

	Develop	Refine	Record	Present
9	Candidates creatively develop and explore ideas through perceptive investigations. They sustain related activity perceptively and with sophistication analyse and evaluate images, artefacts and products. Responses, interpretations and subsequent developments are sophisticatedly and perceptively informed by an understanding of culture and context.	They sophisticatedly develop and refine their ideas through experimentation, confidently manipulating and exploiting a wide range of relevant resources, media, material, techniques and processes with originality. They combine their knowledge, skills and understanding in resourceful, discriminating and sophisticated ways. Mature and significant relationships are established between process and product through continuing evaluation, planning and modification as their work progresses.	They record ideas and interpret observations and experiences with sophistication and skill with perceptive links to their intentions.	They present sophisticated personal responses, communicating the results of thorough research with perceptive and sophisticated realisation of intentions. They make perceptive and informed connections between personal lines of enquiry and the work of others.
8				
7	Candidates creatively develop and explore ideas through investigations. They sustain related activity perceptively and effectively analyse and evaluate images, artefacts and products. Responses, interpretations and subsequent developments are thoughtfully informed by an understanding of culture and context.	They thoughtfully develop and refine their ideas through experimentation, confidently manipulating and exploiting a wide range of relevant resources, media, material, techniques and processes. They combine their knowledge, skills and understanding in resourceful, discriminating and purposeful ways. Significant relationships are established between process and product through continuing evaluation, planning and modification as their work progresses.	They sensitively and skilfully record ideas and interpret observations and experiences.	They present imaginative and personal responses, communicating the results of thorough research and enquiry in appropriate forms that clearly relate to and facilitate the realisation of intentions. They make perceptive and informed connections between personal lines of enquiry and the work of others.
6	They critically engage with their own and others' work, identifying why ideas and meanings are subject to different interpretations and using their understanding to extend their thinking and practical work.	Pupils are in command of their creative practice, recognising and using a variety of strategies to develop ideas that are personal, original and imaginative.	They extend their ideas and sustain their investigations by responding to new possibilities and meanings. They communicate their own ideas, insights and views.	They use the differing qualities and potential of materials and processes with deliberation and maturity in order to create work that successfully fulfils their intentions.
5	They confidently express reasoned judgements about their own work and that of others, demonstrating analytical, critical and contextual understanding.	Pupils develop, express and realise ideas in often original ways, confidently exploiting what they learn from taking creative risks and from their understanding of creative processes.	They analyse, engage with, and question critically aspects of their own and others' work, identifying how beliefs, values and meanings are expressed and shared.	They exploit the potential of materials and processes independently, making both intuitive and analytical judgements to develop and realise their intentions.
4	Candidates effectively develop and explore ideas through considered investigations. They analyse and evaluate images, artefacts and products with a clear sense of purpose. They demonstrate a suitably broad understanding of context and culture, which inform developing responses. They analyse and comment on their own and others' work, appreciating how codes and conventions are used to express ideas in different genres, styles and traditions.	They refine their ideas and select and employ a range of resources, media, material, techniques and processes appropriately. They combine their knowledge, skills and understanding in a generally appropriate and accomplished manner. They understand the relationship between process and product, and demonstrate growing ability to review, modify and refine their work as it progresses. Pupils learn from taking creative risks that help them to form and develop their ideas and to create purposeful, imaginative work with some originality.	They demonstrate the necessary skills to effectively record and respond to observations and experiences. They demonstrate confident understanding and use of materials, processes and the formal elements, combining these thoughtfully to realise their intentions.	They present ideas and the results of their research and enquiry competently in forms that are consistent with intentions. They make connections with the work of others, which inform personal responses and support the realisation of intentions. They explain how and why their understanding of the work of others affects their own ideas, values and practice.
3	They interpret and explain how ideas and meanings are conveyed by artists, craftspeople and designers, recognising the varied characteristics of different historical, social and cultural contexts.	Pupils accept creative risks, exploring and experimenting with ideas independently and inventively and using a range of appropriate resources imaginatively to develop, design and make work	. They apply their technical knowledge and skills to realise their intentions, using the qualities of materials, processes and the formal elements effectively.	They provide a reasoned evaluation of the purpose and meaning of their own work and that of others. They use their critical understanding to develop their own views and practice.
