

Levels 4-6	Key Process 1 - Explore and Create						Key Process 2 - Understand and Evaluate										
	Key concept 1 Creativity			Key concept 2 Competence			Key concept 3 Cultural Understanding			Key concept 4 Critical Understanding							
	Exploring & Developing Ideas			Investigating & Making Art			Evaluating & Developing Work										
Old L. 4	<i>Pupils explore ideas and collect visual and other information to help them develop their work.</i>			<i>They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions</i>			<i>They compare and comment on ideas, methods and approaches used in their own and other's work, relating these to the context in which the work was made. They adapt and improve their work to realise their own intentions.</i>										
New Level 4	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 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.			They discuss their own work and that of others and consider how they might adapt and refine their ideas, skills and processes.							
Pupil Friendly Level 4	<ul style="list-style-type: none"> <li>I can work in a variety of different ways to create new ideas</li> <li>I can explore and experiment with drawing, composition, paint, print, collage and 3d resources ,</li> <li>I can use these different approaches and information to develop my ideas and take forward my intentions</li> </ul>			<ul style="list-style-type: none"> <li>I can investigate ways of working using a range of practical skills</li> <li>I am aware of the qualities of art media and can control processes purposefully to suit my intentions when I am designing and making things.</li> </ul>			<ul style="list-style-type: none"> <li>I can compare and comment on alternative and different ideas, methods and approaches used by artists, craftspeople and designers</li> <li>I can understand these in the historical, cultural and social contexts in which the work was made.</li> </ul>			<ul style="list-style-type: none"> <li>I can talk about and discuss my own work and other people's work</li> <li>By thinking about the artists work I have studied and by discussing my work with others, I can consider ways I might adapt and refine my ideas, think of ways to improve my skills and suggest other processes I could use.</li> </ul>							
	My evidence is:			My evidence is:			My evidence is:			My evidence is:							
EMERGING			ABLE			CONFIDENT			EMERGING			ABLE			CONFIDENT		
Expected attainment for majority at age 11 (end of KS2) is level 4																	
Old L. 5	<i>Pupils explore ideas and select visual and other information. They use this in developing their work, taking account of the purpose.</i>			<i>They manipulate materials and processes to communicate ideas and meanings and make images and artefacts, matching visual and tactile qualities to their intentions.</i>			<i>They analyse and comment on ideas, methods and approaches used in their own and others' work, relating these to its context. They adapt and refine their work to reflect their own view of its purpose and meaning.</i>										
New Level 5	Pupils take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop their work.			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 consider and discuss the ideas, methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose			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.							
Pupil Friendly Level 5	<ul style="list-style-type: none"> <li>I can try some new ideas and ways of working, taking creative risks when exploring, experimenting and responding to ideas.</li> <li>I can also take some creative risks with the information I select and the resources I choose to help me develop work.</li> </ul>			<ul style="list-style-type: none"> <li>I can develop using my technical knowledge and skills to control the appearance and feel of different media when designing and making.</li> <li>When learning new processes, I can apply my technical knowledge and skills to control the way I use line, shape, tone, colour, pattern, texture and form (formal elements).</li> </ul>			<ul style="list-style-type: none"> <li>When looking at work from different cultures, I can think about and share my ideas about the techniques and approaches that are used by artists, craftspeople and designers.</li> <li>I can think about and discuss these, considering both the context in which the work was made and why I think it was made.</li> </ul>			<ul style="list-style-type: none"> <li>I can evaluate my own work and that of others, reflecting on my own view of its meaning and purpose (why I made it and what it means)</li> <li>I can use these evaluations to help me adapt and refine their ideas, the processes I use and my intentions.</li> </ul>							
	My evidence is:			My evidence is:			My evidence is:			My evidence is:							
EMERGING			ABLE			CONFIDENT			EMERGING			ABLE			CONFIDENT		
Expected attainment for majority at age 11 (end of KS2) is level 4																	
Old L. 6	<i>Pupils explore ideas and assess visual and other information, including images and artefacts from different historical, social and cultural contexts. They use this information to develop their ideas, taking account of purpose and audience</i>			<i>They manipulate materials and processes and analyse outcomes. They interpret visual and tactile qualities to communicate ideas and meanings and realise their intentions.</i>			<i>They analyse and comment on how ideas and meanings are conveyed in of their own and others' work. They explain how their understanding of the context affects their views and practice.</i>										
New Level 6	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 interpret and explain how ideas and meanings are conveyed by artists, craftspeople and designers, recognising the varied characteristics of differing cultures.			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.							
Pupil Friendly Level 6	<ul style="list-style-type: none"> <li>I can demonstrate I can take creative risks, when exploring and experimenting on my own and when inventing new ideas.</li> <li>I can use a range of appropriate resources imaginatively to develop, design and make work.</li> </ul>			<ul style="list-style-type: none"> <li>I can apply my technical knowledge and skills, to guide me in realising my intentions.</li> <li>I can recognise and effectively control the qualities of media and my use of the formal elements when I apply this to making processes.</li> </ul>			<ul style="list-style-type: none"> <li>I can interpret and explain how ideas and meanings are conveyed by artists, craftspeople and designers.</li> <li>I can recognise and show understanding of the varied characteristics of differing cultures.</li> </ul>			<ul style="list-style-type: none"> <li>I can provide a reasoned evaluation of the purpose and meaning of my own work and that of others.</li> <li>I can use my critical understanding to develop my own views and practice.</li> </ul>							
	My evidence is:			My evidence is:			My evidence is:			My evidence is:							
EMERGING			ABLE			CONFIDENT			EMERGING			ABLE			CONFIDENT		
Expected attainment for majority at age 14 (end of KS3) is levels 5/6																	

