

ART, CRAFT AND DESIGN		GCSE ASSESSMENT OBJECTIVES			
		AO1	AO2	AO3	AO4
		Develop Ideas through investigations, demonstrating critical understanding of sources	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	Record ideas, observations and insights relevant to intentions as work progresses	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language
LINKS TO KS3 PROGRESS OBJECTIVES	GENERATING IDEAS	Develop ideas through creative, sustained and focused investigations using drawing, design studies and using sketchbooks	Thoughtfully experiment with ideas, compositions, modified layout, the organisation of elements, in preparation for making	Gather and organise research information and visual sources to inform design and development of planning	Arrange and organise the different parts of the design to present a personal, informed and meaningful response
	MAKING	Investigate and develop ideas by directly exploring materials and thoughtfully applying critical/cultural understanding	Select materials and refine ideas through directly exploring and experimenting with diverse media and techniques	Capture and record ideas or observations relevant to intentions using drawing, marks, diverse materials and media	Through the making process, ensure personal and well informed intentions are evident in the process and outcome
	EVALUATING	Apply skills of reflection, analysis, reasoning and interpretation when using art, craft, design and architecture	Develop skills of reflection and evaluation to inform the refining of ideas, processes and selection of resources	Review and evaluate recording approaches and outcomes in the context of intentions and to inform further actions	Use personal research and critical understanding to evaluate and inform creative and written outcomes or actions
	KNOWLEDGE	Thoughtfully apply analytical, critical and contextual understanding of materials and their properties when making	Work with understanding of the properties and characteristics of materials and techniques to inform creative actions	Use knowledge and experience of media, materials and processes to record ideas, observations and intentions	Apply understanding of diverse outcomes/times/cultures with discrimination and intelligence to inform outcomes
<p>The GCSE Assessment Objectives and Key Stage 3 Progress Objectives are not interchangeable but there is a strong line of development from KS3 into GCSE coursework programmes through characteristics developed within each of the assessment objectives. The illustration above lists characteristics of the KS3 progress objectives to explore how these overlap with the GCSE assessment objectives (below, broken down into grading criteria)</p>					
GRADE 9	<p>An exceptional ability to effectively develop ideas through creative and purposeful investigations.</p> <p>An exceptional ability to engage with and demonstrate critical understanding of sources.</p>	<p>An exceptional ability to thoughtfully refine ideas with discrimination.</p> <p>An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes</p>	<p>An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.</p> <p>An exceptional ability to demonstrate understanding of visual language</p>	
GRADE 7/8	<p>A highly developed ability to effectively develop ideas through creative and purposeful investigations.</p> <p>A highly developed ability to demonstrate critical understanding of sources.</p>	<p>A highly developed ability to thoughtfully refine ideas.</p> <p>A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes</p>	<p>A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>A highly developed ability to competently present a meaningful response and realise intentions with confidence and conviction.</p> <p>A highly developed ability to demonstrate understanding of visual language</p>	

GRADE 5/6	<p>A consistent ability to effectively develop ideas through purposeful investigations.</p> <p>A consistent ability to demonstrate critical understanding of sources.</p>	<p>A consistent ability to thoughtfully refine ideas.</p> <p>A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes</p>	<p>A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>A consistent ability to competently present a personal and meaningful response and realise intentions.</p> <p>A consistent ability to demonstrate understanding of visual language</p>
GRADE 4	<p>A moderate ability to effectively develop ideas through purposeful investigations.</p> <p>A moderate ability to demonstrate critical understanding of sources.</p>	<p>A moderate ability to thoughtfully refine ideas.</p> <p>A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes</p>	<p>A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>A moderate ability to competently present a personal and meaningful response and realise intentions.</p> <p>A moderate ability to demonstrate understanding of visual language</p>
GRADE 2/3	<p>Some ability to develop ideas through purposeful investigations.</p> <p>Some ability to demonstrate critical understanding of sources.</p>	<p>Some ability to refine ideas.</p> <p>Some ability to select and experiment with appropriate media, materials, techniques and processes</p>	<p>Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>Some ability to present a personal and meaningful response and realise intentions.</p> <p>Some ability to demonstrate understanding of visual language</p>
GRADE 1	<p>Minimal ability to develop ideas through purposeful investigations.</p> <p>Minimal ability to demonstrate critical understanding of sources.</p>	<p>Minimal ability to refine ideas.</p> <p>Minimal ability to select and experiment with appropriate media, materials, techniques and processes</p>	<p>Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>Minimal ability to present a meaningful response and realise intentions.</p> <p>Minimal ability to demonstrate understanding of visual language</p>

WORKING TOWARDS GRADE 1

UP3	<p><u>Students will</u></p> <p>Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. Investigate new and unfamiliar materials. Use new expertise to make work that reflects ideas and intentions. Reflect on progress, taking account of what they hoped to achieve Research and discuss ideas and approaches of artists, craftspeople, designers and architects. Describe the processes they are using and how they hope to achieve high quality outcomes.</p>
UP2	<p><u>Students will</u></p> <p>Select and use relevant resources and references to develop ideas. Investigate the qualities of different materials and processes. Apply technical skills they have learnt to improve the quality of their work Reflect on work and use work of others to identify how to improve Describe some key ideas, techniques and working practices of artists, craftspeople, designers and architects. Demonstrate how tools they have chosen to work with should be used effectively and safely.</p>
UP1	<p><u>Students will</u></p> <p>Gather and review information, references and resources related to their ideas. Develop practical skills by experimenting with and testing the qualities of different materials and processes. Select and use a variety of materials and technique in order to create their own work Take the time to reflect on what they like and dislike about their work in order to improve it Describe the work of some artists, craftspeople, designers and architects. Explain how to use some of the tools and techniques they have chosen to work with.</p>