

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

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

KSS Assessment sheets		YEAR 7 8 9	PROJECT:	
MSG	NAME			
SELF ASSESSMENT				
To improve I need to focus on: TICK	Specifically I need to:	ALL Circle	KEY TERMINOLOGY <ul style="list-style-type: none">• Line: one dimensional path of a point through space• Shape: a two-dimensional area defined by a clear border or outline and possessing only height and width• Form: a three-dimensional shape or object. --• Texture: surface quality or appearance; how the surface feels or -- would feel• Tone: how light or dark something is• 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• Shading: a technique used to make a form look solid• Colour: the quality or wavelength of light emitted or reflected from an object.<ul style="list-style-type: none">◦ Complementary colours◦ Harmonising colours◦ Colour Temperature◦ Primary, Secondary, Tertiary◦ Bold, tonal, bleached• Pattern: A design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular.• Perspective: the representation of three-dimensional objects or spaces in two-dimensional artworks.• Scale: the overall physical size of an artwork or objects in the artwork.• Proportion: the dimensions of a composition and relationships between height, width and depth.• Composition: the way in which different elements of an artwork are combined or arranged.	
<ul style="list-style-type: none">◦ Scale and proportion – Ensure accuracy◦ Tone, shading, mark making – Ensure neatness◦ Colour depth and blending◦ Pace – complete more work in the lesson◦ Time and effort – Invest more time, improve your work ethic◦ Neatness and presentation – Take more pride in the work you do◦ Creativity, independent thinking and planning				
PEER ASSESSMENT				
To improve I think you need to focus on: TICK	Specifically you need to:	ALL Circle		
<ul style="list-style-type: none">◦ Scale and proportion – Ensure accuracy◦ Tone, shading, mark making – Ensure neatness◦ Colour depth and blending◦ Pace – complete more work in the lesson◦ Time and effort – Invest more time, improve your work ethic◦ Neatness and presentation – Take more pride in the work you do◦ Creativity, independent thinking and planning				
TEACHER ASSESSMENT				
To improve you need to focus on: TICK	Specifically you need to:	ALL Circle		
<ul style="list-style-type: none">◦ Scale and proportion – Ensure accuracy◦ Tone, shading, mark making – Ensure neatness◦ Colour depth and blending◦ Pace – complete more work in the lesson◦ Time and effort – Invest more time, improve your work ethic◦ Neatness and presentation – Take more pride in the work you do◦ Creativity, independent thinking and planning				

