



# Art - Curriculum Overview

## Year 7

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	Identity - Roman Art Intent – develop drawing, observation, 3-D making, pen, paint and printing skills through the study of Roman Art and design related to coins, jewellery, ceramics, centurian dress and mosaic design.	Identity - Roman Art Intent – develop collage, painting, pencil, observation, painting, colour and design skills through the study of Roman Art and design related to mosaic design and portraiture.	Identity - Totem Poles Intent – develop drawing, observation, pen, pencil, painting, 3-D making, and collage skills through the study of Totem Pole design.	Identity - Totem Poles Intent – develop drawing, design, observation, printing, collage, cutting and 3-D making skills through the study of Totem Pole design.	Identity - Masks Intent – develop drawing, pencil, observation, tone, collage, cutting, 3-D making and relief skills through the study of Mask design	Identity - Masks Intent – develop paint, pencil, drawing, observation, batik, stencil, design and cutting skills through the study of Mask design.
Assessment & End Points:	<i>Students will be marked on their ability to</i> AO1. Explore creativity by producing, experimenting and developing. AO2. Develop a critical understanding reflecting and evaluating effectively. AO4. Develop proficiency in the handling of materials AO5. Understand and evaluate AO6. Gain a cultural understanding	<i>Students will be marked on their ability to</i> AO1. Explore creativity by producing, experimenting and developing. AO2. Develop a critical understanding reflecting and evaluating effectively. AO3. Developing and Investigating AO4. Develop proficiency in the handling of materials AO5. Understand and evaluate AO6. Gain a cultural understanding	<i>Students will be marked on their ability to</i> AO1. Explore creativity by producing, experimenting and developing. AO2. Develop a critical understanding reflecting and evaluating effectively. AO4. Develop proficiency in the handling of materials AO5. Understand and evaluate AO6. Gain a cultural understanding	<i>Students will be marked on their ability to</i> AO1. Explore creativity by producing, experimenting and developing. AO2. Develop a critical understanding reflecting and evaluating effectively. AO3. Developing and Investigating AO4. Develop proficiency in the handling of materials AO5. Understand and evaluate AO6. Gain a cultural understanding	<i>Students will be marked on their ability to</i> AO1. Explore creativity by producing, experimenting and developing. AO2. Develop a critical understanding reflecting and evaluating effectively. AO3. Developing and Investigating AO4. Develop proficiency in the handling of materials AO5. Understand and evaluate	<i>Students will be marked on their ability to</i> AO1. Explore creativity by producing, experimenting and developing. AO2. Develop a critical understanding reflecting and evaluating effectively. AO3. Developing and Investigating AO4. Develop proficiency in the handling of materials AO5. Understand and evaluate
	End Point – to have produced a range of observational experiences and worked in 2 and 3 dimensions. To have used materials such as pen, pencil and paint as a printing tool, drawn with scissors and used collage and sculpture techniques. To have used design skills to produce own work from a range of resources. To will have gained a knowledge of Roman Art and how Romans made images and artefacts. To have made links in their learning to KS2, History and English.		End Point - to have produced a further range of observational experiences and continued to work in 2 and 3 dimensions. To have re-used drawing materials such as pen and pencil and collage techniques. To have drawn with string and used printing techniques and ink. To have again used design skills to produce their own work from a range of resources. To have gained a knowledge of Totem Poles and how the Native people of North America made images and artefacts		End Point - to have produced a further range of observational experiences and continued to work in 2 and 3 dimensions. To have gained in proficiency in drawing materials such as pencil and collage techniques. To have drawn with wax and applied printing techniques to stencil design. To have again used design skills to produce their own work from a range of resources. To have gained a knowledge of Mask design and how the Native people of African countries made traditional images and artefacts	



