

Brockington Art Department Year 7 and 8

Y7&8	Presentation and Research	Explore and Develop	Refine and Respond
BC9	<p>A learner on track for Grade 9 can display the following:</p> <ul style="list-style-type: none"> • Sketchbook work is neat and thoughtfully presented. • Research is diverse, carefully selected and refined with good quality images and information. • An exceptional ability to demonstrate analytical and cultural understanding, using specialist vocabulary. 	<p>A learner on track for Grade 9 can display the following:</p> <ul style="list-style-type: none"> • Ideas are thoughtfully and thoroughly developed using work of other artists to create imaginative new ideas. • Drawings are completed with an exceptional level of detail and accuracy. • Media and techniques are used with ease and control. 	<p>A learner on track for Grade 9 can display the following:</p> <ul style="list-style-type: none"> • An exceptional ability to refine work as it progresses. • An exceptional ability to develop work through different stages. • Final response is informed, imaginative and creative, showing consistent links to previous work.
BC8	<p>A learner on track for Grade 8 can display the following:</p> <ul style="list-style-type: none"> • Sketchbook work is neat and thoughtfully presented. • Research is diverse, carefully selected and refined with good quality images and information. • A high ability to demonstrate analytical and cultural understanding, using specialist vocabulary. 	<p>A learner on track for Grade 8 can:</p> <ul style="list-style-type: none"> • Ideas are thoughtfully and thoroughly developed using work of other artists to create imaginative new ideas. • Drawings are completed with a high level of detail and accuracy. • Media and techniques are used with ease and control. 	<p>A learner on track for Grade 8 can display the following:</p> <ul style="list-style-type: none"> • A high ability to refine work as it progresses. • A high ability to develop work through different stages. • Final response is informed, imaginative and creative, showing consistent links to previous work.
BC7	<p>A learner on track for Grade 7 can display the following:</p> <ul style="list-style-type: none"> • Sketchbook work and presentation is consistently neat and with purpose. • Research is effective and relevant, with good quality images and information. • Consistent ability to demonstrate analytical and cultural understanding. 	<p>A learner on track for Grade 7 can display the following:</p> <ul style="list-style-type: none"> • Ideas are individual and well thought out, with some good reference to the work of other artists. • Drawings are completed with accuracy and detail. • Media and techniques are used appropriately and consistently. 	<p>A learner on track for Grade 7 can display the following:</p> <ul style="list-style-type: none"> • Consistent ability to refine work as it progresses. • Consistent ability to develop work through different stages. • Final response is refined, detailed, and relevant to previous work.
BC6	<p>A learner on track for Grade 6 can display the following:</p> <ul style="list-style-type: none"> • Sketchbook work and presentation is consistently neat and with purpose. • Research is effective and relevant with good quality images and information. • Consistent ability to demonstrate analytical and cultural understanding . 	<p>A learner on track for Grade 6 can display the following:</p> <ul style="list-style-type: none"> • Ideas are individual and developed with some support from others work when planning. • Drawings are completed with accuracy and detail. • Media and techniques are used appropriately and consistently. 	<p>A learner on track for Grade 6 can display the following:</p> <ul style="list-style-type: none"> • Consistent ability to refine work as it progresses. • Consistent ability to develop work through different stages. • Final response is refined and incorporates previous work.
BC5	<p>A learner on track for Grade 5 can display the following:</p> <ul style="list-style-type: none"> • Sketchbook work and presentation is generally consistent, showing some thought and imagination. • Research is often predictable but relevant, with some evidence of information and images. • Generally consistent ability to demonstrate analytical and cultural understanding. 	<p>A learner on track for Grade 5 can display the following:</p> <ul style="list-style-type: none"> • Ideas are partially developed, sometimes using the work of other artists when planning. • Drawings are completed with some thought and accuracy. • Generally consistent ability to demonstrate control of media and techniques. 	<p>A learner on track for Grade 5 can display the following:</p> <ul style="list-style-type: none"> • Generally consistent ability to refine work as it progresses. • Generally consistent ability to develop work through different stages. • Final response relates to previous work but is unrefined.