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

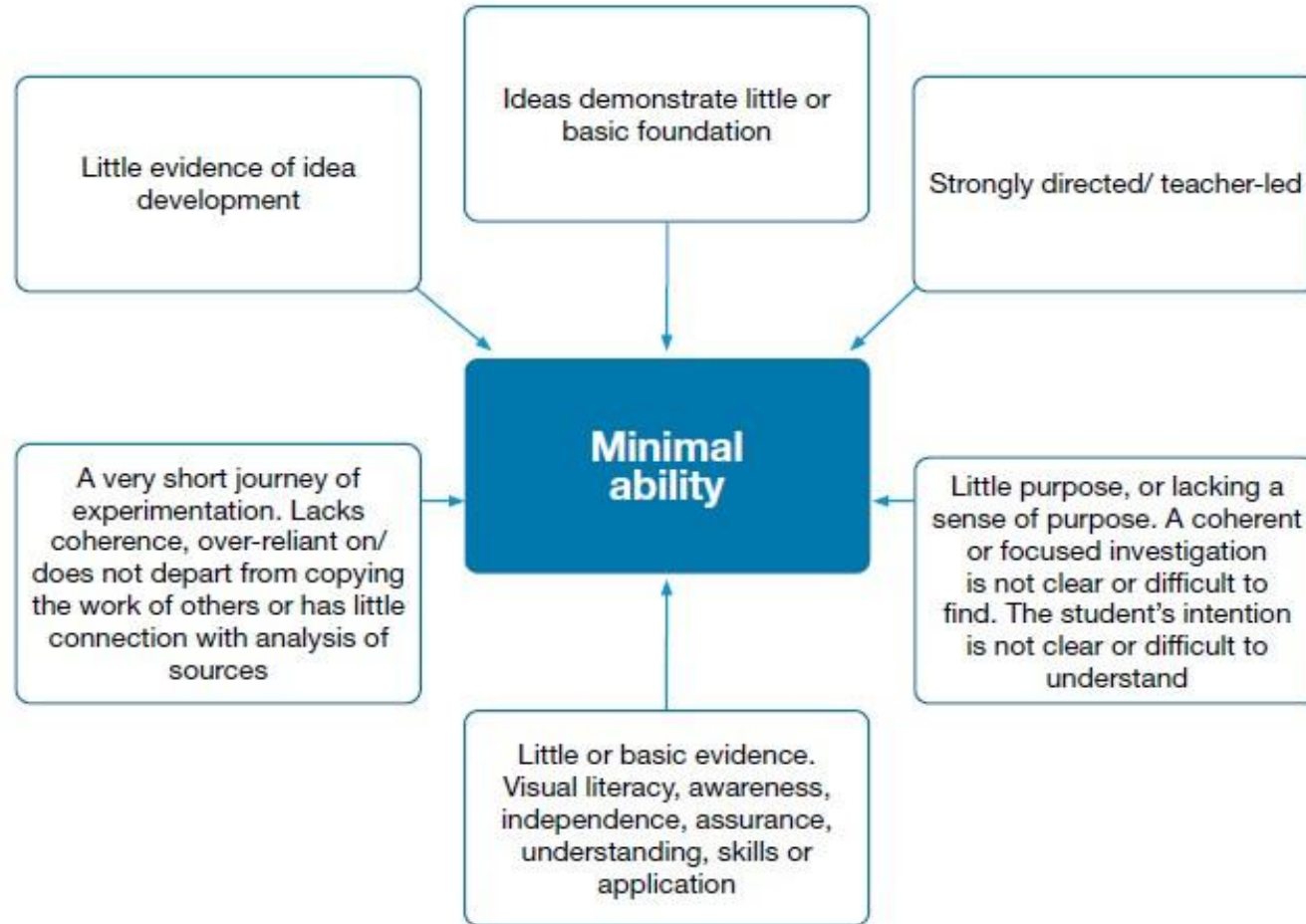
Clearly

