

# Art and Design Department

# The Buckingham School

Assessment Policy

KS3

KS4

KS5

KS3 (Year 7 and 8)

# Art and Design Department

## The Buckingham School

### **Mastery Model of Assessment**

Art and Design lessons will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Students will be encouraged to think critically and develop an understanding of art and design and how it both reflects and shapes our history and contributes to cultural creativity.

# NC Statement

- In art, craft and design, pupils explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. In art, craft and design, pupils reflect critically on their own and other people's work, judging quality, value and meaning. They learn to think and act as artists, craftspeople and designers, working creatively and intelligently.

# Aims and links to KS4

- Produce creative work, Explore ideas and record experiences.

*(Links to KS4 and 5 – AQA A01, A03)*

- Become proficient in drawing/painting, and a range of art techniques such as printing, photography, 3D, texture, montage etc.

*(Links to KS4 and 5 – AQA A02, A03 and A04)*

- Evaluate and analyse creative works using the language of art. Learn about great artists and understand the historical and cultural development of different art forms.

*(Links to KS4 and 5 – AQA A01, A03 and A04)*

## **National Curriculum Key Stage 3 Assessment Criteria.**

Students demonstrate a level of ability based on the 4 assessment strands/Objectives :-

**1 (Understand) Show a level of understanding within elements of art history including periods, styles and major movements from ancient times to present day.** Understanding and appreciation of art and artists, including analysing artwork, researching artists, and expressing informed opinions. Developing use of art terminology, understand different art periods and styles, and connecting artistic movements to historical and cultural contexts. *(Progression A01 – Develop Ideas)*

**2 ( Develop/Refine/Experiment) Develop and use a range of art and design techniques in order to record observations in sketchbooks/journals in different media as a basis for exploring ideas.** Ability to develop and refine Ideas by exploring the creative journey through media experimentation, and presenting a personal, planned response. *(Progression A02 - Refine)*

**3 (Skill/Record) Show proficiency in the handling of different materials and media.** Ability to show proficiency in the handling of different material's, media and techniques.*(Progression A03 - Record Ideas)*

**4 (Analyse) Evaluate own and others work in order to strengthen the visual impact and application of art works.** Knowledge and understanding of art terminology, the purpose of their own work, expressing opinions and considering ways to improve.

*(Progression to A01,A04 Present)*

# New Mastery Assessment Strands

## Art and Design

4 assessment strands:

- **Emerging** – Working *below*.
- **Developing** – Working closely *towards* secure level
- **Secure** – working *at* expected NC level for end of ks3 (level 3/4 GCSE standard)
- **Mastering** - – working *above*
- \* **Mastered** – working well *above*

## KS 3 Art and Design Criteria yr 7 - 9

	Emerging	Developing	Securing	Mastering	Mastered *
1. UNDERSTAND	Emerging understanding and appreciation of art and artists, including analysing artwork, researching artists, and expressing informed opinions. Emerging use of art terminology, understand different art periods and styles, and connecting artistic movements to historical and cultural contexts.	Developing understanding and appreciation of art and artists, including analysing artwork, researching artists, and expressing informed opinions. Developing use of art terminology, understand different art periods and styles, and connecting artistic movements to historical and cultural contexts.	Secure understanding and appreciation of art and artists, including analysing artwork, researching artists, and expressing informed opinions. Secure use of art terminology, understand different art periods and styles, and connecting artistic movements to historical and cultural contexts.	Mastering the understanding and appreciation of art and artists, including analysing artwork, researching artists, and expressing informed opinions. Mastering use of art terminology, understand different art periods and styles, and connecting artistic movements to historical and cultural contexts.	Mastered understanding and appreciation of art and artists, including analysing artwork, researching artists, and expressing informed opinions. Mastered use of art terminology, understand different art periods and styles, and connecting artistic movements to historical and cultural contexts.
2. Develop Refine Experiment	Emerging ability to develop and refine Ideas by exploring the creative journey through media experimentation, and presenting a personal, planned response.	Developing ability to develop and refine Ideas by exploring the creative journey through media experimentation, and presenting a personal, planned response.	Securing ability to develop and refine Ideas by exploring the creative journey through media experimentation, and presenting a personal, planned response.	Mastering ability to develop and refine Ideas by exploring the creative journey through media experimentation, and presenting a personal, planned response.	Mastered ability to develop and refine Ideas by exploring the creative journey through media experimentation, and presenting a personal, planned response.
3. Skill/ Record	Emerging ability to show proficiency in the handling of different material's, media and techniques.	Developing ability to show proficiency in the handling of different material's, media and techniques.	Securing ability to show proficiency in the handling of different material's, media and techniques.	Mastering proficiency in the handling of different material's, media and techniques.	Mastered proficiency in the handling of different material's, media and techniques.
4. Analyse	Emerging knowledge and understanding of art terminology, the purpose of their own work, expressing opinions and considering ways to improve.	Developing knowledge and understanding of art terminology, the purpose of their own work, expressing opinions and considering ways to improve .	Securing knowledge and understanding of art terminology, the purpose of their own work, expressing opinions and considering ways to improve .	Mastering knowledge and understanding of art terminology, the purpose of their own work, expressing opinions and considering ways to improve.	Mastered knowledge and understanding of art terminology, the purpose of their own work, expressing opinions and considering ways to improve.

