



Harrow Way
Community School
Learning for life, success for all



KS3 End Points

ART & PHOTOGRAPHY

Harrow Way Art, Design and Photography Department

KS3 End Points – What Your Child Will Know and Be Able to Do

In Art and Design, we build the core knowledge and thinking skills that students need to succeed at GCSE and beyond. We focus on learning that is:

- **Durable** – Students *remember* important knowledge over time.
- **In-depth** – Students *understand* it clearly, not just repeat it.
- **Flexible** – Students can *apply* their knowledge to new questions, places and problems.

Each year builds on the one before. Below is a summary of what students should be able to do at the end of each year, alongside what they study. We use four levels:

Level	What it means
Platinum	Exceptional understanding with deep, flexible thinking. Can explain clearly and make insightful links.
Gold	Strong understanding with clear explanations and well-chosen examples. Applies knowledge with growing confidence.
Silver	Basic understanding, can describe ideas but needs support to explain or apply them.
Bronze	Early stage understanding, mostly factual recall with limited clarity. Needs frequent support.

Year 7 –

What students study: Year 7 Art and Design: Topics and Big Questions

- **Learning To Look: Observational Drawing and markmaking**

In this unit, students explore how to create observational drawings using the foundational skill of finding basic shapes and building on these to create a complex and accurate image. Students learn how to create a variety of marks and how these can then be applied to their drawings to show depth, perspective and volume

Big Question: *How can you use different lines, shapes, colours and tones to accurately draw what you can see?*

- **Bugs Life: Observational Drawing**

This unit sets to build on the core knowledge developed in the initial project of the year. Students will develop their drawing and shading skills by applying the knowledge in a new context, to develop their understanding of drawing students explore the idea of colour theory.

Big Question: *How can you use colour theory and mixed media to accurately colour drawings whilst keeping tone and a sense of volume?*

- **Under the Sea: Ceramic Sculpture**

This topic shifts the focus from 2D work to 3D Ceramic practice. The students develop a contextual understanding of a selected artist and begin to develop a clay response, This project creates the foundations for 3D practice ensuring the foundational skills are in place for later..

Big Question: *How can you create a pot using the same skills and techniques as a contextual artist?*

- **Face Value: Proportions and accuracy**

In this project students develop their understanding of proportions and accuracy via a guided self-portrait project. Students develop their responses via structured drawings then apply previous knowledge of colour theory to create an outcome. Tjis project introduces the use of paint and how to colour mix using this media.

Big Question: What are the correct proportions of a face, and how can you use drawing and painting techniques to create a self portrait?

End points	Platinum	Gold	Silver	Bronze
Knowledge of Formal Elements	Successful and skilful application of all formal elements. <i>Line, Shape & Form, Tone, Colour, Pattern, and Texture</i>	Application of all formal elements within outcomes. <i>Line, Shape & Form, Tone, Colour, Pattern, and Texture</i>	Application of relevant elements to each task. <i>Line, Shape & Form, Tone, Colour, Pattern, and Texture</i>	Struggles to apply formal elements appropriately. <i>Line, Shape & Form, Tone, Colour, Pattern, and Texture</i>
Understanding of Observational Drawings	Demonstrates consistently high quality, accurate drawing skills in all tasks.	Demonstrates high quality, accurate drawing skills in most tasks.	Demonstrates learnt skills in observational drawings.	Struggles to apply skills in observational drawings.
Applying Technique	Successfully applies a variety of techniques to all outcomes.	Applies a variety of techniques to outcomes successfully most of the time.	Applies relevant techniques to the required outcome.	Struggles to apply relevant technique to required outcome.
Contextual Studies	Synthesises relevant artist research into a contextually linked outcome.	Clearly understands and applies contextual information to an outcome.	Creates an outcome with some links to the contextual study.	Struggles to apply contextual information to an outcome.
Evaluation and Analysis	Builds well-structured evaluation and analysis with connections between subject specific language and outcomes.	Create a well written response to work evaluating and analysing their work.	Writes in basic sentences and lightly evaluates and begins to analyse.	Struggles to write evaluations and analysis and needs support.