Convincingly

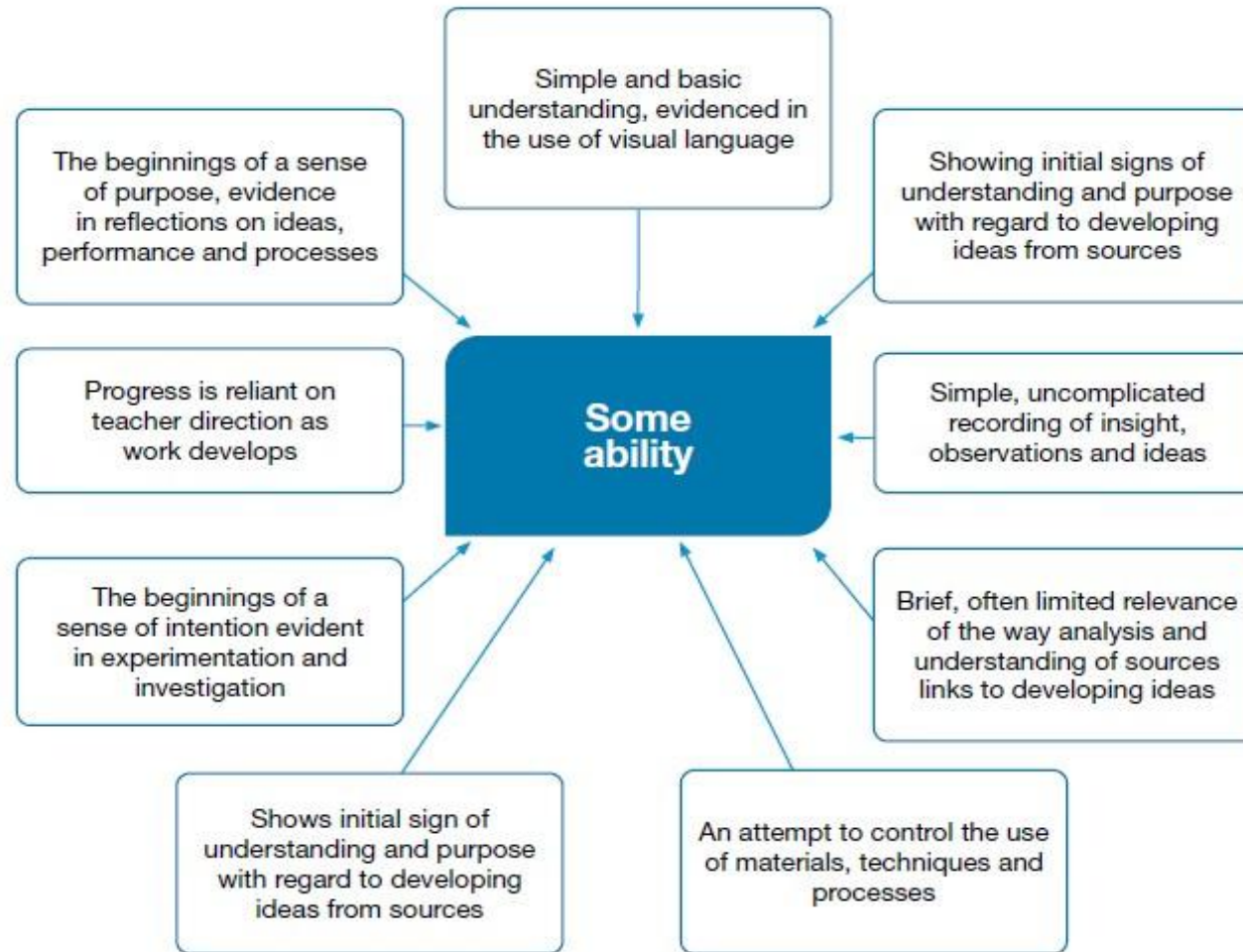
Standards are defined by AQA each academic year.