# Ks3 Art & Design

## Assessment Criteria

### **Example 1**

#### **1 (Understand)**

Understanding and appreciation of art and artists, including analysing artwork, researching artists, and expressing informed opinions. Emerging use of art terminology, understand different art periods and styles, and connecting artistic movements to historical and cultural contexts.

#### **2 (Refine/Develop)**

Ability to develop and refine Ideas by exploring the creative journey through media experimentation, and presenting a personal, planned response.

#### **3 (Skill/Record)**

Emerging ability to show proficiency in the handling of different material's, media and techniques.

#### **4 (Analyse)**

Knowledge and understanding of art terminology, the purpose of their own work, expressing opinions and considering ways to improve.

This is now recorded on G4S and 2025 Pupil Progress 1 - 4

<b>Assessment Criteria ½ term</b>	<b>1 Understand</b>	<b>2 Refine/Develop</b>	<b>3 Skill/Record</b>	<b>4 Analyse</b>
Autumn 1				
Autumn 2				
Spring 3				
Spring 4				
Summer 5				
Summer 6				
<b>Emerging – E</b> <b>Developing – D</b> <b>Secure – S</b> <b>Mastered – M</b>				

KS3 Assessment sheets	YEAR 7 8 9	PROJECT
MEG	NAME	
<b>SELF ASSESSMENT</b> To improve what to focus on: TIC	Specifically need to: ATL Oris	<b>KEY TERMINOLOGY</b> <b>ART</b> <b>Oris</b> <ul style="list-style-type: none"> <li>• Line: one dimensional path of a point through space.</li> <li>• Shape: a two-dimensional area defined by a clear border or outline and possessing only height and width.</li> <li>• Form: a three-dimensional shape or object ...</li> <li>• Texture: surface quality or appearance; how the surface feels or ... would feel</li> <li>• Tone: How light or dark something is</li> <li>• Value: the relationship between tones (ranging from 'light' to 'dark'), and the degree of lightness or darkness of a colour; a scale from white to black.</li> </ul> <b>SHADING</b> ATL Oris
<b>PEER ASSESSMENT</b> To improve I think you need to focus on: TIC	Specifically what to: ATL Oris	<b>KEY TERMINOLOGY</b> <b>Shading</b> ATL Oris
<b>TEAM &amp; ASSESSMENT</b> To improve you need to focus on: TIC	Specifically you need to: ATL Oris	<b>KEY TERMINOLOGY</b> <b>Pattern</b> ATL Oris

KS4 (year 10 and 11)

# Art and Design Department

## The Buckingham School

### AQA Assessment

The purpose of AQA Art and Design is to encourage students to actively engage in the creative process, develop independent learning, and explore various artistic and design areas. It aims to foster creative, imaginative, and intuitive capabilities, while also building confidence in experimentation and risk-taking. The program also aims to develop critical understanding through diverse skills and knowledge of art, craft, and design in historical and contemporary contexts.

## AQA Criteria :-

### **Component 1 - (Personal Investigation – 60%)**

### **Component 2 – (Externally Set Assignment – 40%)**

**AO1** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

**AO2** Refine and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

**AO3** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

**AO4** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

**Marks 0 – 24 - Scale that equates 1- 9 changes each year.**

**Criteria Bands:**

**8 - 9 An Exceptional Ability (grade 21 – 24)**

**6 - 7 A Highly Developed Ability (grade 17 – 21)**

**4 - 5 A Consistent Ability (grade 13 – 16)**

**3 A moderate Ability (grade 9 – 12)**

**2 Some Ability (grade 5 – 8)**

**U – 1 Minimal Ability (grade 1 – 4)**

Each band is defined by:

Meeting the criteria...