This paper tracks the new level descriptions for art published by QCA in July 12<sup>th</sup> 2007 for first teaching in 2008 against the previous (current) national curriculum level descriptions for art and Design. The writing group developed the level descriptions from an understanding of the Key Concepts and their relationship with the Key Processes of the new programme of study for art. Levels 2, 4 and 6 determine average or better performance at the end of each key stage taking account of typical characteristics and provision in that key stage. Dan China, Chair A4, [www.afour.org.uk](http://www.afour.org.uk), 07/07/2008. The Pupil friendly statements have no mandatory value, but are presented as a means to better engage pupils in Assessment for Learning and to promote debate on Levels. They were added by G. Gast 17/07/07

Levels 7-EP	Key Process 1 - Explore and Create						Key Process 2 - Understand and Evaluate					
	Key concept 1 Creativity			Key concept 2 Competence			Key concept 3 Cultural Understanding			Key concept 4 Critical Understanding		
	Exploring & Developing Ideas			Investigating & Making Art			Evaluating & Developing Work					
Old L7	<i>Pupils explore ideas and assess visual and other information analysing codes and conventions used in different genres, styles and traditions. They select, organise and present information in visual and other ways, taking account of purpose and audience.</i>			<i>They extend their understanding of materials and processes and interpret visual and tactile qualities. They show increasing independence in the way in which they develop ideas and meanings and realise their intentions.</i>			<i>They analyse and comment on the contexts of their own and others' work, relating these to its context. They explain how their own ideas, experiences and values affect their views and practice.</i>					
New level 7	<b>Pupils learn from taking creative risks that help them to form and develop their ideas and to create purposeful, imaginative work with some originality.</b>			<b>They demonstrate confident understanding and use of materials, processes and the formal elements, combining these thoughtfully to realise their intentions.</b>			<b>They analyse and comment on their own and others' work, appreciating how codes and conventions are used to express ideas in differing genres, styles and traditions.</b>			<b>They explain how and why their understanding of the work of others affects their own ideas, values and practice.</b>		
Pupil Friendly Level 7	<ul style="list-style-type: none"> <li>I can learn from taking creative risks and use these to help me to form and develop my ideas and to</li> <li>I can learn from my creative risks to also help me create purposeful, imaginative work with some originality.</li> </ul>			<ul style="list-style-type: none"> <li>I can show confident understanding and use of materials, processes and the formal elements.</li> <li>I can thoughtfully combine my use of media, processes and the formal elements in order to realise my intentions.</li> </ul>			<ul style="list-style-type: none"> <li>I can analyse and comment on my own and others' work.</li> <li>I can appreciate how signs, symbols and conventions are used to express ideas in differing genres, styles and traditions.</li> </ul>			<ul style="list-style-type: none"> <li>I can explain both how and why my understanding of the work of others influences or changes my own ideas.</li> <li>I can also explain how and why my understanding of the work of others influences what I think about and the way it informs my work.</li> </ul>		
	My evidence is:			My evidence is:			My evidence is:			My evidence is:		
	EMERGING	ABLE	CONFIDENT	EMERGING	ABLE	CONFIDENT	EMERGING	ABLE	CONFIDENT	EMERGING	ABLE	CONFIDENT
Old L8	<i>Pupils explore ideas and evaluate relevant visual and other information, analysing how codes and conventions are used to represent ideas, beliefs and values in different genres, styles and traditions. They research, document and present information in visual and other ways appropriate to their purpose and audience.</i>			<i>They exploit the potential of materials and processes to develop ideas and meanings, realise their intentions and sustain their investigations.</i>			<i>They evaluate the contexts of their own and others' work articulating similarities and differences in their views and practice. They further develop their ideas and their work in the light of insights gained from others.</i>					
New Level 8	<b>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.</b>			<b>They exploit the potential of media and processes independently, making both intuitive and analytical judgements to develop and realise their intentions.</b>			<b>They analyse, engage with, and question critically aspects of their own and others work, identifying how beliefs, values and meanings are expressed and shared.</b>			<b>They confidently express reasoned judgements, about their own work and that of others, demonstrating analytical, critical and contextual understanding.</b>		
