



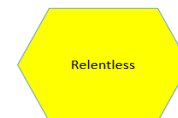
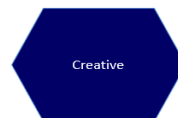
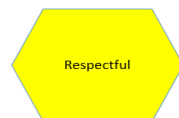
Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

## SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

### KEY STAGE 3 – WORKING AT - ART

Subject	Working Towards	Working At	Working Beyond
Art Y7	Students achieve many but not all aspects of the Working At criteria	<p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>● Students can complete basic imaginative original images.</li> <li>● Students can use basic materials with some support.</li> <li>● Students can take risks with basic success and learn from mistakes.</li> </ul> <p><b>Competence</b></p> <ul style="list-style-type: none"> <li>● Students can investigate and design with basic skill with some support.</li> <li>● Students can make, reflect and evaluate their own work and progress at a basic level.</li> <li>● Students can use different materials and processes to realise Basic Intentions.</li> </ul> <p><b>Cultural Understanding</b></p> <ul style="list-style-type: none"> <li>● Students can demonstrate a basic understanding of art from different cultures.</li> <li>● Students can develop basic ideas using cultural references with some support.</li> <li>● Students can demonstrate an emerging understanding of the role of artist, craftsperson and designer.</li> </ul>	Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding.
Art Y8	Students achieve many but not all aspects of the Working At criteria	<p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>● Students can complete imaginative and original images with emerging ability.</li> <li>● Students can explore and select a range of materials and techniques with emerging ability.</li> <li>● Students can take risks and learn from mistakes with emerging ability</li> </ul> <p><b>Competence</b></p> <ul style="list-style-type: none"> <li>● Students can investigate and design with limited support.</li> </ul>	Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding.

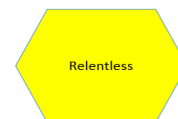
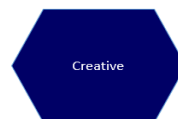
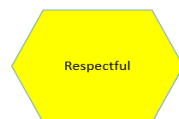




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		<ul style="list-style-type: none"> <li>● Students can make, reflect and evaluate their own work and progress at an emerging level.</li> <li>● Students can use different materials and processes to realise intentions with emerging skill.</li> </ul> <p><b>Cultural Understanding</b></p> <ul style="list-style-type: none"> <li>● Students can demonstrate emerging understanding of visual language.</li> <li>● Students can engage and explore ideas with limited support.</li> <li>● Students can express their own views and make reasoned judgements with emerging skill.</li> <li>● Students can demonstrate a developing ability to analyse and reflect on their own work and progress.</li> </ul>	
Art Y9	Students achieve many but not all aspects of the Working At criteria	<p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>● Students can produce imaginative and original images with competent ability.</li> <li>● Students can use a variety of approaches to explore and experiment with ideas and materials with competent ability.</li> <li>● Students can take some creative risks when exploring, experimenting and responding to ideas.</li> </ul> <p><b>Competence</b></p> <ul style="list-style-type: none"> <li>● Students can use information and resources in order to develop intentions.</li> <li>● Students can make, reflect and evaluate their own work using a range of practical skills.</li> <li>● Students can manipulate different materials, processes and the formal elements appropriately to realise intentions.</li> </ul> <p><b>Cultural Understanding</b></p> <ul style="list-style-type: none"> <li>● Students can compare and comment on art from different cultures.</li> <li>● Students can complete ideas with competence, inspired by cultural references.</li> </ul>	Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding.





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		<ul style="list-style-type: none"><li>• Students can compare and comment on differing ideas and approaches used by artists, craftspeople and designers.</li></ul>	
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