**Just**

**Adequately**

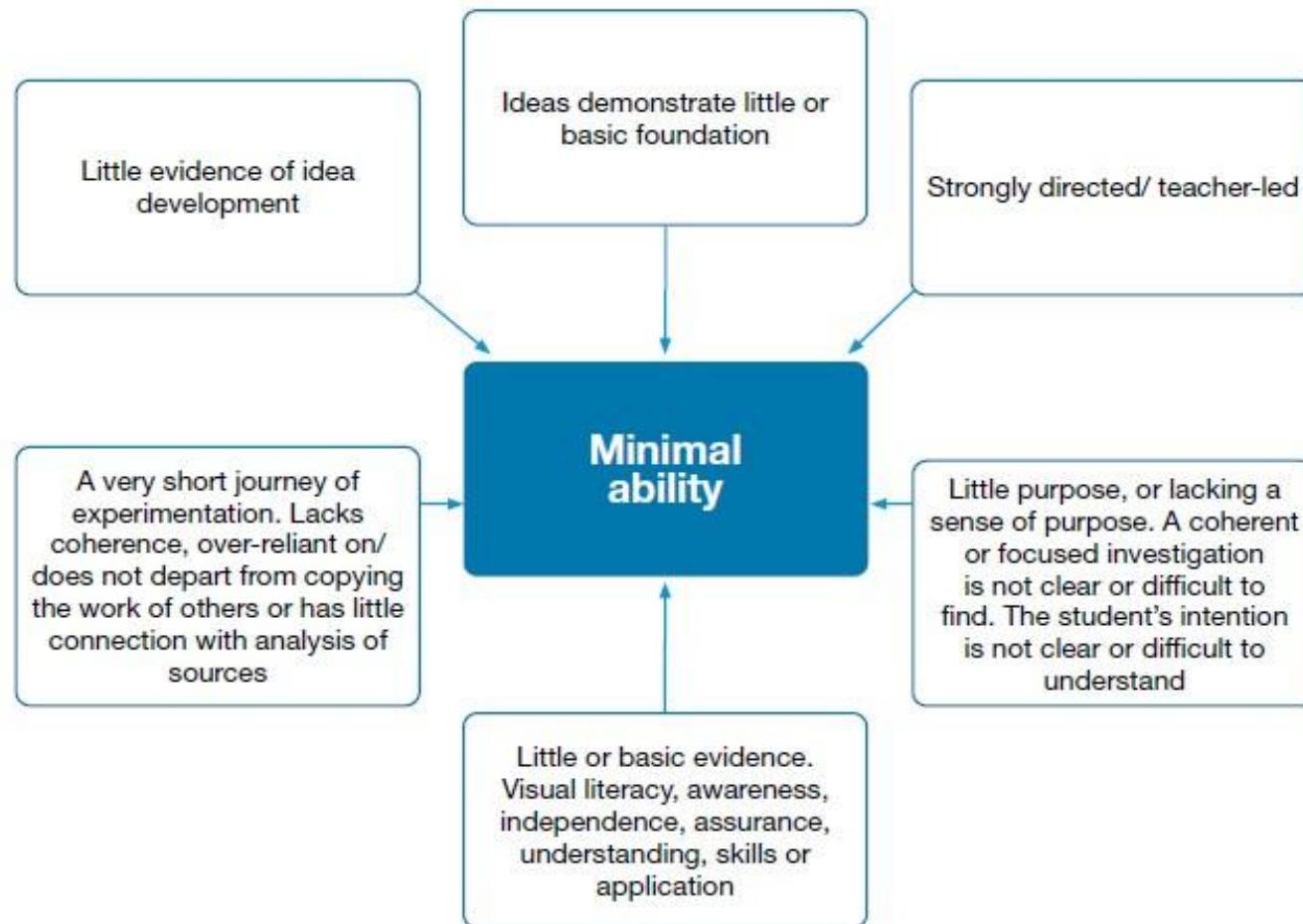
**Clearly**

**Convincingly**

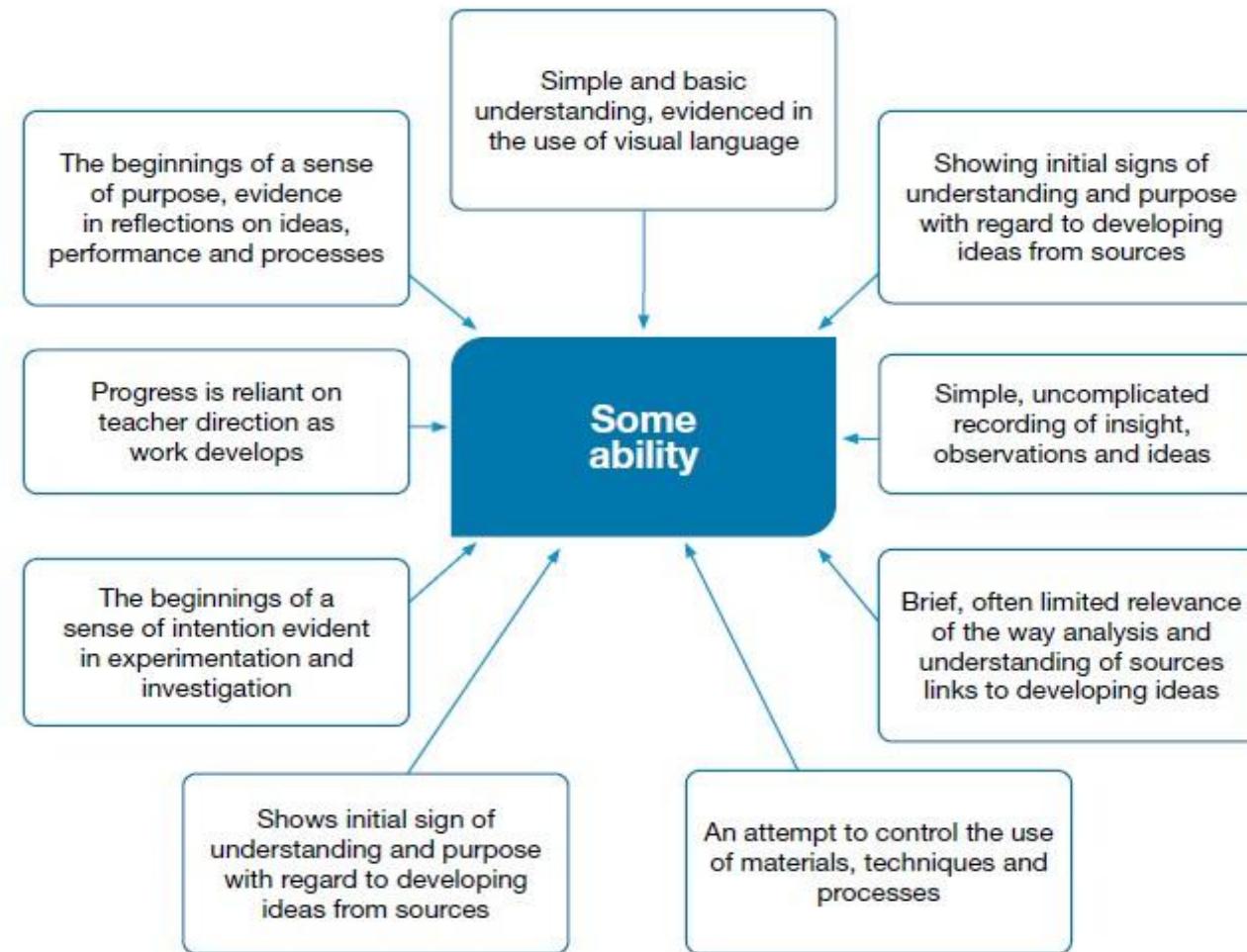
Standards are defined by AQA each academic year.

Minimal	Some	Moderate
<ul style="list-style-type: none"> <li>• <b>Random, disconnected, lacks relevance.</b></li> <li>• <b>Limited analysis.</b></li> <li>• <b>Brief or lacking investigation.</b></li> <li>• <b>Lacks experimentation.</b></li> <li>• <b>Rudimentary skills.</b></li> <li>• <b>Lacks coherence.</b></li> <li>• <b>Arbitrary.</b></li> <li>• <b>Lacking any sense of purpose.</b></li> <li>• <b>Insignificant and minimal choices.</b></li> <li>• <b>Dependent on copying.</b></li> <li>• <b>Haphazard and disorganised.</b></li> <li>• <b>Fragmented, disconnected.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Simple, brief references.</li> <li>• Beginnings of purpose.</li> <li>• Cursory analysis.</li> <li>• <u>A sense of intention.</u></li> <li>• Attempts at selection.</li> <li>• Uncomplicated insights and ideas.</li> <li>• Fundamental skills.</li> <li>• Brief journeys.</li> <li>• Lacking in analysis, awareness and insight.</li> <li>• The beginnings of a personal response.</li> <li>• Moving towards understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Variable depth of understanding.</li> <li>• Derivative, imitative responses.</li> <li>• Sources provide basic inspiration.</li> <li>• <u>Sometimes superficial.</u></li> <li>• Emerging, growing capacity.</li> <li>• Variable standard of creativity and independence.</li> <li>• Perhaps repetition of ideas and process.</li> <li>• Safe, uncomplicated.</li> <li>• Developing sense of purpose.</li> </ul>