# Art - Curriculum Overview

## Year 8

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<p><b>Still Life</b> Intent – develop drawing, observation, composition, oil pastel, pencil, collage and colour skills through the study of Still Life images by Cezanne and Van Gogh.</p>	<p><b>Still Life</b> Intent – develop drawing, painting, observation, composition, colour, tone, pencil and collage skills through the observation and analysis of still life arrangements.</p>	<p><b>Still Life</b> Intent – develop drawing, observation, composition, tone, collage, pen, pencil skills through the study of Still Life images by Juan Gris and Ben Nicholson and by the observation and analysis of still life arrangements</p>	<p><b>Units and Clusters</b> Intent – develop drawing, observation, composition, tone, collage, pencil and colour skills through the study of Still Life images by Picasso, Michael Craig Martin and Georgio Morandi, and by the observation and analysis of still life arrangements</p>	<p><b>Units and Clusters</b> Intent – develop drawing, observation, composition, painting, pencil, pen, 3-D making skills through the observation and analysis of images of bugs, insects and creatures.</p>	<p><b>Units and Clusters</b> Intent – develop drawing, observation, composition, marbling, printing, painting, batik, and stencil design and making skills through the study of and by the observation and analysis of images of bugs, insects and creatures.</p>
Assessment & End Points:	<p><i>Students will be marked on their ability to</i> AO1. Explore creativity by producing, experimenting and developing. AO2. Develop a critical understanding reflecting and evaluating effectively. AO3. Developing and Investigating AO4. Develop proficiency in the handling of materials AO5. Understand and evaluate</p>	<p><i>Students will be marked on their ability to</i> AO1. Explore creativity by producing, experimenting and developing. AO2. Develop a critical understanding reflecting and evaluating effectively. AO3. Developing and Investigating AO4. Develop proficiency in the handling of materials AO5. Understand and evaluate</p>	<p><i>Students will be marked on their ability to</i> AO1. Explore creativity by producing, experimenting and developing. AO2. Develop a critical understanding reflecting and evaluating effectively. AO3. Developing and Investigating AO4. Develop proficiency in the handling of materials AO5. Understand and evaluate AO6. Gain a cultural understanding</p>	<p><i>Students will be marked on their ability to</i> AO1. Explore creativity by producing, experimenting and developing. AO2. Develop a critical understanding reflecting and evaluating effectively. AO4. Develop proficiency in the handling of materials AO5. Understand and evaluate AO6. Gain a cultural understanding</p>	<p><i>Students will be marked on their ability to</i> AO1. Explore creativity by producing, experimenting and developing. AO2. Develop a critical understanding reflecting and evaluating effectively. AO3. Developing and Investigating AO4. Develop proficiency in the handling of materials AO5. Understand and evaluate AO6. Gain a cultural understanding</p>	<p><i>Students will be marked on their ability to</i> AO1. Explore creativity by producing, experimenting and developing. AO2. Develop a critical understanding reflecting and evaluating effectively. AO3. Developing and Investigating AO4. Develop proficiency in the handling of materials AO6. Gain a cultural understanding</p>
	<p>End point – to have produced a range of observational experiences concentrating on skills in 2 dimensions. To have gained in proficiency in materials such as pencil, oil pastel, collage and paint. To have developed in observational drawing and the ability to translate the observed using a range of techniques, in colour and monochrome. To have gained a knowledge of the genre of Still Life and how Post-Impressionist artists made images.</p>		<p>End point – to have produced a further range of observational experiences in 2 dimensions. To have gained in proficiency in materials such as pencil, collage, pen and coloured pencil. To have further developed in observational drawing and the ability to translate the observed using a range of techniques, in colour and monochrome. To have gained a knowledge of the genre of Still Life and how Modern artists made images.</p>		<p>End point – to have produced a further range of observational experiences in 2 and 3 dimensions. To have gained in proficiency in materials such as pencil, pen, salt dough, batik, printing inks and knives. To have further developed in observational drawing and the ability to make marks using a range of techniques, in colour and monochrome.</p>	