Pupil Friendly Level 8	<ul style="list-style-type: none"> <li>I can develop, express and realise ideas in often original ways.</li> <li>I can confidently exploit what I learn from taking creative risks and from my understanding of creative processes.</li> </ul>			<ul style="list-style-type: none"> <li>I can exploit the potential of different media and processes.</li> <li>I can independently, make both intuitive and analytical judgements to develop and realise my intentions.</li> </ul>			<ul style="list-style-type: none"> <li>I can engage with, analyse and critically question aspects of my own and others work.</li> <li>I can identify how artists, craftspeople and designers express and share their beliefs, values and meanings.</li> </ul>			<ul style="list-style-type: none"> <li>I can confidently express reasoned judgements, about my own work and that of others.</li> <li>I can demonstrate how I think critically, the way I analyse work and what I understand about context.</li> </ul>		
	My evidence is:			My evidence is:			My evidence is:			My evidence is:		
	EMERGING	ABLE	CONFIDENT	EMERGING	ABLE	CONFIDENT	EMERGING	ABLE	CONFIDENT	EMERGING	ABLE	CONFIDENT
Old EP	<i>Pupils explore ideas, critically evaluate relevant visual and other information and make connections between representations in different genres styles and traditions. They initiate research, and document and interpret information in visual and other ways appropriate to their purpose and audience.</i>			<i>They exploit the characteristics of materials and processes to develop ideas and meanings and realise their intentions.</i>			<i>They extend their ideas and sustain their investigations by responding to new possibilities and meanings. They identify why ideas and meanings in others' work are subject to different interpretations, using their understanding to extend their thinking and practical work. They communicate their own ideas, insights and views.</i>					
Exceptional P...	<b>Pupils are in command of their creative practice, recognising and using a variety of strategies to develop ideas that are personal, original and imaginative.</b>			<b>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.</b>			<b>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.</b>			<b>They extend their ideas and sustain their investigations by responding to new possibilities and meanings. They communicate their own ideas, insights and views.</b>		
Pupil Friendly Exceptional Performance	<ul style="list-style-type: none"> <li>I am in command of my creative practice.</li> <li>I can identify and use a variety of different strategies to develop imaginative ideas that are personal and original to me.</li> </ul>			<ul style="list-style-type: none"> <li>I can identify the potential of media and processes and use this experience to exploit their differing qualities with deliberation and maturity</li> <li>I can apply this depth and breadth of experience to create work that successfully fulfils my intentions.</li> </ul>			<ul style="list-style-type: none"> <li>I can critically engage with my own and others' work, identifying why ideas and meanings are subject to different interpretations</li> <li>I can use then use this understanding to extend my thinking and inform my practical work.</li> </ul>			<ul style="list-style-type: none"> <li>I can further extend my ideas and sustain my investigations in response to thinking about new possibilities and my interpretation of the meaning in different works.</li> <li>I can articulate and communicate my own ideas, insights and views.</li> </ul>		
	My evidence is:			My evidence is:			My evidence is:			My evidence is:		
	EMERGING	ABLE	CONFIDENT	EMERGING	ABLE	CONFIDENT	EMERGING	ABLE	CONFIDENT	EMERGING	ABLE	CONFIDENT

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Identify whether students achievement is closest to Emerging, Able or Confident in relation to each of the four Key Concepts.  
 You may choose to use a highlighter or mark where evidence is available in the boxes either each Year or more frequently.

Highlight the development of achievement	Key concept 1 Creativity			Key concept 2 Competence			Key concept 3 Cultural Understanding			Key concept 4 Critical Understanding		
	EMERGING	ABLE	CONFIDENT	EMERGING	ABLE	CONFIDENT	EMERGING	ABLE	CONFIDENT	EMERGING	ABLE	CONFIDENT
Y7 Evidence	My evidence is:			My evidence is:			My evidence is:			My evidence is:		
Y8 Evidence	My evidence is:			My evidence is:			My evidence is:			My evidence is:		
Y9 Evidence	■ My evidence is:			My evidence is:			My evidence is:			My evidence is:		
Level Judgement Tracker	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12						