

**Subject:** Art

**Year group:** 8

**Age-related Criteria for KS3 reporting**



| ARC               | Skills  |
|-------------------|---|
| <b>Exceeding</b>  | <ul style="list-style-type: none"><li>• Use visual elements expressively and with strong technical control in both projects.</li><li>• Independently develop imaginative and original ideas, showing a personal and thoughtful response in the clay poppy and tonal drawing.</li><li>• Experiments confidently with materials and techniques to enhance outcomes (e.g., refining clay surfaces and creating depth through tone).</li><li>• Evaluates and refines their work thoughtfully, using subject-specific language.</li><li>• Demonstrates a deep understanding of artists' work and can critically compare styles, techniques, and contexts.</li></ul>  |
| <b>Meeting</b>    | <ul style="list-style-type: none"><li>• Use prior knowledge of visual elements to develop outcomes with growing confidence and both the ceramic poppy outcomes and the Food glorious food project.</li><li>• Develops ideas with some independence, showing planning and intention in their work (e.g., considering proportion in clay and tonal contrast in drawing).</li><li>• Explores a range of materials and techniques with increasing skill and creativity, including clay construction and tonal blending.</li><li>• Reflects on their own and others' work using appropriate artistic vocabulary.</li><li>• Makes clear connections between their work and the work of artists, including cultural and historical contexts.</li></ul> |
| <b>Developing</b> | <ul style="list-style-type: none"><li>• Demonstrates a basic understanding of visual elements such as line, texture, shape, form and tone in both the ceramic poppy outcomes and the Food glorious food project.</li><li>• Can follow instructions to create artwork (e.g., shaping clay poppy and applying tone when drawing and painting) but requires support and guidance to develop planning, processes and skills.</li><li>• Begins to reflect on their own work and make simple connections between their outcomes and the work of artists or cultural influences.</li></ul>   |