

# Key Stage 3 Curriculum Excellence Art



The purpose of the CLF, is at the **HEART**, of all we do:

Establish **High expectations** for all that we seek to achieve

Create **Equity** of opportunity, removing disadvantage

Champion the success and life chances of **All children** in the communities we serve

Furnish pupils and staff with the **Resilience** to succeed as lifelong learners

Promote **Tolerance** and respect for ourselves, our communities and our environment



The curriculum enables children to...  
acquire... **Knowledge & Skills**, which  
secured through... **Application**  
develops... **Understanding**  
and allows them to seek... **Meaning**  
and achieve... **Personal growth**

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## Key Stage 3 in the Cabot Learning Federation

### CLF KS3 Curriculum Principles

- The curriculum enables children to acquire **knowledge and skills**, which are secured through **application** (over time and in different contexts) to develop **understanding** (change in long term memory) and allows children to seek **meaning** and achieve **personal growth**.
- Built-up from KS2 to secure a foundation for young people for life (... and KS4). **Based on Age Related Expectations and using DOYA**. (Not built down from KS4).
- Focused on the **progression of content and concepts** through the KS3 curriculum that accelerates progress within a **progressive and purposeful 3-19 CLF Curriculum**.
- The curriculum is our opportunity to inspire children to be **successful individuals, historians, mathematicians, geographers, musicians, authors, artist, sportspeople, scientists, writers, innovators, dreamers, magicians, mothers, fathers, positive citizens**.
- On a platform of standardisation the curriculum releases teachers to drive up learning and progress. **Standardised Age Related Expectations, curriculum and assessment** frees and empowers experts to collaborate, follow the learning and teach.
- The curriculum will be **curated by subject experts and teams from across the Trust** who are empowered to evolve the curriculum that will allow all children to thrive.
- The content of the curriculum is progressive and is based on **consolidating and revisiting** content over time to secure progress over time.
- The curriculum seeks **depth of study rather than breadth** to build understanding and to seek meaning; stretching and challenging children to think.
- The Age Related Expectations and exemplars are **widely published** to support child, parent, teacher, leader and other staff understanding of the expected
- standards and the content of the curriculum, **enabling wider ownership of the curriculum**
- **Two key areas of assessment:**
  - **Shared on-line MCQ assessments four times a year** to assess knowledge/skills acquisition and elements of application and understanding. Immediate feedback from on-line supports understanding of gaps and re-teaching.
  - **Teacher assessment of learning that uses standardised exemplar material** to assess agreed subject written responses/assessments, supporting teachers to make a broad assessment of children's attainment against DOYA.
- Given the shared AREs and assessment cycle teachers are freed to **plan to meet need** and support all children to feel and be successful. Approaches to **pedagogy are based on cognitive science:**
  - Supporting children to experience **desirable difficulty** and grapple with learning in their proximal zone.
  - Explicitly secure **knowledge and skills** through **application** to build **understanding and seek meaning**
  - **Specificity of feedback** for impact and the **developed and precise use of modelling, explanations and questioning** to secure progress.
  - Emphasis on the development of **reading (widely and often), oracy and quality of writing**.

## Key Stage 3 in the Cabot Learning Federation

### KS3 Art in the Cabot Learning Federation

Learning in Art and Design offers students the opportunity to respond to the world around them through visual means and drives children's intellectual, emotional, moral and physical engagement in the world.

The arts can empower young people, giving them the confidence to express, create, challenge and explore.

The subject is inclusive, allowing all pupils to create meaningful and personal work that they are proud of.

Art will teach powerful transferable skills such as problem solving, collaboration, perseverance & resilience.

An excellent art curriculum is broad, innovative, engaging and enjoyable. It is immersive and multi-disciplined, providing a space for students to learn, practice and develop a range of skills.

## Key Stage 3 in the Cabot Learning Federation

### Statement of Intent:

This is the core content for the KS3 curriculum for Year 7 and 8.

- Knowledge, skills, understanding and meaning are split into two units for each year. This is designed to allow more depth of learning. The topics have been chosen as they will permit interleaving, i.e. 'Portraiture' will be a good foundation for 'Creatures and Characters' and 'The Natural World' will underpin 'Environments'. Our schemes of work are planned to allow pupils to; creatively explore ideas from a range of start points, use a wide range of materials, develop visual communication/language skills, understand key artistic ideas and concepts and develop the ability to critically analyse and evaluate their own and other's work. Content aims to engage and inspire all students and to ensure that their Art and Design GCSE foundations are strong.