Consistent	Highly developed	Exceptional
<ul style="list-style-type: none"> <li>• <b>Appropriate, relevant and informed.</b></li> <li>• <b>Purposeful investigation of sources and process.</b></li> <li>• <b>Little or no variation in standard.</b></li> <li>• <b>Recognition of value and increasing understanding.</b></li> <li>• <b>Informed refinement.</b></li> <li>• <b>Increasing confidence.</b></li> <li>• <b>Well defined intentions.</b></li> <li>• <b>Increasingly personal responses and creative journey.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Consistently inquisitive.</li> <li>• Independent exploration.</li> <li>• In depth investigation.</li> <li>• Insightful, informed analysis.</li> <li>• Increasing confidence.</li> <li>• Willingness to take risks.</li> <li>• Sustained reflection.</li> <li>• Increasing clarity of purpose.</li> <li>• Overall depth of understanding and application.</li> <li>• A synthesis of ideas and production qualities.</li> <li>• Strong realisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Highly discriminating, rich and rigorous ideas and process.</li> <li>• Thorough enquiry.</li> <li>• Confident and self-assertive.</li> <li>• Mature.</li> <li>• Self-aware.</li> <li>• Well informed analysis leading to well informed realisation.</li> <li>• Sophisticated abilities and reflection.</li> <li>• Perceptive.</li> <li>• Discerning.</li> <li>• Astute.</li> <li>• Clear and coherent intentions.</li> <li>• Genuine creativity and discovery.</li> </ul>