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

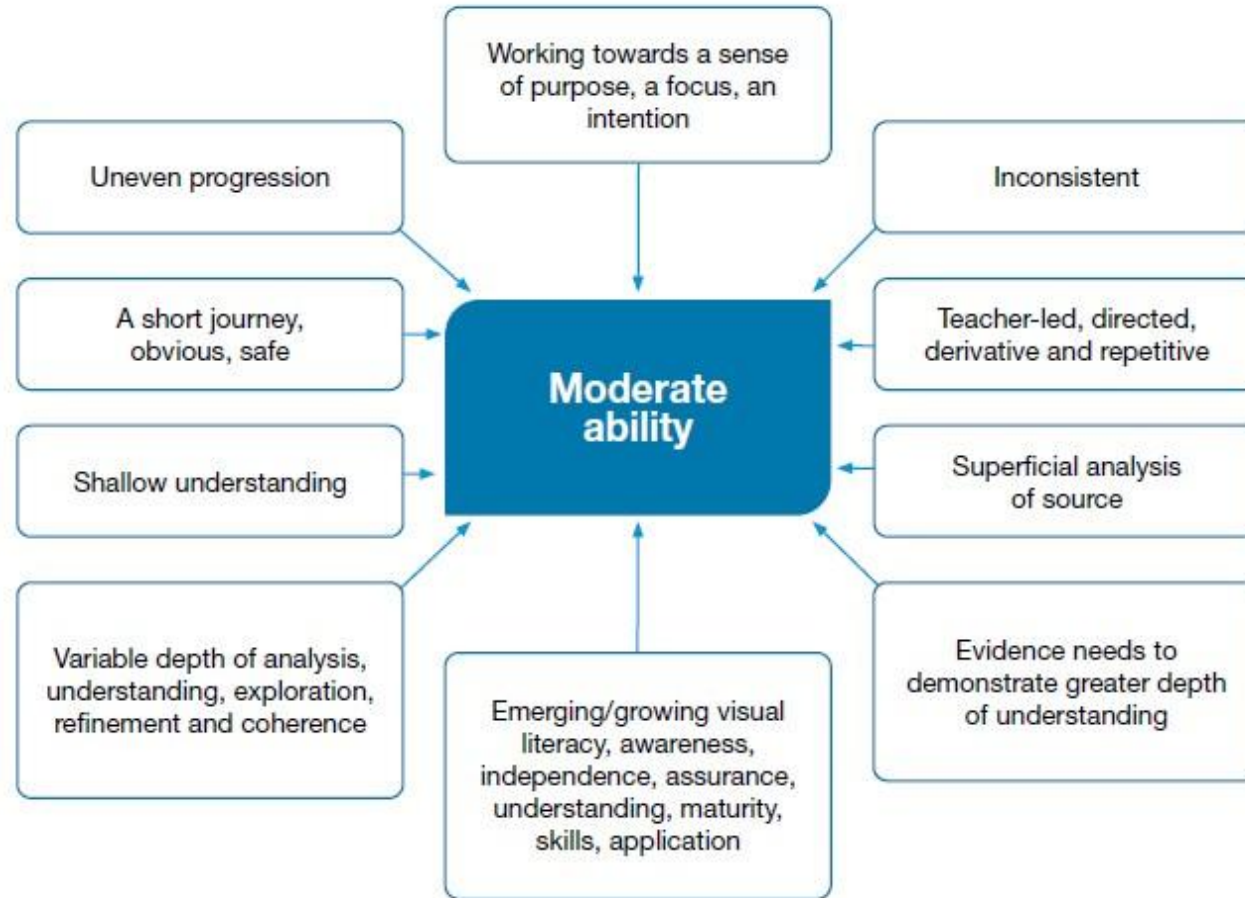
Minimal ability: 1 - 4 marks



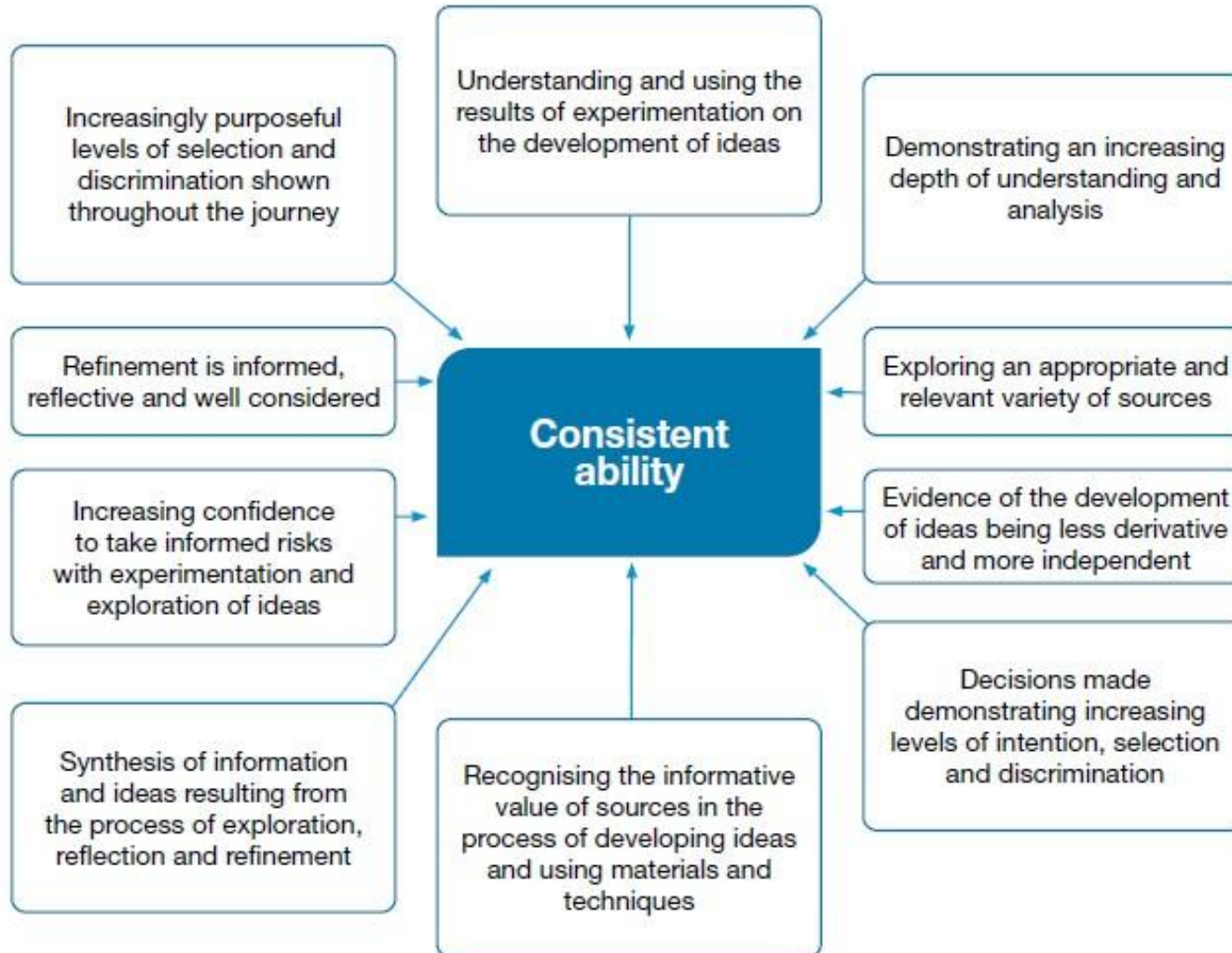
Some ability: 5 - 8 marks



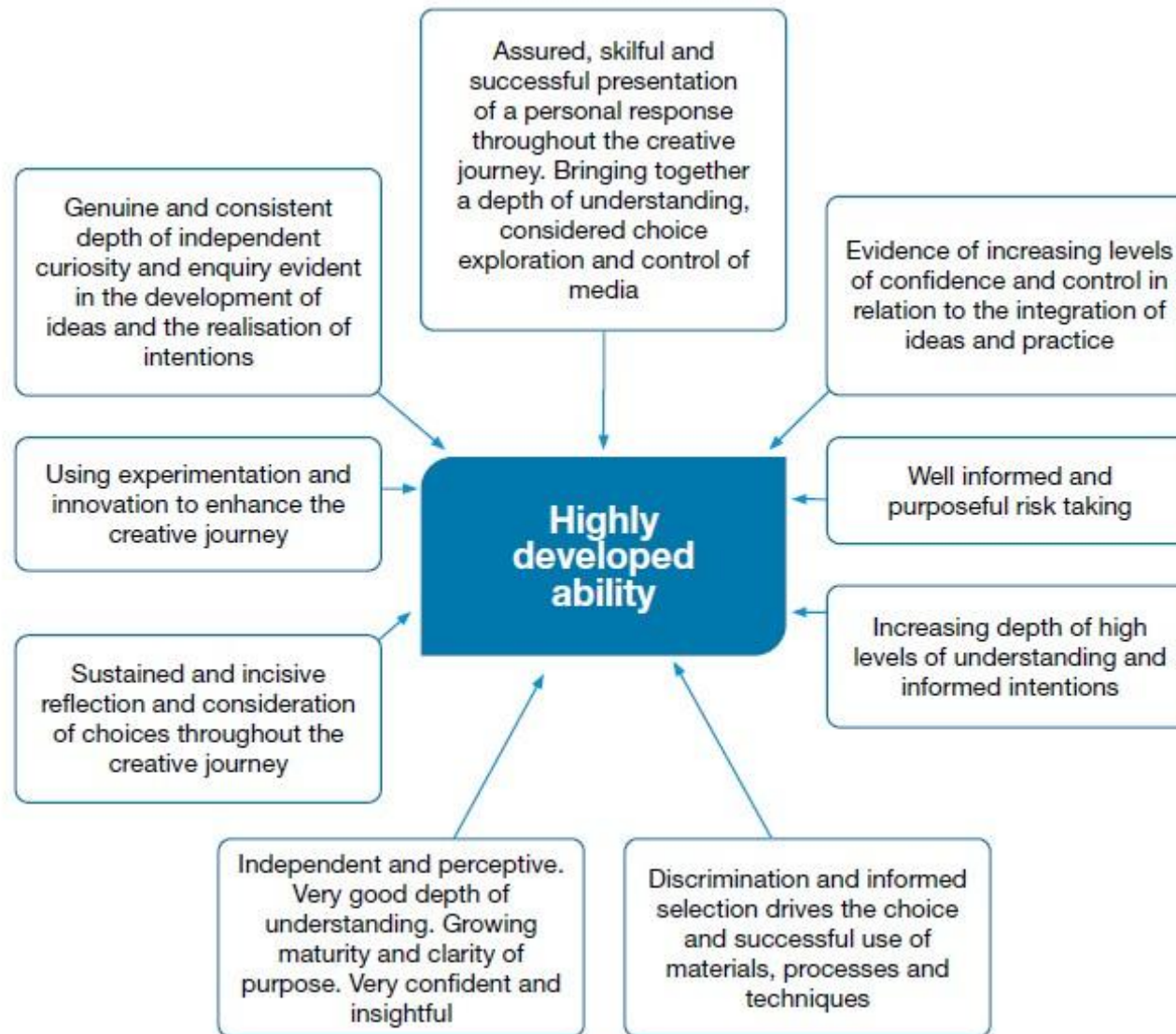
Moderate ability: 9 - 12 marks



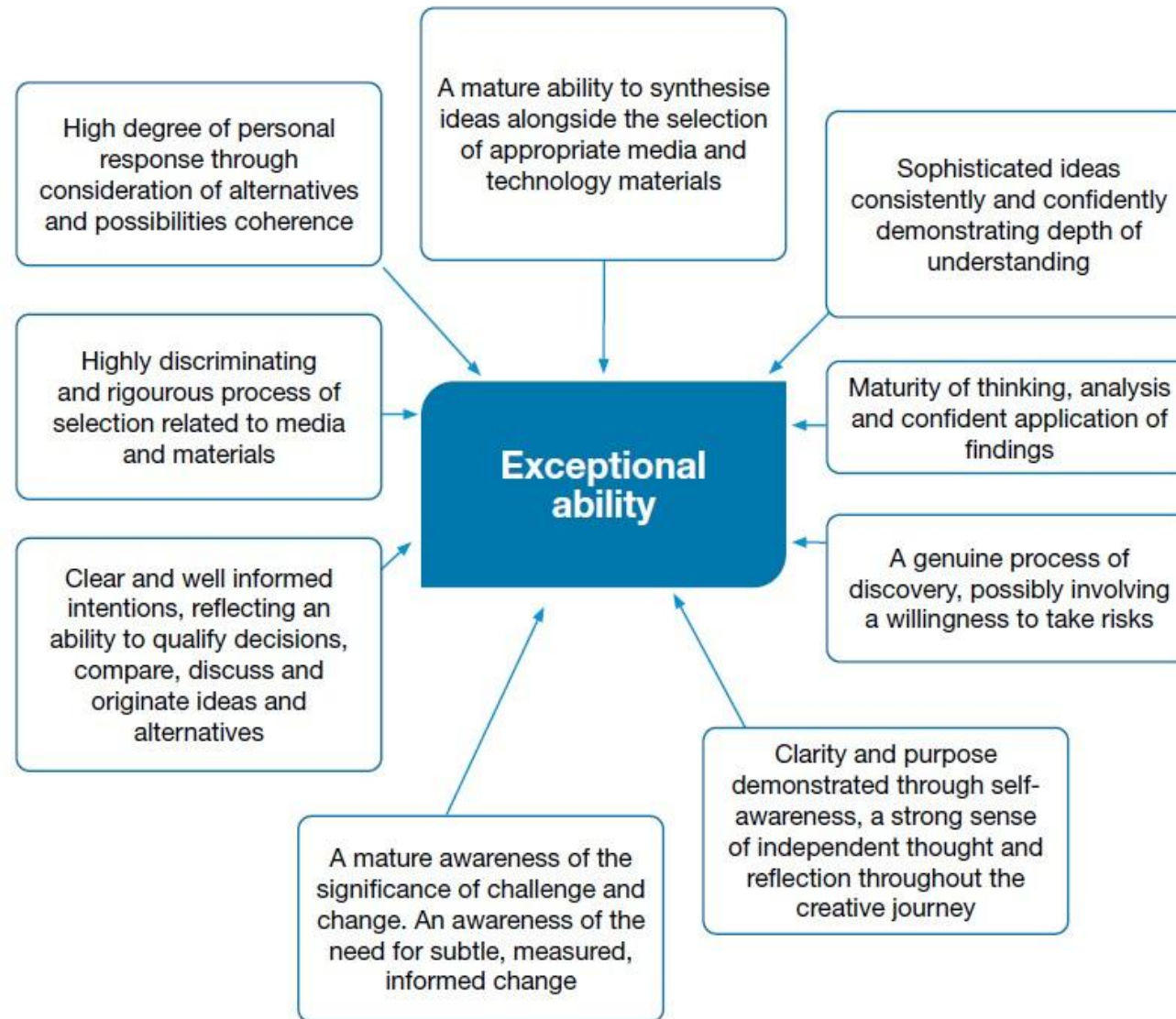
Consistent ability: 13 - 16 marks



Highly developed ability: 17 - 20 marks



Exceptional ability: 21 - 24 marks



<u>AQA Grade Descriptions</u> 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)	