate, test, adapt and safely use a variety of materials, processes and techniques, imaginatively, expressively and creatively.</p> <p>-Refining the technical, creative and expressive skills informed by their study of artists and cultures to exploit the qualities of materials using all the artistic elements.</p> <p>-Take creative risks as they exploit the properties of 2D, 3D and tactile media, lens or light-based media when developing ideas to realise their creative intentions.</p> <p>-Confidently apply principles of 1 & 2 point perspective to create images that represent the real world and use dynamic perspective for dramatic effect.</p>

<p>-Show how they can respond in a direct and iterative way to any artists and designers studied, making thoughtful use of their sketchbooks to test ideas that inform their making.</p>	<p>-Create imaginative responses and representations of the real world in response to their study of artists, craftspeople and designers, remaining flexible to adapt and change the characteristics for a specific meaning.</p>		
<p><u>Evaluating- Skills of Judgement and Evaluation</u></p> <ul style="list-style-type: none"> - Students are able to describe the different characteristics of art and design and evaluate their qualities. - Use their previous experience and judgement to identify strengths in the work evaluated and those aspects where things can be improved. - Select, read about and respond to suitable art works on the web, in books and other sources, making a personal interpretation in spoken and written forms. <p>Outcomes (top end):</p> <ul style="list-style-type: none"> - evaluate and express an opinion about the visual images, artists' and students' work being investigated using descriptive and critical language when speaking and writing. - Provide honest assessment and purposeful feedback to their peers describing strengths and possible next steps. - Use the specialist language of discourse to express views and interpretations, drawing on their understanding of the creative works they study using spoken and written forms. 	<p><u>Evaluating- Skills of Judgement and Evaluation</u></p> <ul style="list-style-type: none"> - Respond to the creative outcomes of others with an open mind, expressing a preference and personal interpretation. - Explain the purpose and intentions informing their work and respond to teacher's guidance on strengths and aspects for development that will lead to improvement. - Show that they can use their research on artists and designers to inform their creative decisions. <p>Outcomes (top end):</p> <ul style="list-style-type: none"> - evaluate their own work, adapting and refining choices and actions, applying their understanding of different forms of art to improve and realise their own creative intentions. - Discuss different aspects of their own and other's work, explaining how they refine their ideas, skills and methods, applying what they learn to improve their own outcomes - Compare, analyse and describe different ideas and approaches used by artists and designers, recognising the influence of contexts, cultures and times on their work. 	<p><u>Evaluating- Skills of Judgement and Evaluation</u></p> <ul style="list-style-type: none"> - Reflect upon what they like and dislike about their work in order to improve it and explain what they like and what they will do next - Evaluate their strengths and development needs to inform the actions that will lead to improvement. - show how their understanding of different creative, media and design industries informs their attitude and creative actions. <p>Outcomes (top end):</p> <ul style="list-style-type: none"> - analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications in their work. - Show perceptive evaluation when reviewing their strengths, development needs and actions leading to improvement. - Apply their understanding of the scope of the different creative, media and design industries when designing, making and creating. 	<p><u>Evaluating- Skills of Judgement and Evaluation</u></p> <p>They can..</p> <ul style="list-style-type: none"> - explain and use their understanding of different conventions, codes, genres, styles and traditions to inform their own judgements and strengthen next steps. - Provide a reasoned evaluation of purpose and meaning informing personal choices when developing their ideas, creative plans and actions. - Use their understanding of the creative, media and design industries to inform their creative actions and their awareness of career opportunities. <p>Outcomes (top end):</p> <ul style="list-style-type: none"> -Understand and explain how different types of art and design convey interpretations of mood and meaning. -Carefully evaluate their own work and that of others against success criteria to identify how they can take actions to strengthen their work. -Use subject appropriate critical and technical language to express ideas gathered through research and personal interpretation. Extend their research to identify new and innovative creative practice that challenges their thinking about what art is and can be e.g. graffiti or installation. -Describe how their interpretations of art, craft and design from different periods and times have informed their own actions to improve.

			-Express their own opinions through their evaluations of several artists, how their work is a product of their culture, time or place.
<p><u>Knowledge-</u> <u>Knowledge about art processes and context</u></p> <p>-Learning how to recognise and name different art forms including types of painting, craft, sculpture, design and architecture, photography and digital media. -Understand that particular kinds of marks can be made with different materials or controlled using suitable tools. - Learn how to research the work of artists, craftspeople and designers, selecting important visual and text-based information to help them in their own creative work.</p> <p>Outcomes (top end): -Learn about the codes and conventions that define the different creative forms in art, craft and design so they can research, plan and develop several interpretations and designs. -Learn how to apply their experience of drawing, painting, printing, tactile and constructed processes/techniques, selecting suitable tools to enable them to design and make art works. -Look at the works of artists studied to help them resolve creative problems to inform their own work.</p>	<p><u>Knowledge-</u> <u>Knowledge about art processes and context</u></p> <p>-Know the difference between drawing, collage, painting, print and something constructed, modelled or digital. -Identify which tools are best/suitable to select for controlling their mark-making, painting and surface decoration. - Know how to select and mix different colours, and apply these colour media to express ideas such as the changes of colour across the seasons or times of day .</p> <p>Outcomes (top end): -How to mix and apply colour so they can convey concepts such as warm and cool, or express meanings and emotions. -Use their understanding of dry and wet techniques, colour theory, structure and surface qualities to create and communicate moods and meaning using suitable tools. -Show ability to interpret and respond to different creative forms from diverse historical periods, cultures and times e.g. artists, craftspeople, designers, architects, digital, photographic and graphic media artists</p>	<p><u>Knowledge-</u> <u>Knowledge about art processes and context</u></p> <p>-Understand the differences between art, craft, design and architecture, with some understanding of historical purpose. -Learn about and describe how they have interpreted and used the work of some artists, craftspeople, architects and designers to inform their actions. -Learn how to apply their technical knowledge of materials and processes to select and improve their control of techniques and practices.</p> <p>Outcomes (top end): -Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. -Show how to explore the techniques used by major contemporary or historic artists, craftspeople and designers, as well as other cultures, so as to inform their creative interpretations. -Show how to increase their proficiency in the handling of different materials and purposefully use, the tools and techniques they have chosen to work with.</p>	<p><u>Knowledge-</u> <u>Knowledge about art processes and context</u></p> <p>-Identify the ways in which signs and symbols are designed or used by artists in their work to convey messages. -Demonstrate particular painting, craft and construction tools can be used to exploit and control the properties and surface characteristics of materials to convey meaning. -Show how particular periods, genres, styles or aspects of design contain visual and expressive characteristics that convey meaning in ways Identify how individual experience and cultural contexts shape what artists and designers make, using this to critically inform improvements in their own work. -Show how to interpret the ideas of artists and designers from other cultures and why there are different social, cultural political, spiritual or moral contexts. -Demonstrate how to apply acquired technical and expressive knowledge of the properties and characteristics of materials and processes to select techniques and control outcomes.</p>

Art, craft and design at Egerton High School embodies some of the highest forms of human creativity. A high-quality art and design education that engages, inspires and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design techniques. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.