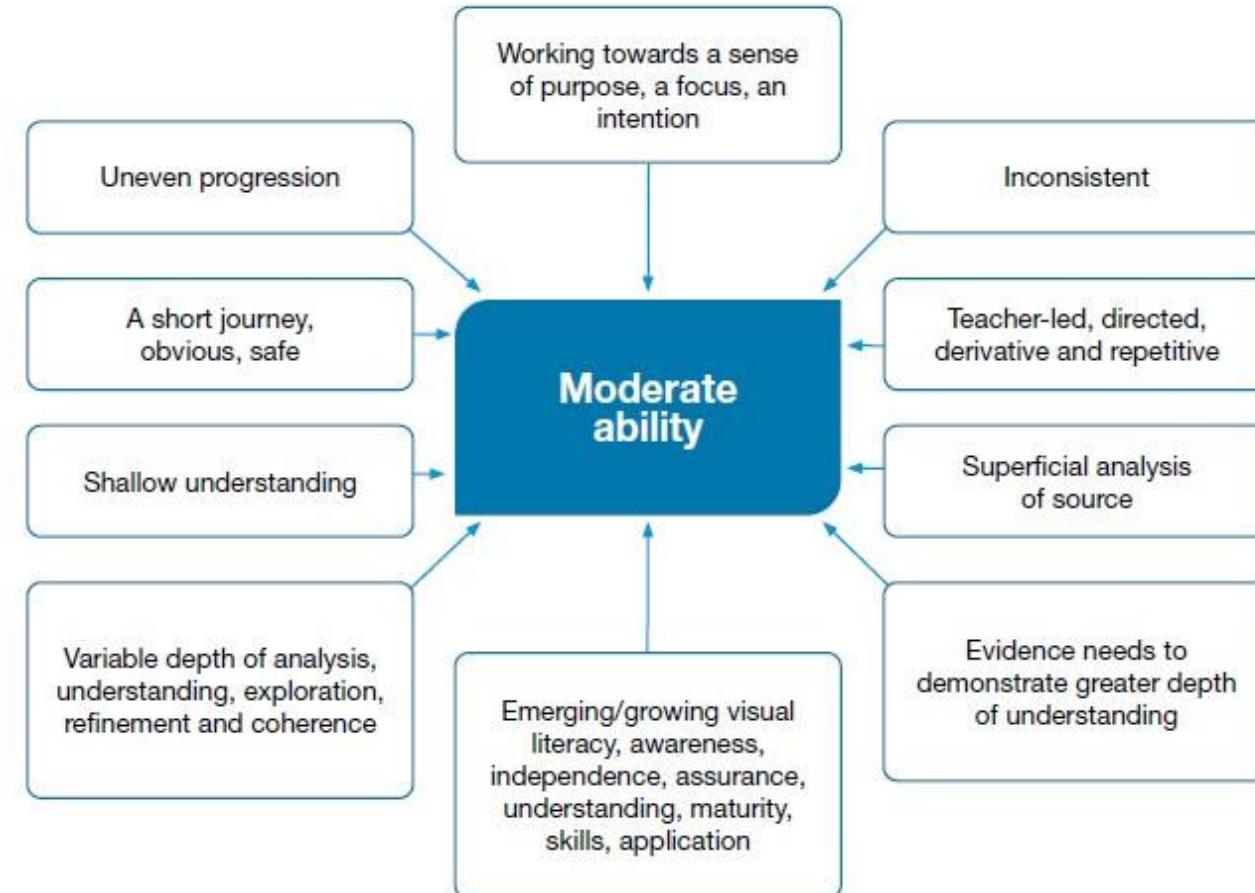
## Minimal ability: 1 - 4 marks



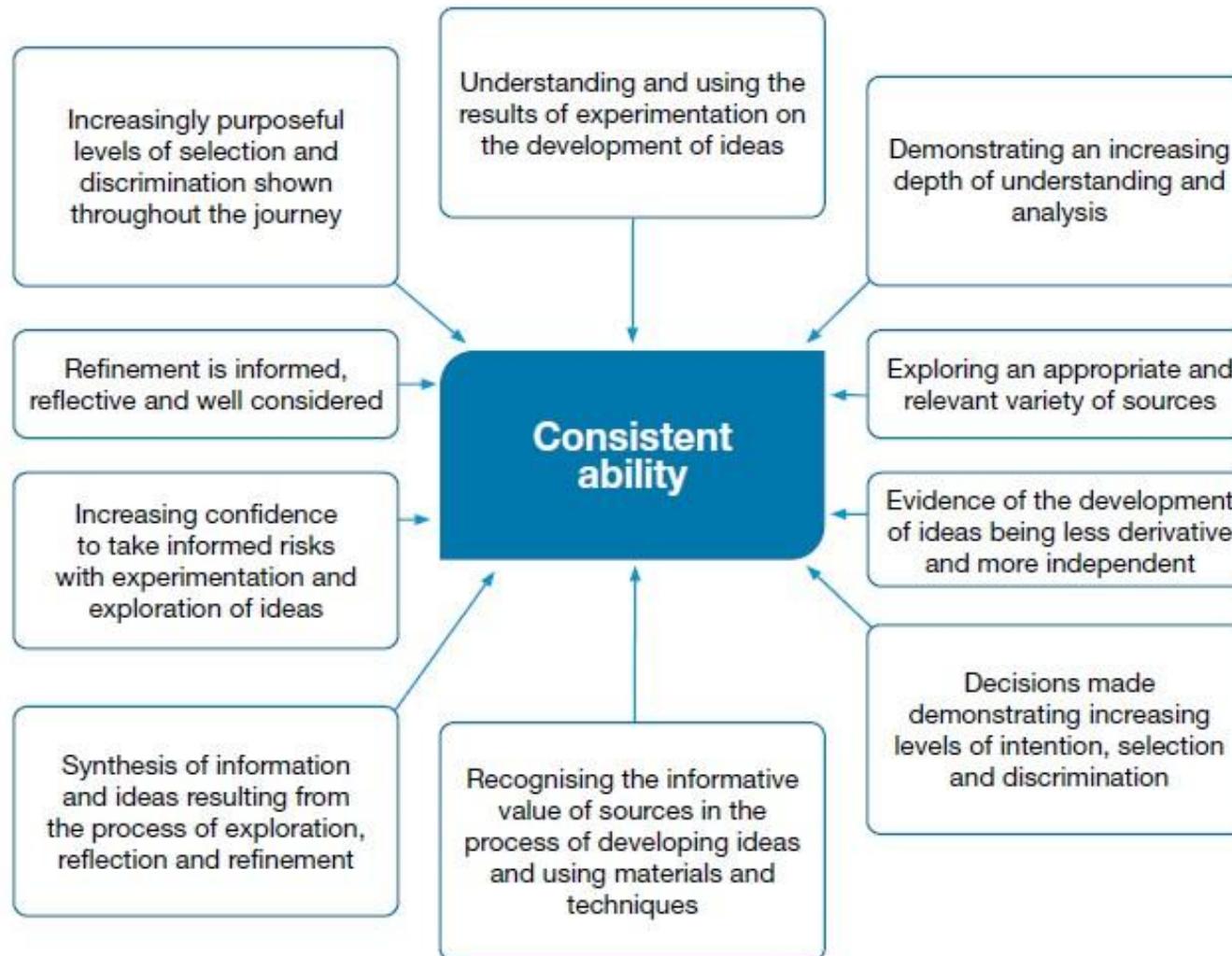
## Some ability: 5 - 8 marks



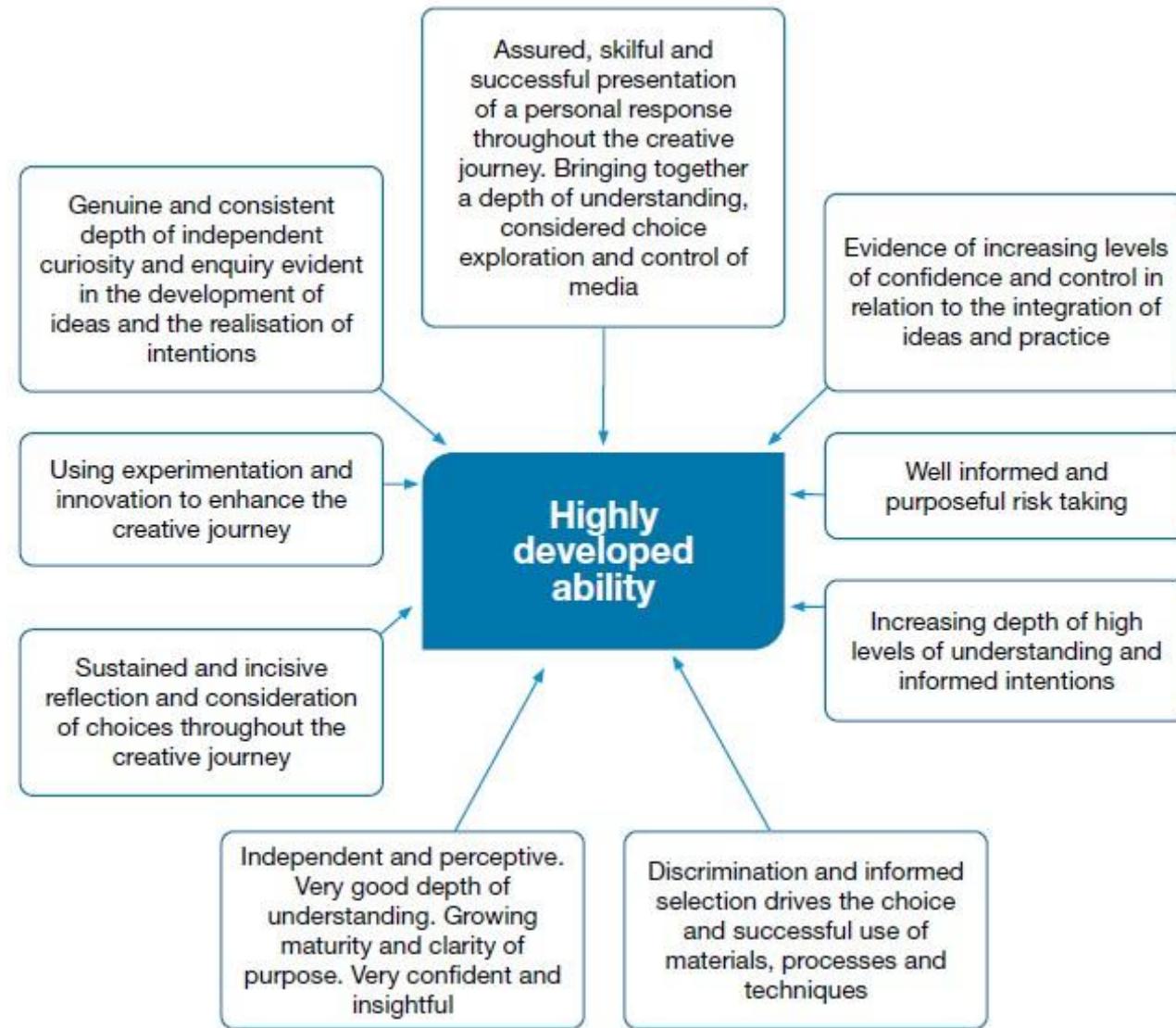
## Moderate ability: 9 - 12 marks



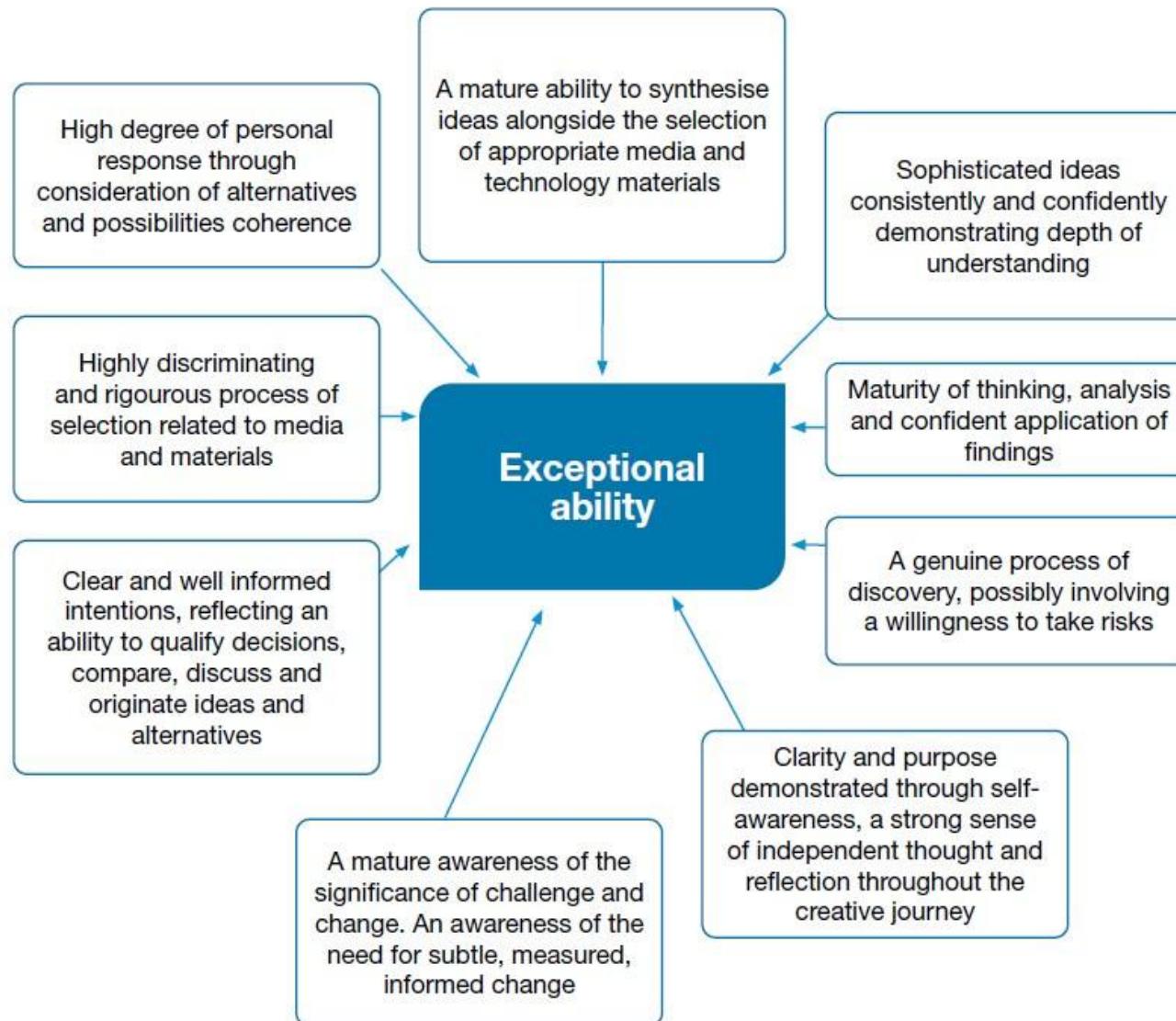
## Consistent ability: 13 - 16 marks



## Highly developed ability: 17 - 20 marks



## Exceptional ability: 21 - 24 marks



GCSE Art and Design **Quality Assurance (Student Work) Termly Record Sheet: REONSE FOR ASSESSMENT**Student Name: Example

AQA Grade Descriptions	AQA Assessment Objectives	
8/9– An Exceptional Ability (grade 21 – 24) B6/7– A Highly Developed Ability (grade 17 – 21) 4/5 A Consistent Ability (grade 13 – 16) 3– A moderate