### Assessment

The MCQ testing will take place in **Term 3** - weeks 1&2 and **Term 6** - weeks 5&6

First DOYA assessment: Term 3, week 5 Second DOYA assessment: Term 6, final week.

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### ARE Descriptors

Year 7			
KS2 Prior Learning	Knowledge and Skills	Understanding	Meaning
<p><b>What is the key knowledge, skills, understanding and meaning that children bring from the AREs in KS2 in this subject?</b></p> <p>Primary school children will encounter a wide variety of differing experiences.</p> <p>Some will have begun to investigate drawing through a range of media pencil, charcoal and ICT.</p> <p>Pupils will have experienced painting and working with textiles and 3D.</p> <p>Pupils will have been introduced to formal elements such as texture, colour, form and pattern.</p>	<p><b>What is the key knowledge and skills that we want to pass on to children as ARE in Year 7 that build up from KS2?</b></p> <ul style="list-style-type: none"> <li>Students will demonstrate <b>some proficiency and technical skill</b> in the handling and application of a range of different materials, techniques, and processes.</li> <li>They will <b>demonstrate some ability to be able to record</b> and investigate their observations in sketchbooks etc. as a basis for exploring their own ideas.</li> <li>In addition; they will be able to demonstrate some <b>good presentation skills</b> when using their sketchbooks.</li> <li>They will have developed some ability to effectively <b>generate, review and refine their ideas</b> and work as they progress.</li> </ul>	<p><b>What do we want children to build through the application of knowledge and skills, including key concepts and misconceptions?</b></p> <ul style="list-style-type: none"> <li>Students will be able to show that they have <b>some knowledge</b> of the art, craft and design of different periods and cultures.</li> <li>They will have <b>developed some awareness/appreciation of</b> the historical/ political/ spiritual/cultural/ social/ moral/ environmental context/s in which the work/s was created.</li> <li>They will demonstrate that <b>they are beginning to</b> be able to apply this knowledge and that they are <b>beginning to</b> independently explore some artists' work, ideas and intentions.</li> </ul>	<ul style="list-style-type: none"> <li><b>What is the meaning that we want children to seek by age that supports their personal growth?</b></li> <li>Students will be able to understand the importance of Art as a means of communication and personal growth.</li> <li>To understand the value of Art in society, culture &amp; professions.</li> <li>To recognise that Art helps us to understand and negotiate our emotions and place within the world.</li> </ul>

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		<ul style="list-style-type: none"> <li>• <b>By the end of Year 7 –</b> Students will demonstrate <b>some understanding</b> of how to critically and technically analyse and evaluate their own and others work, identify key features, make comparisons and use this information to inform their own actions to improve their work.</li> <li>• They will be able to make <b>some use</b> of artistic terminology and will demonstrate that they can describe, recognise and apply the characteristics of art, craft and design work with <b>some accuracy and success.</b></li> </ul>	
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Year 8			
Year 7 Prior Learning	Knowledge and Skills	Understanding	Meaning

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<p><b>What is the key knowledge, skills, understanding and meaning that children bring from the AREs in Year 7 in this subject?</b></p> <ul style="list-style-type: none"> <li>• Students will be able to show that they have <b>further knowledge</b> of the art, craft and design of different periods and cultures.</li> <li>• They will have <b>developed greater awareness/appreciation of</b> the development of the work as well as of the historical/ political/ spiritual/cultural/ social/ moral/ environmental context/s in which the work/s was created.</li> <li>• They will demonstrate that <b>they are able</b> to apply this knowledge and that they are <b>able to</b> independently explore some artists' work, ideas and intentions.</li> </ul>	<p><b>What is the key knowledge and skills that we want to pass on to children as ARE in Year 8 that build up from Year 7?</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate <b>proficiency and technical skill</b> in the handling and application of a range of different materials, techniques, and processes.</li> <li>• They will demonstrate <b>increasing confidence in their ability</b> to be able to record and investigate their observations in sketchbooks etc. as a basis for exploring their own ideas. In addition; they will be able to <b>demonstrate a range of good</b> presentation skills when using their sketchbooks.</li> <li>• They will have developed the <b>ability</b> to effectively generate, <b>review and refine their ideas and work with increasing independence</b> as they progress.</li> </ul>	<p><b>What do we want children to build through the application of knowledge and skills, including key concepts and misconceptions?</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate <b>a clear understanding</b> of how to critically and technically analyse and evaluate their own and others work.</li> <li>• <b>They will show increasing confidence</b> in; identifying key features, making comparisons and in using this information to inform their own actions to improve their work.</li> <li>• They will be able <b>to make considered use</b> of artistic terminology and will demonstrate that they can describe, recognise and apply the characteristics of art, craft and design work with <b>accuracy and success.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>What is the meaning that we want children to seek by age that supports their personal growth?</b></li> <li>• Students will be able to understand the importance of Art as a means of communication and personal growth.</li> <li>• To understand the value of Art in society of different cultures &amp; professions.</li> <li>• To recognise that Art helps us to understand and negotiate our emotions and place within the world.</li> </ul>
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## Curriculum and Assessment Skeleton