<u>AQA Assessment Objectives</u> 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 -

<u>SELF ASSESSMENT - Target</u> ✔ 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
<ul style="list-style-type: none">▪ Accuracy in shape and proportion▪ Tone and mark making▪ Colour depth and blending▪ Pattern/Texture▪ Painting/ Printing/ Montage/ Drawing	<ul style="list-style-type: none">▪ Creativity/Independent thought and planning.▪ Pace – to complete work on time▪ Extended learning – Do more at home Other Specific_____		RED AMBER GREEN

<u>PEER ASSESSMENT – Target.</u> Please Tick / Peer Name_____		Mid Term RAG - What progress has your partner made so far and how?	End TERM RAG Evidence of Achievement.
<ul style="list-style-type: none">▪ Accuracy in shape and proportion▪ Tone and mark making▪ Colour depth and blending▪ Pattern/Texture▪ Painting/ Printing/ Montage/ Drawing	<ul style="list-style-type: none">▪ Creativity/Independent thought and planning.▪ Pace – to complete work on time▪ Extended learning – Do more at home Other Specific_____		RED AMBER GREEN

<u>TEACHER ASSESSMENT – Target.</u> Please Tick / ✔ 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.
<ul style="list-style-type: none">▪ Accuracy in shape and proportion▪ Tone and mark making▪ Colour depth and blending▪ Pattern/Texture▪ Painting/ Printing/ Montage/ Drawing	<ul style="list-style-type: none">▪ Creativity/Independent thought and planning.▪ Pace – to complete work on time▪ Extended learning – Do more at home Other Specific_____		RED AMBER GREEN