Ability (grade 9 – 12) 2 – Some Ability (grade 5 – 8) 1– Minimal Ability (grade 1 – 4)	AO1 Develop ideas through investigations, demonstrating critical understanding of sources. AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 Record ideas, observations and insights relevant to intentions as work progresses. AO4 Present personal and meaningful response/s that realises intentions and demonstrates understanding of visual language.	MEG - WAG – TP -
<b>SELF ASSESSMENT - Target</b>  <input checked="" type="checkbox"/> Set yourself At least 1 target to focus on improving. Please Tick /	Mid Term RAG - What progress have you made so far and how?	End TERM RAG/Evidence of Achievement.  RED no progress AMBER some progress GREEN Good progress
□ Accuracy in shape and proportion □ Tone and mark making □ Colour depth and blending □ Pattern/Texture □ Painting/ Printing/ Montage/ Drawing	□ Creativity/Independent thought and planning. □ Pace – to complete work on time □ Extended learning – Do more at home  Other Specific _____	RED AMBER GREEN
<b>PEER ASSESSMENT – Target.</b> Please Tick / Peer Name _____  <input checked="" type="checkbox"/> Peer to set 1 target to focus on improving	Mid Term RAG - What progress has your partner made so far and how?	End TERM RAG  Evidence of Achievement.
□ Accuracy in shape and proportion □ Tone and mark making □ Colour depth and blending □ Pattern/Texture □ Painting/ Printing/ Montage/ Drawing	□ Creativity/Independent thought and planning. □ Pace – to complete work on time □ Extended learning – Do more at home  Other Specific _____	RED AMBER GREEN
<b>TEACHER ASSESSMENT – Target.</b> Please Tick /  <input checked="" type="checkbox"/> Teacher to set at least 1 target to focus on improving.	Mid Term RAG - What progress has been identified so far and how?	End TERM RAG  Evidence of Achievement.
□ Accuracy in shape and proportion □ Tone and mark making □ Colour depth and blending □ Pattern/Texture □ Painting/ Printing/ Montage/ Drawing	□ Creativity/Independent thought and planning. □ Pace – to complete work on time □ Extended learning – Do more at home  Other Specific _____	RED AMBER GREEN