



HILLSIDE  
HIGH SCHOOL

Excellence in the Heart of the Community



# KEY STAGE 3 Y7 - Y9



# ASSESSMENT STEPS



Art & Design

Key Stage 3 Descriptors	<p style="text-align: center;"><b>Key Knowledge Skills and Understanding for Key Stage 3</b>  <b>What do students know and what can they do?</b></p>	
	<p style="text-align: center;"><b>Practical Skills</b></p>	<p style="text-align: center;"><b>Knowledge &amp; Understanding</b></p>
<p style="text-align: center;">+ - <b>Excelling</b> (Projected Grade 9 at GCSE)</p>	<ul style="list-style-type: none"> <li>▪ Students can demonstrate an exceptional ability to skilfully and rigorously record their ideas through drawing, painting, sculpture, mixed media and any other appropriate Art media. Practical skills are highly refined and consistent.</li> <li>▪ Students have an exceptional ability to select and purposefully experiment with appropriate materials and techniques. There is clear evidence of taking creative risks.</li> <li>▪ Students have an exceptional ability to develop a wide variety of independent, creative and imaginative ideas.</li> <li>▪ Students can demonstrate an exceptional ability to review, refine and modify ideas with discrimination.</li> <li>▪ Students can demonstrate an exceptional ability to present a personal and meaningful final outcome with confidence and conviction.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students show an exceptional ability to engage with contextual sources (artists, designers, craftspeople and/or art movements) and use this to inform their own practical work effectively.</li> <li>▪ Students can demonstrate an excellent critical understanding of contextual sources studied.</li> <li>▪ Students are able to evaluate their work and the work of others with confidence and fluency, using sophisticated subject vocabulary.</li> <li>▪ Students are able to engage with the creative process independently and they can confidently explain the creative process within their own work.</li> <li>▪ Students have an exceptional understanding of all of the formal elements of Art &amp; Design (colour, shape, tone, form, pattern, texture) and they use this knowledge confidently within practical work.</li> </ul>
<p style="text-align: center;">+ - <b>Mastering</b> (Projected Grades 6 - 8 at GCSE)</p>	<ul style="list-style-type: none"> <li>▪ Students can demonstrate a highly developed ability to skilfully record their ideas through drawing, painting, sculpture, mixed media and any other appropriate Art media. Practical skills are refined and consistent.</li> <li>▪ Students have a highly developed ability to select and purposefully experiment with appropriate materials and techniques. Pupils have started to take creative risks.</li> <li>▪ Students have a highly developed ability to develop a wide variety of independent, creative and imaginative ideas.</li> <li>▪ Students can demonstrate a highly developed ability to review, refine and modify ideas.</li> <li>▪ Students can demonstrate a highly developed ability to present a personal and meaningful final outcome with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students show a highly developed ability to engage with contextual sources (artists, designers, craftspeople and/or art movements) and use this to inform their own practical work.</li> <li>▪ Students can demonstrate a very good critical understanding of contextual sources studied.</li> <li>▪ Students are able to evaluate their work and the work of others confidently and fluently, using relevant subject vocabulary.</li> <li>▪ Students are able to engage with the creative process independently and with confidence.</li> <li>▪ Students have a very good understanding of all of the formal elements of Art &amp; Design (colour, shape, tone, form, pattern, texture) and they use this knowledge confidently within practical work.</li> </ul>