# Art - Curriculum Overview

## Year 9

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<p>Land</p> <p>Intent – develop drawing, observation, composition, pen, ink, graphite, pencil, using a viewfinder, resourcing own work via photographs through the study of art related to Land by Van Gogh, Frank Auerbach, David Hockney, Leon Kossoff, Lucien Freud and Henry Moore.</p>	<p>Land</p> <p>Intent –develop digital drawing, Pixlr skills, ink, pen, graphite stick, paint, photography skills through the study of art related to Land by David Hockney, the Boyle family and Alfred Stieglitz.</p>	<p>Land</p> <p>Intent – develop drawing, collage, Pixlr, photography, ink and pen skills through the study of art related to Land by Andy Goldsworthy, Peter Doig, Richard Long and Diego Mendoza Imbachi.</p>	<p>Land</p> <p>Intent – develop drawing, ink, printing, pen and Pixlr skills through the study of art related to Land by Tony Bevan and David Hockney.</p>	<p>Land</p> <p>Intent – develop drawing, oil pastel, ink, observation, Pixlr and pen skills through the study of art related to land by Jiri Kolar and Frank Auerbach.</p>	<p>Land</p> <p>Intent – develop Pixlr, weaving, composition and design skills through the study of art related to Land by Greg Sands and any other artist previously studied in Year 9.</p>
Assessment & End Points:	<p><i>Students will be marked on their ability to</i></p> <p>AO1. Explore creativity by producing, experimenting and developing.</p> <p>AO2. Develop a critical understanding reflecting and evaluating effectively.</p> <p>AO3. Developing and Investigating</p> <p>AO4. Develop proficiency in the handling of materials</p> <p>AO5. Understand and evaluate</p> <p>AO6. Gain a cultural understanding</p>	<p><i>Students will be marked on their ability to</i></p> <p>AO1. Explore creativity by producing, experimenting and developing.</p> <p>AO2. Develop a critical understanding reflecting and evaluating effectively.</p> <p>AO3. Developing and Investigating</p> <p>AO4. Develop proficiency in the handling of materials</p> <p>AO5. Understand and evaluate</p>	<p><i>Students will be marked on their ability to</i></p> <p>AO1. Explore creativity by producing, experimenting and developing.</p> <p>AO2. Develop a critical understanding reflecting and evaluating effectively.</p> <p>AO4. Develop proficiency in the handling of materials</p> <p>AO5. Understand and evaluate</p>	<p><i>Students will be marked on their ability to</i></p> <p>AO1. Explore creativity by producing, experimenting and developing.</p> <p>AO2. Develop a critical understanding reflecting and evaluating effectively.</p> <p>AO3. Developing and Investigating</p> <p>AO4. Develop proficiency in the handling of materials</p> <p>AO5. Understand and evaluate</p> <p>AO6. Gain a cultural understanding</p>	<p><i>Students will be marked on their ability to</i></p> <p>AO1. Explore creativity by producing, experimenting and developing.</p> <p>AO2. Develop a critical understanding reflecting and evaluating effectively.</p> <p>AO4. Develop proficiency in the handling of materials</p> <p>AO5. Understand and evaluate</p>	<p><i>Students will be marked on their ability to</i></p> <p>AO1. Explore creativity by producing, experimenting and developing.</p> <p>AO2. Develop a critical understanding reflecting and evaluating effectively.</p> <p>AO3. Developing and Investigating</p> <p>AO5. Understand and evaluate</p>
	<p>End Point - To have produced a range of observational experiences concentrating on drawing skills in 2 dimensions. To have gained in proficiency in materials such as pencil, pen, ink and graphite. To be able to translate the observed using a range of techniques, in monochrome. To have gained a knowledge of the genre of the landscape and how Post-Impressionist and Modern artists made images and used digital programmes to make and record images. To have made links back to techniques developed in the previous two years.</p>		<p>End Point - To have produced a further range of observational experiences in 2 dimensions. To have gained in proficiency in drawing materials such as pencil, graphite, ink and pen. To have used printing techniques and ink as a background stain. To have again used design skills to produce their own work from a range of resources. To have produced independent research into modern artists who work with the land as a subject matter and continued to use the camera as a recording tool and digital programmes to make work.</p>		<p>End Point - To have produced a further range of observational experiences in 2 dimensions. To have gained in proficiency in drawing materials such as oil pastel, ink and pen. To have used design skills to produce their own work from a range of resources on a large scale. To have continued to use the camera as a recording tool and digital programmes to make work.</p>	



