

# Year 7 Ways of Doing- Art

## Recording

## Developing

## Presenting

Exceeding

I carry out independent research from a range of sources which is analysed to inform my ideas.

I make confident visual observations which are technically accurate and respond to my research.

My artist research is relevant and clearly links to the project. The responses I create show an understanding of how skills can be manipulated to suit different styles. I use effective art language to analyse work and communicate my ideas.

I am able to show an ability to select and handle a wide variety of media. I can analyse the impact of different techniques and processes and am able to evaluate their effectiveness.

My approach is not formulaic and shows that I understand the importance of taking risks within my work to produce art with individual qualities.

I continue my work until I find the best solution and use idea generation to help me with this.

I can produce a successful outcome that is consistent with the quality of my research and shows a deep understanding of the formal elements.

My investigations lead me to make successful decisions regarding my outcome (media, process, subject, composition).

Expected

I explore the starting points I am given with growing confidence and use my research to generate some new ideas.

I use formal elements to record from direct observation and can effectively use tools and resources available.

I show that I understand that artists work in a number of different styles and make attempts to use this, both visually and written, to inform my ideas.

I can use a growing range of materials effectively and try to determine the best tool for the job. I am beginning to show confidence in using materials in a less formulaic manner.

I am beginning to overcome set-backs and try not to give up when the first way isn't the best way. I am open to seeking feedback and can use tools available to help develop my ideas.

I am able to show that I can develop a range of different ideas and evaluate them.

I can produce an outcome that shows areas of success and know how to use the formal elements to help me with this.

My investigations lead me to make good decisions regarding my outcome (media, process, subject, composition).

Developing

When provided with starting points, I am able to use effective research skills to select relevant information

I am able to record from direct observation with growing confidence and I am starting to show an awareness of the formal elements.

My research into the work of others provides an opportunity to explore the style of my own work. I am able to analyse artwork and know the formal elements can help me with this.

I am beginning to gain confidence in handling a range of materials and am beginning to show I understand when to use the best material.

I understand that the creative process is sometimes challenging and I am beginning to persevere in order to achieve the best outcome.

I am able to consider different ideas and am showing that I am able to develop one effectively.

My outcome shows some understanding of the formal elements and shows clear links with the task set.

My investigations lead me to make decisions regarding my outcome (media, process, subject, composition) which are sometimes successful.

Supported

When asked I can use research skills which selects the most important information.

My studies show that I can use some of the formal elements to record from my research.

I can use artist research to inspire my work and am able to identify the most important formal elements in each piece.

I am learning to use a range of different materials and am able to identify when they have been used by others.

I beginning to develop resilience and skills that help me when I am stuck. I know that I can learn from my mistakes.

I can develop one idea with growing success.

I understand most of the formal elements and show I can use them as tools when creating my work.

I am learning to use my prior investigations to help me on the journey of producing my piece.