BC4	<p>A learner on track for Grade 4 can display the following:</p> <ul style="list-style-type: none"> • Presentation of sketchbook work is developing, showing some ability to present work imaginatively. • Research is often predictable, but relevant, with some information and images. • Some ability to demonstrate analytical and cultural understanding. 	<p>A learner on track for Grade 4 can display the following:</p> <ul style="list-style-type: none"> • Ideas are partially developed, often relying solely on the work of other artists when planning. • Drawings are completed with some thought and accuracy. • Ability to demonstrate developing control of media and techniques. 	<p>A learner on track for Grade 4 can display the following:</p> <ul style="list-style-type: none"> • Some ability to refine work as it progresses. • Some ability to develop work through different stages. • Final response relates to previous work but is limited at times.
BC3	<p>A learner on track for Grade 3 can display the following:</p> <ul style="list-style-type: none"> • Presentation of sketchbook work is developing with some consideration shown. • Research is often predictable, but relevant, with some information and images. • Limited ability to demonstrate analytical and cultural understanding. 	<p>A learner on track for Grade 3 can display the following:</p> <ul style="list-style-type: none"> • Ideas are partially developed, often relying solely on the work of other artists when planning. • Drawings are limited with some developing detail. • Different media has been explored but is basic and at times unrefined. 	<p>A learner on track for Grade 3 can display the following:</p> <ul style="list-style-type: none"> • Some ability to refine work as it progresses. • Some ability to develop work through different stages. • Final response relates to previous work but is unimaginative and at times, unrefined.
BC2	<p>A learner on track for Grade 2 can display the following:</p> <ul style="list-style-type: none"> • Sketchbook presentation is very basic and poorly laid out. • Research is limited and some information and images are not relevant. • Minimal ability to demonstrate analytical and cultural understanding. 	<p>A learner on track for Grade 2 can display the following:</p> <ul style="list-style-type: none"> • Ideas are limited and unimaginative with basic detail. • Drawings are partly developed with some basic detail. • Use of media is evident but is not refined. 	<p>A learner on track for Grade 2 can display the following:</p> <ul style="list-style-type: none"> • Minimal evidence of ability to refine work as it progresses. • Minimal ability to develop work through different stages. • Final response is basic or unfinished showing limited technique and links to previous work.
BC1	<p>A learner on track for Grade 1 can display the following:</p> <ul style="list-style-type: none"> • Sketchbook presentation is very basic and without thought. • Research is basic and some information and images are not relevant. • Little evidence of ability to demonstrate analytical and cultural understanding. 	<p>A learner on track for Grade 1 can display the following:</p> <ul style="list-style-type: none"> • Ideas are basic and underdeveloped. • Drawings are partly developed and show little or no detail. • Use of media is evident but is not refined. 	<p>A learner on track for Grade 1 can display the following:</p> <ul style="list-style-type: none"> • Little evidence of ability to refine work as it progresses. • Little evidence of ability to develop work through different stages. • Final response is poorly thought out and does not link to previous work or work. • Response is unfinished or executed without care.

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Y9	Presentation and Research	Explore and Develop	Refine and Respond
BC9	<p>A learner on track for Grade 9 can display the following:</p> <ul style="list-style-type: none"> • Sketchbook work is neat and thoughtfully presented. • Research is perceptive, carefully selected and refined with good quality images and information. • An exceptional ability to demonstrate analytical and cultural understanding, using specialist vocabulary. 	<p>A learner on track for Grade 9 can display the following:</p> <ul style="list-style-type: none"> • Ideas are thoughtfully and thoroughly developed using work of other artists to create imaginative new ideas. • Drawings are sophisticated and perceptive with an exceptional level of detail and accuracy. • Media and techniques are used with sophistication and ease of control. 	<p>A learner on track for Grade 9 can display the following:</p> <ul style="list-style-type: none"> • An exceptional ability to refine work as it progresses. • An exceptional ability to develop work through different stages. • Final response is sophisticated, perceptive and creative, showing excellent links to previous work.
BC8	<p>A learner on track for Grade 8 can display the following:</p> <ul style="list-style-type: none"> • Sketchbook work is neat and thoughtfully presented. • Research is in depth, carefully selected and refined with good quality images and information. • A high ability to demonstrate analytical and cultural understanding, using specialist vocabulary. 	<p>A learner on track for Grade 8 can:</p> <ul style="list-style-type: none"> • Ideas are thoughtfully and thoroughly developed using work of other artists to create imaginative new ideas. • Drawings are confident and fully developed with a high level of detail and accuracy. • Media and techniques are used confidently with ease and control. 	<p>A learner on track for Grade 8 can display the following:</p> <ul style="list-style-type: none"> • A high ability to refine work as it progresses. • A high ability to develop work through different stages. • Final response is fully developed and confident, showing in-depth links to previous work
BC7	<p>A learner on track for Grade 7 can display the following:</p> <ul style="list-style-type: none"> • Sketchbook work and presentation is consistently neat and with purpose. • Research is well considered, effective and relevant, with good quality images and information. • Consistent ability to effectively demonstrate analytical and cultural understanding. 	<p>A learner on track for Grade 7 can display the following:</p> <ul style="list-style-type: none"> • Ideas are individual and well thought out, with some good reference to the work of other artists. • Drawings are well considered, and confidently completed with accuracy and detail. • Media and techniques are used appropriately and confidently. 	<p>A learner on track for Grade 7 can display the following:</p> <ul style="list-style-type: none"> • Consistent ability to refine work as it progresses. • Consistent ability to develop work through different stages. • Final response is well considered, effective and confidently relates to previous work.
BC6	<p>A learner on track for Grade 6 can display the following:</p> <ul style="list-style-type: none"> • Sketchbook work and presentation is consistently neat and with purpose. • Research is well considered and effective with good quality images and information. • Consistent ability to demonstrate analytical and cultural understanding. 	<p>A learner on track for Grade 6 can display the following:</p> <ul style="list-style-type: none"> • Ideas are individual and developed with some support from others work when planning. • Drawings are well considered, competent and effective, with accuracy and detail. • Media and techniques are used appropriately and competently. 	<p>A learner on track for Grade 6 can display the following:</p> <ul style="list-style-type: none"> • Consistent ability to refine work as it progresses. • Consistent ability to develop work through different stages. • Final response is well considered, effective and competently relates to previous work.
BC5	<p>A learner on track for Grade 5 can display the following:</p> <ul style="list-style-type: none"> • Sketchbook work and presentation is generally consistent, showing some thought and imagination. • Research is informed but often predictable with some relevant evidence, information and images. • Generally competent ability to demonstrate analytical and cultural understanding. 	<p>A learner on track for Grade 5 can display the following:</p> <ul style="list-style-type: none"> • Ideas are partially developed, sometimes using the work of other artists when planning. • Drawings are informed, and generally well considered, completed with some thought and accuracy. 	<p>A learner on track for Grade 5 can display the following:</p> <ul style="list-style-type: none"> • Generally consistent ability to refine work as it progresses. • Generally consistent ability to develop work through different stages. • Final response is informed and generally well considered, but is unrefined.