Year 7		
ARE Point	1&2	3&4
Unit Title	<b>Portraiture.</b> What is the purpose of a portrait?	<b>Natural World</b> Why does nature matter?
MCQ	Key terminology and definitions, application to unseen images	Key terminology and definitions, application to unseen images
DOYA	Portfolio folder with one developed outcome	Portfolio folder with one developed outcome

Year 8		
ARE Point	1&2	3&4
Unit Title	<b>Creatures and Characters</b> How can you use creative thinking to design your own dynamic character?	<b>Environment</b> What are the issues which affect our natural or man- made environments? How can Art be used to respond to environmental issues?
MCQ	Key terminology and definitions, application to unseen images	Key terminology and definitions, application to unseen images
DOYA	Portfolio folder with one developed outcome	Portfolio folder with one developed outcome

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### Medium Term Plan

<b>Subject: Art &amp; Design</b>	<b>Unit Title: Year 7 Portraiture: What is the purpose of a portrait?</b>	<b>ARE Point: 1&amp;2</b>
<p><b>Key Essentials:</b></p> <ul style="list-style-type: none"> <li>• To Up-skill, enthuse, excite and encourage.</li> <li>• To use a wide range of materials.</li> <li>• To begin to gain an understanding of visual language.</li> <li>• To begin to analyse art and draw out meaning.</li> </ul>	<p><b>WHY are children LEARNING this?</b></p> <ul style="list-style-type: none"> <li>• The study of the human form is a critical element of Art and Design.</li> <li>• Pupils will be asked to engage with the idea of identity, which will aid their understanding of themselves and others.</li> <li>• Pupils will be given the opportunity to engage with a range of important artworks &amp; interpret them.</li> <li>• Pupils will understand how to use visual means to communicate their own ideas about themselves or others to an audience.</li> </ul>	
<p><b>Content:</b> Students will explore and experiment with a range of different materials, techniques, and processes. While there will be a focus on the development of drawing skills throughout the year; painting, sculpture, print and ICT will also be covered.</p> <p>Throughout the topic, students will experience; Drawing &amp; Painting Print – one colour mono/relief print 3D – Relief ICT Element</p> <p><b>Suggested Artists:</b> Frida Kahlo Roy Lichtenstein Julian Opie Van Gogh Francis Bacon Chris Ofili</p> <p>The skills and techniques will be investigated in depth with subject specific language, keywords and terminology used throughout.</p>		