Key Stage 3 Descriptors	<i>Descriptors of Key Knowledge Skills and Understanding for Key Stage 3</i> <i>What do students know and what can they do?</i>	
	Practical Skills	Knowledge & Understanding
+ Securing (Projected Grades 3 - 5 at GCSE)	<p>At this stage:</p> <ul style="list-style-type: none"> <li>Students can demonstrate a moderate ability to skilfully record their ideas through drawing, painting, sculpture, mixed media and any other appropriate Art media.</li> <li>Students have a moderate ability to select and experiment with appropriate materials and techniques.</li> <li>Students have a moderate ability to develop creative and imaginative ideas.</li> <li>Students can demonstrate a moderate ability to thoughtfully refine their ideas.</li> <li>Students can demonstrate a moderate ability to present a personal final outcome.</li> </ul>	<p>At this stage:</p> <ul style="list-style-type: none"> <li>Students show a moderate ability to engage with contextual sources (artists, designers, craftspeople and/or art movements) and can use this to inform their own practical work.</li> <li>Students can demonstrate a reasonable critical understanding of contextual sources studied.</li> <li>Students are able to evaluate their work and the work of others using appropriate subject vocabulary.</li> <li>Students are able to use the creative process to develop their own work.</li> <li>Students have a moderate understanding of the formal elements of Art &amp; Design (colour, shape, tone, form, pattern, texture) and are starting to use this within their practical work.</li> </ul>
+ Developing (Projected Grades 1 – 2 at GCSE)	<p>At this stage:</p> <ul style="list-style-type: none"> <li>Students can demonstrate some ability to record their ideas through drawing, painting, sculpture, mixed media and any other appropriate Art media.</li> <li>Students have some ability to experiment with materials and techniques. With support, students can select appropriate materials.</li> <li>Students can demonstrate some ability to develop creative ideas.</li> <li>Students have some ability to refine their ideas.</li> <li>Students can demonstrate some ability to present a personal final outcome.</li> </ul>	<p>At this stage:</p> <ul style="list-style-type: none"> <li>Students show some ability to engage with contextual sources (artists, designers, craftspeople and/or art movements) and with support can use this to inform their practical work.</li> <li>With support, students can demonstrate some critical understanding of contextual sources studied.</li> <li>With support, students can use the creative process to develop their own work.</li> <li>With support, students are able to evaluate their work and the work of others using basic subject vocabulary.</li> <li>Students have some understanding of the formal elements of Art &amp; Design (colour, shape, tone, form, pattern, texture).</li> </ul>
+ Emerging (Below GCSE Grading)	<p>At this stage:</p> <ul style="list-style-type: none"> <li>Students can demonstrate a minimal ability to record their ideas through drawing, painting, sculpture, mixed media and any other appropriate Art media.</li> <li>Students have a minimal ability to experiment with materials and techniques.</li> <li>Students have a minimal ability to develop and refine their ideas.</li> <li>Students demonstrate a minimal ability to present a personal final outcome.</li> </ul>	<p>At this stage:</p> <ul style="list-style-type: none"> <li>Students show a minimal ability to engage with contextual sources (artists, designers, craftspeople and/or art movements).</li> <li>Students demonstrate a minimal critical understanding of contextual sources studied.</li> <li>Students show minimal understanding of the creative process.</li> <li>With support, students can identify strengths or areas for development in the work of others.</li> <li>Students have a minimal understanding of the formal elements of Art &amp; Design (colour, shape, tone, form, pattern, texture).</li> </ul>



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# KEY STAGE 4 Y10 - Y11



# ASSESSMENT STEPS



Art & Design

*Descriptors of Key Knowledge Skills and Understanding for Key Stage 4*

Key Stage 4 Descriptors	<i>Descriptors of Key Knowledge Skills and Understanding for Key Stage 4</i>			
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>
9	<ul style="list-style-type: none"> <li>▪ Students show an exceptional ability to effectively develop their own creative ideas.</li> <li>▪ Students demonstrate an exceptional understanding of contextual sources and inspiration (artists, designers and craftspeople).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students have an exceptional ability to thoughtfully refine their work and ideas with discrimination.</li> <li>▪ Students have an exceptional ability to effectively select and purposefully experiment with appropriate Art media, materials, techniques and processes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students have an exceptional ability to skilfully and rigorously record their ideas through drawing, annotation and any other appropriate means relevant to their work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students show an exceptional ability to present a personal and meaningful response and realise their intentions with confidence and conviction.</li> <li>▪ Students have an exceptional understanding of visual elements.</li> </ul>
8	<ul style="list-style-type: none"> <li>▪ Students show a clear, highly developed ability to effectively develop their own creative ideas.</li> <li>▪ Students demonstrate a clear, highly developed understanding of contextual sources and inspiration (artists, designers and craftspeople).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students have a clear, highly developed ability to thoughtfully refine their work and ideas.</li> <li>▪ Students have a clear, highly developed ability to effectively select and purposefully experiment with appropriate Art media, materials, techniques and processes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students have a clear, highly developed ability to skilfully record their ideas through drawing, annotation and any other appropriate means relevant to their work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students show a clear, highly developed ability to present a personal and meaningful response and realise their intentions with confidence.</li> <li>▪ Students have a clear, highly developed understanding of visual elements.</li> </ul>
7	<ul style="list-style-type: none"> <li>▪ Students show a highly developed ability to effectively develop their own creative ideas.</li> <li>▪ Students demonstrate a highly developed understanding of contextual sources and inspiration (artists, designers and craftspeople).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students have a highly developed ability to thoughtfully refine their work and ideas.</li> <li>▪ Students have a highly developed ability to effectively select and purposefully experiment with appropriate Art media, materials, techniques and processes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students have a highly developed ability to skilfully record their ideas through drawing, annotation and any other appropriate means relevant to their work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students show a highly developed ability to present a personal and meaningful response and realise intentions with confidence.</li> <li>▪ Students have a highly developed understanding of visual elements.</li> </ul>