Year 8 –

What students study: Year 8 Art and Design: Topics and Big Questions

- **Relief Reef: Ceramic Relief Tiles**

In this unit, students explore how to create a contextual, 3D response to a project brief, building on the skills learnt in year 7. Students will work collaboratively to create an installation in response to a set brief and apply watercolour to final outcomes.

Big Question: *How can you respond to a contextual artist using ceramics and textures?*

- **Petal to Print: Printmaking**

This topic exposes students to an alternative practice of printmaking. Students will create a response via a variety of types of printmaking resulting in a personal response to the linked artist.

Big Question: *How can you use a contextual artist to create a detailed watercolour response?*

- **Alison Ingram: Observational Drawings & Watercolour Painting**

In this project students will combine the watercolour techniques with photography to create a personal response with contextual connections. The students learn this skill of the gridding method which is a key skill for later practices.

Big Question: *How can you use a contextual artist to create a personal and detailed watercolour response?*

Strand	Platinum	Gold	Silver	Bronze
Knowledge of Formal Elements	Successful and skilful application of all formal elements. <i>Line, Shape & Form, Tone, Colour, Pattern, and Texture</i>	Application of all formal elements within outcomes. <i>Line, Shape & Form, Tone, Colour, Pattern, and Texture</i>	Application of relevant elements to each task. <i>Line, Shape & Form, Tone, Colour, Pattern, and Texture</i>	Struggles to apply formal elements appropriately. <i>Line, Shape & Form, Tone, Colour, Pattern, and Texture</i>
Understanding of Technical Media	Demonstrates consistently high quality, accurate ceramic, watercolour, carving, skills in all tasks.	Demonstrates high quality, accurate ceramic, watercolour, carving, skills in most tasks.	Demonstrates skills in some aspects of ceramic, watercolour, and carving.	Struggles to apply skills in ceramic, watercolour, and carvings.
Applying Technique	Successfully applies a variety of techniques to all outcomes.	Applies a variety of techniques to outcomes successfully most of the time.	Applies relevant techniques to the required outcome.	Struggles to apply relevant technique to required outcome.
Contextual Studies	Synthesises relevant artist research into a contractually linked outcome.	Clearly understands and applies contextual information to an outcome.	Creates an outcome with some links to the contextual study.	Struggles to apply contextual information to an outcome.

Evaluation and Analysis	Builds well-structured evaluation and analysis with connections between subject specific language and outcomes.	Create a well written response to work evaluating and analysing their work.	Writes in basic sentences and lightly evaluates and begins to analyse.	Struggles to write evaluations and analysis and needs support.
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Year 9 –

What students study: Year 9 Art and Design: Topics and Big Questions

- **Little Book of Illusions: Skills based project**

In this project students will develop their own books and create a series of artistic experiments in a variety of media creating a multimedia concertina book.

Big Question: *How can you develop a variety of artistic skills to create a little book of illusions?*

- **Jabberwocky: Illustration & Creative Thinking**

This project introduces students to the ideas of project based learning and creative thinking. Students will develop their illustrative drawing skills through investigating the jabberwocky text and interpreting it in their own creative way.

Big Question: *How can I use a variety of collage and illustration techniques to create a personal response to a stanza?*

- **Cardboard Cities: Contextual Research & Cardboard Modelling**

This topic explores the connection between contrasting two contextual studies. Students will develop responses to David Hockney and Eric Cremers and create 3D sculptural

Big Question: *How can you develop a personal response to a project using artists as starting points?*