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<p>Students will be given opportunities to discuss and evaluate artworks and be able to apply characteristics to their own pieces.</p> <p>The use of sketchbooks will be encouraged as a place to record, investigate, present and develop ideas. Pupils will be given diverse stimuli in order to generate original ideas in a variety of ways. Pupils will be encouraged to work expressively to explore and record their observations, imagination, feelings and personal responses when engaged in creative processes and when making outcomes.</p>	
<p><b>Concepts:</b> Students will be introduced to a range of two to three artists, craftspeople, and designers from different historical periods and cultures. They will be given opportunities to research and explore these artists and the concepts within their work.</p> <p>Students will consider concepts such as; identity, culture, representation, gender, stereotypes.</p>	<p><b>HOW will oracy, reading and writing be developed?</b></p> <ul style="list-style-type: none"> <li>• Specialist teacher knowledge.</li> <li>• Modelling through demonstration</li> <li>• Differentiation - Writing frames, step by step guides, templates, choice of media.</li> <li>• Stretch &amp; challenge – 'thunks', independent research, questioning.</li> <li>• Exemplar work.</li> <li>• Learning key terms and definitions.</li> </ul>
<p><b>Terminology and Vocabulary (subject specific and academic):</b> Identity, culture, representation, gender, stereotypes. Line, tone, colour (hue, tint, shade, primary, secondary tertiary, contrasting, complementary, warm/cool) texture, pattern (natural/manmade), shape, form, composition, structure, abstract, figurative, still-life, positive/negative shape, foreground, middle ground, background.</p>	<p><b>WHAT will PROGRESS look like in this unit?</b> Pupils will display:</p> <ul style="list-style-type: none"> <li>• Refinement of work</li> <li>• Greater independence</li> <li>• Confidence in their work</li> <li>• An ability to analyse and evaluate their work and that of others.</li> </ul>
<p><b>Extended Response (writing, performance or product):</b>  Portfolio - including a developed outcome.</p>	

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### Medium Term Plan

Subject: Art & Design	Unit Title: Year 7 Natural World: Why does Nature matter?	ARE Point: 7.3&4
<p><b>Key Essentials:</b></p> <ul style="list-style-type: none"> <li>• To enthuse, excite and encourage.</li> <li>• To use a wide range of materials.</li> <li>• To begin to gain an understanding of visual language.</li> <li>• To begin to analyse art and draw out meaning.</li> </ul>	<p><b>WHY are children LEARNING this?</b></p> <ul style="list-style-type: none"> <li>• Students will be given the opportunity to view a range of meaningful artworks &amp; interpret them.</li> <li>• Pupils will use visual means to communicate their own ideas about the Natural World to an audience.</li> <li>• Pupils will be asked to engage with the idea of issues affecting the natural environment which will aid their understanding of the world around them.</li> <li>• Pupils will begin to understand that Art can be a way to highlight issues and promote change.</li> </ul>	
<p><b>Content:</b></p> <p>Students will explore and experiment with a range of different materials, techniques, and processes. While there will be a focus on the development of drawing skills throughout the year; painting, sculpture, print and ICT will also be covered.</p> <p>Throughout the topic, students will experience;</p> <p>Drawing &amp; Painting            Print – one colour mono/relief print            3D – Relief            ICT Element</p> <p><b>Suggested Artists:</b></p> <p>Ernst Haeckel            Karl Blossfeldt            Marc Morris            Boe &amp; Irony</p>		

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<p>Roa Peter Randall-Page Henri Rousseau African Textiles Jiang Tingxi</p> <p>The skills and techniques will be investigated in depth with subject specific language, keywords and terminology used throughout.</p> <p>Students will be given opportunities to discuss and evaluate works and be able to apply characteristics to their own pieces.</p> <p>The use of sketchbooks will be encouraged as a place to record, investigate, present and develop ideas. Pupils will be given diverse stimuli in order to generate original ideas in a variety of ways. Pupils will be encouraged to work expressively to explore and record their observations, imagination, feelings and personal responses when engaged in creative processes and when making outcomes</p>	
<p><b>Concepts:</b> Students will be introduced to 2-3 artists, craftspeople, and designers from different historical periods and cultures. They will be given opportunities to learn about, research and explore these artists and the contexts in which they worked Students will consider concepts such as; recycling and pollution, natural vs man-made, bio mimicry.</p>	<p><b>HOW will ORACY, READING and WRITING be developed?</b></p> <ul style="list-style-type: none"> <li>• Specialist teacher knowledge.</li> <li>• Modelling through demonstration</li> <li>• Differentiation - Writing frames, step by step guides, templates, choice of media.</li> <li>• Stretch &amp; challenge – 'thunks', independent research, questioning.</li> <li>• Exemplar work</li> </ul>
<p><b>Terminology and Vocabulary (subject specific and academic):</b> Recycling, pollution, natural, man-made, bio mimicry, organic, mural, line, tone, colour (hue, tint, shade, primary, secondary tertiary, contrasting,</p>	