*Grade Descriptors for Key Stage 4*

Key Stage 4 Descriptors	<i>Grade Descriptors for Key Stage 4</i>			
	AO1	AO2	AO3	AO4
6	<ul style="list-style-type: none"> <li>▪ Students show a clear, consistent ability to effectively develop their own creative ideas.</li> <li>▪ Students demonstrate a clear, consistent understanding of contextual sources and inspiration (artists, designers and craftspeople).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students have a clear, consistent ability to thoughtfully refine their work and ideas.</li> <li>▪ Students have a clear, consistent ability to effectively select and purposefully experiment with appropriate Art media, materials, techniques and processes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students have a clear, consistent ability to skilfully record their ideas through drawing, annotation and other appropriate means relevant to their work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students show a clear, consistent ability to present a personal and meaningful response and realise their intentions.</li> <li>▪ Students have a clear, consistent understanding of visual elements.</li> </ul>
5	<ul style="list-style-type: none"> <li>▪ Students show an adequate, consistent ability to effectively develop their own creative ideas.</li> <li>▪ Students demonstrate an adequate, consistent understanding of contextual sources and inspiration (artists, designers and craftspeople).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students have an adequate, consistent ability to thoughtfully refine their work and ideas.</li> <li>▪ Students have an adequate, consistent ability to effectively select and purposefully experiment with appropriate Art media, materials, techniques and processes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students have an adequate, consistent ability to skilfully record their ideas through drawing, annotation and other appropriate means relevant to their work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students show an adequate, consistent ability to present a personal and meaningful response and realise their intentions.</li> <li>▪ Students have an adequate, consistent understanding of visual elements.</li> </ul>
4	<ul style="list-style-type: none"> <li>▪ Students show a moderate to consistent ability to effectively develop their own creative ideas.</li> <li>▪ Students demonstrate a moderate to consistent understanding of contextual sources and inspiration (artists, designers and craftspeople).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students have a moderate to consistent ability to thoughtfully refine their work and ideas.</li> <li>▪ Students have a moderate to consistent ability to select and experiment with appropriate Art media, materials, techniques and processes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students have a moderate to consistent ability to skilfully record their ideas through drawing, annotation and other appropriate means relevant to their work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students show a moderate to consistent ability to present a personal and meaningful response and realise their intentions.</li> <li>▪ Students have a moderate to consistent understanding of visual elements</li> </ul>

*Grade Descriptors for Key Stage 4*

Key Stage 4 Descriptors	<i>Grade Descriptors for Key Stage 4</i>			
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>
3	<ul style="list-style-type: none"> <li>▪ At this stage, students show a moderate ability to develop their own creative ideas.</li> <li>▪ At this stage, students demonstrate a moderate understanding of contextual sources and inspiration (artists, designers and craftspeople).</li> </ul>	<ul style="list-style-type: none"> <li>▪ At this stage, students have a moderate ability to thoughtfully refine their work and ideas.</li> <li>▪ At this stage, students have a moderate ability to select and experiment with appropriate Art media, materials, techniques and processes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ At this stage, students have a moderate ability to skilfully record their ideas through drawing, annotation and other appropriate means relevant to their work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ At this stage, students show a moderate ability to present a personal and meaningful response and realise their intentions.</li> <li>▪ At this stage, students have a moderate understanding of visual elements.</li> </ul>
2	<ul style="list-style-type: none"> <li>▪ At this stage, students show some ability to develop their own creative ideas.</li> <li>▪ At this stage, students demonstrate some understanding of contextual sources and inspiration (artists, designers and craftspeople).</li> </ul>	<ul style="list-style-type: none"> <li>▪ At this stage, students have some ability to refine their work and ideas</li> <li>▪ At this stage, students have some ability to experiment with appropriate Art media, materials, techniques and processes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ At this stage, students have some ability to record ideas through drawing, annotation and other appropriate means relevant to their work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ At this stage, students show some ability to present a personal and meaningful response and realise their intentions.</li> <li>▪ At this stage, students have some understanding of visual elements.</li> </ul>
1	<ul style="list-style-type: none"> <li>▪ At this stage, students show a minimal ability to develop their own creative ideas.</li> <li>▪ At this stage, students demonstrate minimal understanding of contextual sources and inspiration (artists, designers and craftspeople).</li> </ul>	<ul style="list-style-type: none"> <li>▪ At this stage, students have a minimal ability to refine their work and ideas.</li> <li>▪ At this stage, students have a minimal ability to experiment with appropriate Art materials, techniques and processes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ At this stage, students have a minimal ability to record their ideas through drawing, annotation and other appropriate means relevant to their work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ At this stage, students show a minimal ability to present a personal and meaningful response and realise their intentions.</li> <li>▪ At this stage, students have a minimal understanding of visual elements.</li> </ul>