2	Candidates develop and explore ideas through experimentation. They make an attempt to analyse and evaluate images, artefacts and products, and in their responses show evidence of a modest understanding of culture and context. They consider and discuss the ideas, methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose.	They make an attempt to refine and modify their work as it progresses. They use media, material, techniques and processes with some control and understanding. They demonstrate some ability to combine the knowledge, skills and understanding they have developed. Pupils take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop their work.	They select and record observations in a direct way and draw upon their experiences. When designing and making, they develop and use their technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements appropriately.	They present ideas with a basic understanding of the links between form and intention. They make a personal response, endeavouring to realise ntentions, and seek to make connections between their own work and that of others. They evaluate their own work and that of others, reflecting on their own view of its purpose and meaning. They are able to adapt and refine their ideas, processes and intentions.
1	They compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made.	Pupils use a variety of approaches to explore and experiment with ideas, information and resources in order to develop their intentions.	They investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit their intentions when designing and making.	They discuss their own work and that of others and consider how they might adapt and refine their ideas, skills and processes..
F	They describe what they think and feel about the work of others and what they have done in their own work.	They suggest ways to improve their own work.	They use materials to record.	They explore a variety of materials and processes to create their own work.

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9	<ul style="list-style-type: none"> I can develop ideas with sophisticated research into contextual sources, with evidence of perceptive investigation. I can demonstrate excellent critical understanding of sources. 	<ul style="list-style-type: none"> I can show sophisticated refinement with perceptive selection of media, materials, techniques and processes. I can show excellent evidence of the exploration of work as it develops. 	<ul style="list-style-type: none"> I can produce observations with sophisticated use of materials and techniques. I can record ideas, observations and insights showing sophisticated links to my intentions. I have excellent ability to reflect on work and progress. 	<ul style="list-style-type: none"> I can produce a personal response with sophisticated realisation of intentions. I have a perceptive and sophisticated understanding of composition and visual language. I can apply formal elements with perception and sophistication. I can produce a mature and fully developed project with creativity, originality and independence.
8	<ul style="list-style-type: none"> I can develop ideas with sophisticated research into contextual sources, with evidence of perceptive investigation. I can demonstrate excellent critical understanding of sources. 	<ul style="list-style-type: none"> I can show sophisticated refinement with perceptive selection of media, materials, techniques and processes. I can show excellent evidence of the exploration of work as it develops. 	<ul style="list-style-type: none"> I can produce observations with sophisticated use of materials and techniques. I can record ideas, observations and insights showing sophisticated links to my intentions. I have excellent ability to reflect on work and progress. 	<ul style="list-style-type: none"> I can produce a personal response with sophisticated realisation of intentions. I have a perceptive and sophisticated understanding of composition and visual language. I can apply formal elements with perception and sophistication. I can produce a mature and fully developed project with creativity, originality and independence.
7	<ul style="list-style-type: none"> I can develop ideas with detailed reference to art/craft/design work I can investigate contextual sources with confidence and use this to develop my ideas. I can demonstrate in-depth critical understanding of sources. 	<ul style="list-style-type: none"> I can confidently refine a fully developed selection of media, materials, techniques and processes. I can show in depth evidence of the exploration of work as it develops. 	<ul style="list-style-type: none"> I can produce refined observations with excellent line quality and mature tone. I can confidently record ideas, observations and insights showing fully developed links to my intentions. I can confidently reflect on work and progress. 	<ul style="list-style-type: none"> I can demonstrate a confident personal response and realise my intentions fully. I have a confident understanding of visual language and composition. I can apply formal elements with confidence and creativity. I can produce a fully developed project with originality and independence.
6	<ul style="list-style-type: none"> I can investigate a range of contextual sources and use these to develop independent and well informed ideas. I can analyse and evaluate art/craft/design and show critical understanding of sources. 	<ul style="list-style-type: none"> I can make well considered and effective selections of relevant media, materials, techniques and processes. I can show well considered evidence of the exploration of work as it develops. 	<ul style="list-style-type: none"> I can produce very accurate observations with excellent line quality. I can record ideas, observations and insights with well informed links to my intentions. I can reflect on work and progress to make changes where necessary. 	<ul style="list-style-type: none"> I can demonstrate a personal response with well informed realisation of intentions. I can show understanding of composition and visual language. I can apply the formal elements effectively. I can present my work with creativity and originality. I can produce a project with some independence.