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<p>complementary, warm/cool) texture, pattern, natural/ manmade, shape, form, composition, structure, abstract, figurative, still- life, positive/negative shape, foreground, middle ground, background.</p>	
<p><b>Extended Response (writing, performance or product):</b></p> <p>Portfolio - including a developed outcome.</p>	<p><b>WHAT will PROGRESS look like in this unit?</b></p> <ul style="list-style-type: none"> <li>• Pupils will display:</li> <li>• Refinement of work</li> <li>• Greater independence</li> <li>• Confidence in their work</li> <li>• An ability to analyse and evaluate their work and the work of others</li> </ul>

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### Medium Term Plan

<b>Subject: Art &amp; Design</b>	<b>Unit Title: Year 8 Creatures and Characters: How can you use creative thinking to design your own dynamic character?</b>	<b>ARE Point: 8.1&amp;2</b>
<p><b>Key Essentials:</b></p> <ul style="list-style-type: none"> <li>• To build upon and develop students' knowledge, understanding.</li> <li>• Refine skills and techniques.</li> <li>• Year 8 students will be encouraged to work more independently.</li> <li>• Developing imaginative work.</li> <li>• To include a range of new artists, designers and craftspeople.</li> </ul>	<p><b>WHY are children LEARNING this?</b></p> <ul style="list-style-type: none"> <li>• To be given the opportunity to view a range of thought provoking artworks &amp; interpret them.</li> <li>• To be able to use visual means to communicate their own imaginative ideas to an audience.</li> <li>• To be creative, conceptual and experimental with their work – important transferrable skills.</li> <li>• To understand the importance of imagination when creating and developing their own ideas.</li> <li>• To link to cultural forms of art that they may experience in their everyday lives, such as films, comics &amp; toys.</li> <li>• To make pupils aware that studying art can lead to creative careers in film, theatre, illustration, game design, graphic design etc</li> </ul>	
<p><b>Content:</b></p> <p>Students will explore and experiment with a range of different materials, techniques, and processes. While there will be a focus on the development of drawing skills throughout the year; painting, sculpture, print and ICT will also be covered.</p> <p>Throughout the topic, students will experience;</p> <p>Drawing &amp; Painting          Print – colour / mono/relief print          3D – Relief          ICT Element</p>		

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<p>The skills and techniques will be investigated in depth with subject specific language, keywords and terminology used throughout.</p> <p><b>Suggested Artists:</b>          Tim Burton  <i>Surrealism - Art Movement</i>          Quentin Blake          John Kenn Mortensen          Cressida Cowell          Paride Bertolin          Alex Lucas</p> <p>Students will be given opportunities to discuss and evaluate works and be able to apply characteristics to their own pieces.</p> <p>The use of sketchbooks will be encouraged as a place to record, investigate, present and develop ideas. Pupils will be given diverse stimuli in order to generate original ideas in a variety of ways. Pupils will be encouraged to work expressively to explore and record their observations, imagination, feelings and personal responses when engaged in creative processes and when making outcomes.</p>	
<p><b>Concepts:</b>          Students will be introduced to 2-3 artists, craftspeople, and designers from different historical periods and cultures. They will be given opportunities to learn about, research and explore these artists and the contexts in which they worked. Students will consider concepts such as; Mythology, Fantasy and Surrealism.</p>	<p><b>HOW will ORACY, READING and WRITING be developed?</b></p> <ul style="list-style-type: none"> <li>• Specialist teacher knowledge.</li> <li>• Modelling through demonstration</li> <li>• Differentiation - Writing frames, step by step guides, templates, choice of media.</li> <li>• Stretch &amp; challenge – 'thunks', independent research, questioning.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Exemplar work</li> </ul>
<p><b>Terminology and Vocabulary (subject specific and academic):</b>          Mythology, Fantasy and Surrealism.          Line, tone, colour (hue, tint, shade, primary, secondary tertiary, contrasting, complementary, warm/cool) texture, pattern natural/manmade, shape, form, composition, structure, abstract, figurative, Still-life, positive/negative shape, foreground, middle ground, background. caricature, proportion, features, anatomy, illustration,</p>	<p><b>WHAT will PROGRESS look like in this unit?</b></p> <ul style="list-style-type: none"> <li>• Pupils will display:</li> <li>• Refinement of work</li> <li>• Greater independence</li> <li>• Confidence in their work</li> <li>• Imaginative designs and outcomes</li> <li>• An ability to analyse and evaluate their work and the work of others</li> </ul>
<p><b>Extended Response (writing, performance or product):</b></p> <p>Portfolio - including a developed outcome.</p>	