Strand	Platinum	Gold	Silver	Bronze
Knowledge of Formal Elements	Successful and skilful application of all formal elements. <i>Line, Shape & Form, Tone, Colour, Pattern, and Texture</i>	Application of all formal elements within outcomes. <i>Line, Shape & Form, Tone, Colour, Pattern, and Texture</i>	Application of relevant elements to each task. <i>Line, Shape & Form, Tone, Colour, Pattern, and Texture</i>	Struggles to apply formal elements appropriately. <i>Line, Shape & Form, Tone, Colour, Pattern, and Texture</i>
Understanding of Creative Thinking	Demonstrates consistently high quality, creative, personal responses in regards to a theme.	Demonstrates high quality, creative, personal responses in regards to a theme.	Demonstrates skills in some aspects of creating a personal response relating to a theme. .	Struggles to apply creative thinking in regards to a theme.
Appling Technique	Successfully applies a variety of techniques to all outcomes.	Applies a variety of techniques to outcomes successfully most of the time.	Applies relevant techniques to the required outcome.	Struggles to apply relevant technique to required outcome.
Contextual Studies	Synthesises relevant artist research into a contractually linked outcome.	Clearly understands and applies contextual information to an outcome.	Creates an outcome with some links to the contextual study.	Struggles to apply contextual information to an outcome.

Evaluation and Analysis	Builds well-structured evaluation and analysis with connections between subject specific language and outcomes.	Create a well written response to work evaluating and analysing their work.	Writes in basic sentences and lightly evaluates and begins to analyse.	Struggles to write evaluations and analysis and needs support.
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Year 9 –

What students study: Year 9 Photography: Topics and Big Questions

- **Intro to Photography: Skills based project**

In this unit students are introduced to the basics and composition of photography. Students begin to develop a structure for the foundations of photography.

Big Question: *How can I take a “good” picture using a variety of photographic techniques?*

- **Little People: Contextual Studies**

This project explores contextual study and prompts students to create work in response to the style of the photographer. The use of props are introduced and the understanding of telling a story in a picture.

Big Question: *How can I use depth and perspective to recreate the style of a photographers work?*

- **Digital vs. Physical: Photoshop Introduction**

In this topic students are introduced to the workings of photoshop. Students will create a variety of physical and digital responses to styles of photography and draw comparisons between the techniques.

Big Question: *How can photographic experiments change the outcome of a photograph?*

- **Flickers and Flares: Experimenting with Light**

In this unit students are invited to create a personal response in relation to a contextual study. Students will practice photography in the dark room and using the projectors.

Big Question: *How can you use a contextual artist to create a detailed photographic outcome using lighting?*

Strand	Platinum	Gold	Silver	Bronze
Knowledge of Formal Elements	Successful and skilful application of all formal elements. <i>Line, Shape & Form, Tone, Colour, Pattern, Light, Contrast and Texture</i>	Application of all formal elements within outcomes. <i>Line, Shape & Form, Tone, Colour, Pattern, Light, Contrast and Texture</i>	Application of relevant elements to each task. <i>Line, Shape & Form, Tone, Colour, Pattern, Light, Contrast and Texture</i>	Struggles to apply formal elements appropriately. <i>Line, Shape & Form, Tone, Colour, Pattern, Light, Contrast and Texture</i>
Understanding Photographic Techniques	Demonstrates consistently high quality, framing, editing and presentation.	Demonstrates high quality, framing, editing and presentation in most tasks.	Demonstrates skills in some aspects of framing, editing and presentation..	Struggles to apply skills in framing, editing and presentation.
Application of technical skill	Successfully applies a variety of technical skills to all outcomes, via photoshop, physical editing and raw photography.	Applies a variety of technical skills to all outcomes, via photoshop, physical editing and raw photography.	Applies relevant technical skills to all outcomes, via photoshop, physical editing and raw photography.	Struggles to apply relevant technical skills to all outcomes, via photoshop, physical editing and raw photography.

Contextual Studies	Synthesises relevant artist research into a contractually linked outcome.	Clearly understands and applies contextual information to an outcome.	Creates an outcome with some links to the contextual study.	Struggles to apply contextual information to an outcome.
Evaluation and Analysis	Builds well-structured evaluation and analysis with connections between subject specific language and outcomes.	Create a well written response to work evaluating and analysing their work.	Writes in basic sentences and lightly evaluates and begins to analyse.	Struggles to write evaluations and analysis and needs support.