		<ul style="list-style-type: none"> Generally consistent ability to demonstrate control of media and techniques. 	
BC4	A learner on track for Grade 4 can display the following: <ul style="list-style-type: none"> Presentation of sketchbook work is developing, showing some ability to present work imaginatively Research is often predictable, but relevant, with some information and images. Some ability to demonstrate competent analytical and cultural understanding. 	A learner on track for Grade 4 can display the following: <ul style="list-style-type: none"> Ideas are partially developed, often relying solely on the work of other artists when planning. Drawings are generally informed and competent, completed with some thought and accuracy. Ability to demonstrate competent control of media and techniques. 	A learner on track for Grade 4 can display the following: <ul style="list-style-type: none"> Some ability to refine work as it progresses. Some ability to develop work through different stages. Final response is informed and relates to previous work but is limited at times.
BC3	A learner on track for Grade 3 can display the following: <ul style="list-style-type: none"> Presentation of sketchbook work is developing with some consideration shown. Research is basic and often predictable, but relevant, with some information and images. Limited ability to demonstrate basic analytical and cultural understanding. 	A learner on track for Grade 3 can display the following: <ul style="list-style-type: none"> Ideas are partially developed, often relying solely on the work of other artists when planning. Drawings are limited with some developing detail. Different media has been explored but is basic and at times unrefined. 	A learner on track for Grade 3 can display the following: <ul style="list-style-type: none"> Some ability to refine work as it progresses. Some ability to develop work through different stages. Final response is basic but developing generally relating to previous work but is unimaginative and at times, unrefined.
BC2	A learner on track for Grade 2 can display the following: <ul style="list-style-type: none"> Sketchbook presentation is very basic and poorly laid out. Research is limited and basic with some irrelevant information and images. Minimal ability to demonstrate basic analytical and cultural understanding. 	A learner on track for Grade 2 can display the following: <ul style="list-style-type: none"> Ideas are limited and unimaginative with basic detail. Drawings are partly developed with some basic detail. Use of media is evident but basic and is not refined. 	A learner on track for Grade 2 can display the following: <ul style="list-style-type: none"> Minimal evidence of ability to refine work as it progresses. Minimal ability to develop work through different stages. Final response is basic or unfinished showing limited technique and links to previous work.
BC1	A learner on track for Grade 1 can display the following: <ul style="list-style-type: none"> Sketchbook presentation is very basic and without thought. Research is basic and superficial and some information and images that are not relevant. Little evidence of ability to demonstrate analytical and cultural understanding. 	A learner on track for Grade 1 can display the following: <ul style="list-style-type: none"> Ideas are basic and underdeveloped. Drawings are undefined and superficial and show little or no detail. Use of media is evident but is not refined. 	A learner on track for Grade 1 can display the following: <ul style="list-style-type: none"> Little evidence of ability to refine work as it progresses. Little evidence of ability to develop work through different stages. Final response is poorly thought out and does not link to previous work or work. Response is unfinished or executed without care.