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### Medium Term Plan

<b>Subject: Art &amp; Design</b>	<b>Unit Title: Year 8 Environment: What are the issues which affect our natural or man- made environments? How can Art be used to respond to environmental issues?</b>	<b>ARE Point: 8.3&amp;4</b>
<b>Key Essentials:</b> <ul style="list-style-type: none"> <li>• To build upon and develop students’ knowledge, understanding.</li> <li>• Refine skills and techniques.</li> <li>• Year 8 students will be encouraged to work more independently.</li> <li>• Developing imaginative work.</li> <li>• To include a range of new artists, designers and craftspeople.</li> </ul>		<b>WHY are children LEARNING this?</b> <ul style="list-style-type: none"> <li>• To be given the opportunity to view a range of artworks &amp; interpret them.</li> <li>• To be able to use visual means to communicate their own imaginative ideas to an audience.</li> <li>• To be creative, conceptual and experimental with their work – these are important skills that pupils will require going forward.</li> <li>• To understand the importance of imagination when creating and developing their own ideas.</li> <li>• To understand that Art can be a tool for social change.</li> </ul>
<b>Content:</b> Students will explore and experiment with a range of different materials, techniques, and processes. While there will be a focus on the development of drawing skills throughout the year; painting, sculpture, print and ICT will also be covered.  Throughout the topic, students will experience; Drawing & Painting Print – colour /mono/relief print 3D – Relief ICT Element  <b>Suggested Artists:</b> Andy Goldsworthy Richard Long David Hockney		

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<p>Christo Rachel Whiteread Anish Kapoor Henri Matisse Dale Chihuly</p> <p>The skills and techniques will be investigated in depth with subject specific language, keywords and terminology used throughout.</p> <p>Students will be given opportunities to discuss and evaluate works and be able to apply characteristics to their own pieces.</p> <p>The use of sketchbooks will be encouraged as a place to record, investigate, present and develop ideas. Pupils will be given diverse stimuli in order to generate original ideas in a variety of ways.</p> <p>Pupils will be encouraged to work expressively to explore and record their observations, imagination, feelings and personal responses when engaged in creative processes and when making outcomes</p>	
<p><b>Concepts:</b> Students will be introduced to 2-3 artists, craftspeople, and designers from different historical periods and cultures. They will be given opportunities to learn about, research and explore these ‘artists’ and the contexts in which they worked. Students will consider concepts such as; habitats, societal values and politics.</p>	<p><b>HOW will ORACY, READING and WRITING be developed?</b></p> <ul style="list-style-type: none"> <li>• Specialist teacher knowledge.</li> <li>• Modelling through demonstration</li> <li>• Differentiation - Writing frames, step by step guides, templates, choice of media.</li> <li>• Stretch &amp; challenge – 'thunks', independent research, questioning.</li> <li>• Exemplar work</li> </ul>
<p><b>Terminology and Vocabulary (subject specific and academic):</b> Habitats, society, line, tone, colour (hue, tint, shade, primary, secondary tertiary, contrasting, complementary, warm, cool) texture, pattern,</p>	

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<p>natural/ manmade, shape, form, composition, structure, abstract, figurative, still- life, positive/negative shape, foreground, middle ground, background, figurative.</p>	
<p><b>Extended Response (writing, performance or product):</b></p> <p>Portfolio - including a developed outcome.</p>	<p><b>WHAT will PROGRESS look like in this unit?</b></p> <ul style="list-style-type: none"> <li>• Pupils will display:</li> <li>• Refinement of work</li> <li>• Greater independence</li> <li>• Confidence in their work</li> <li>• A personal and meaningful outcome</li> <li>• A greater ability to analyse and evaluate their work and the work of others</li> </ul>

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### DOYA Exemplification

- Deepening (D): describes a child who has reached the year group expectation and is now taking this deeper into more abstract work. These children are following their passion within a broad curriculum that inspires the full range of attainment and interest.
- On track/Working at current age related expectation (O): describes a child who is working at the age related expectation and fulfils all the descriptors.
- Yet to be on track (Y): describes a child who shows some working at age related expectations by fulfilling some of the descriptors, but is not yet on track to achieve all of them.
- At an earlier stage in their learning journey (A): describes a child who working at a level below the age related expectation, typically around a year behind.