5	<ul style="list-style-type: none"> I can develop independent ideas which are strongly linked to art/craft/design research. I can analyse art/craft/design work showing understanding of context . I can explain how my work has developed from my research. I can understand context. 	<ul style="list-style-type: none"> I can apply materials effectively and with control. I can show some creativity with my choices. I can make appropriate media selections and am successful with tonal colour work. I can review and explore a range of ideas, improving my work as it develops. 	<ul style="list-style-type: none"> I can produce very accurate observations. I can apply tone sensitively to create form. I can draw with good quality of line. I can collect good quality personal and relevant visual research. 	<ul style="list-style-type: none"> I can produce a final piece that is designed thoughtfully. I can show a strong understanding of composition and the formal elements. I can present my work creatively. I can finish a project with some creativity.
4	<ul style="list-style-type: none"> I can research art/craft/design and this has a clear influence on my work. I can develop images linked to other art/craft/design work. I can describe the characteristics of the art/craft/design work. I can explain my opinions using art language. 	<ul style="list-style-type: none"> I can use materials with control and growing confidence. I can make appropriate media selections and can add tone in colour. I can experiment with media and techniques with are relevant to the rest of my work. I can review and explore some ideas for the development of work. 	<ul style="list-style-type: none"> I can record from observation with increasing accuracy. I can apply tone to show a sense of form (3D qualities). I can collect relevant visual research from a range of sources. I can draw on a larger scale with confidence. I can record from primary sources well. 	<ul style="list-style-type: none"> I can present my work with some creativity and use the space well. I can use materials correctly and effectively throughout the unit. I can finish all my work to a good standard. I can show good understanding of composition. I can connect all my work together.
3	<ul style="list-style-type: none"> I can research art/craft/design work and this can be seen to influence my outcomes. I can describe the art/craft/design work. I can explain my opinions using basic language. 	<ul style="list-style-type: none"> I can use some materials with control. I can show a growing skill in use of tone and colour media. I can experiment with some materials and techniques. I can review my work. I can show basic exploration of ideas. 	<ul style="list-style-type: none"> I can produce observations which are quite accurate. I can draw with a controlled line. I can apply and blend a limited range of tone. I can collect my own visual research which links to my other work. I can experiment with drawing on a larger scale. I can record from primary sources with some confidence. 	<ul style="list-style-type: none"> I can present my work well with good use of space. I can use materials appropriately. I can show some understanding of composition. I can show links to the rest of my work. I can finish most of my work.
2	<ul style="list-style-type: none"> I can include examples of art/craft/design within my work. With support and guidance I can use art/craft/design techniques in my work. I can write facts about art/craft/design work. 	<ul style="list-style-type: none"> I can use some materials and techniques with control. I can review and explore limited ideas for the development of work. 	<ul style="list-style-type: none"> I can produce observations that bear some resemblance to the source. I can attempt to draw with a light line. I can include some of the smaller details in my observations. I can apply more than one block shade to my work. I can record from primary and secondary sources. 	<ul style="list-style-type: none"> I can show basic links to the rest of my work. I can show limited understanding of composition. I can finish some of my work. I can show a personal response with some skill.
1	<ul style="list-style-type: none"> I can include examples of art/craft/design within my work. 	<ul style="list-style-type: none"> I can practice using some techniques. I can show basic understanding of 'how to use', or experiment with materials. I can develop an idea. 	<ul style="list-style-type: none"> I can produce observations with heavy outlines that bear some resemblance to the source. I can apply block shade to my work. I can record from secondary images with more confidence than primary sources. 	<ul style="list-style-type: none"> I can create my own work. I can present my ideas. I can finish some of my work. I can show a personal response.
F	<ul style="list-style-type: none"> I can include examples of art/craft/design within my work. 	<ul style="list-style-type: none"> I can practice using some techniques. 	<ul style="list-style-type: none"> I can use materials to record. 	<ul style="list-style-type: none"> I can create my own work.