# Art - Curriculum Overview

## Year 10

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	Land Intent – develop colour mixing, acrylic painting, tone, mark making, brush skills, observation and composition skills through the study of art related to Land by Van Gogh.	Land Intent – develop colour mixing, acrylic painting, oil pastel, tone, mark making, brush skills, observation and composition skills through the study of art related to Land by Cezanne, Monet and O’Keefe.	Land Intent – develop colour mixing, acrylic painting, oil pastel, collage, tone, mark making, brush skills, observation and composition skills through the study of art related to Land by Seurat and Signac.	Land Intent -develop ideas through investigations, demonstrating critical understanding of sources	Personal Portfolio Intent - refine ideas and work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	Personal Portfolio Intent produce a personal and meaningful response that realises intentions and demonstrates understanding of visual language
Assessment & End Points:	<i>Students will be marked on their ability to</i> AO1 - Develop ideas through investigations, demonstrating critical understanding of sources AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3 - Record ideas, observations and insights relevant to intentions as work progresses	<i>Students will be marked on their ability to</i> AO1 - Develop ideas through investigations, demonstrating critical understanding of sources AO3 - Record ideas, observations and insights relevant to intentions as work progresses	<i>Students will be marked on their ability to</i> AO3 - Record ideas, observations and insights relevant to intentions as work progresses	<i>Students will be marked on their ability to</i> AO1 - Develop ideas through investigations, demonstrating critical understanding of sources	<i>Students will be marked on their ability to</i> AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	<i>Students will be marked on their ability to</i> AO3 - Record ideas, observations and insights relevant to intentions as work progresses AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language
	End point – to be able to show proficiency in the use of acrylic paint and oil pastel. To show a mastery of techniques associated to the use of colour, how to create light and shade and a range of mark making techniques. To have developed a sound foundation of using mostly wet techniques associated to the practice of painting with the emphasis on analysing how certain “modern” artists, Monet, Van Gogh, Cezanne, Seurat and O’Keefe applied colour and used paint to create a sense of light and shade.			End point - to gain in confidence in working independently. To develop an independent idea and be able to make selections regarding media, materials and subject matter. To explore possibilities for their work, what is the best material, media and composition.		



# Art - Curriculum Overview

## Year 11

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<p>Personal Portfolio Intent - develop ideas through investigations, demonstrating critical understanding of sources</p>	<p>Personal Portfolio Intent - refine ideas and work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes then produce a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>Externally Set Assignment Intent - develop ideas through investigations, demonstrating critical understanding of sources</p>	<p>Externally Set Assignment Intent - refine ideas and work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes and produce a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>		
Assessment & End Points:	<p><i>Students will be marked on their ability to</i> AO1 - Develop ideas through investigations, demonstrating critical understanding of sources AO3 - Record ideas, observations and insights relevant to intentions as work progresses</p>	<p><i>Students will be marked on their ability to</i> AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3 - Record ideas, observations and insights relevant to intentions as work progresses AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p><i>Students will be marked on their ability to</i> AO1 - Develop ideas through investigations, demonstrating critical understanding of sources AO3 - Record ideas, observations and insights relevant to intentions as work progress</p>	<p><i>Students will be marked on their ability to</i> AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3 - Record ideas, observations and insights relevant to intentions as work progresses AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>		
	<p>End Point – completion of coursework, continuation of development of independent working skills, reviewing and refining ideas to produce the most effective outcome for intentions.</p>		<p>End Point – completion of the externally set assignment. Exploration of artists that link to their theme, production of experiments exploring that theme and then development and production of a response.</p>			



# Art - Curriculum Overview

## Year 12

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	Personal Investigation Intent – start the personal portfolio, selection of theme, selecting appropriate sources of enquiry, recording, by drawing and other suitable means, annotation in flipfiles, ideas, observations and insights, Critical reflection, exploration of techniques for mark making, critical and contextual understanding.	Personal Investigation Intent - development of ideas, investigations into the theme, production of visual studies, exploration of techniques, risk taking, experimentation with appropriate fine art media and processes, reviewing ideas, refining detail and recording.	Personal Investigation Intent – completion of large extended piece 1 that effectively realises intentions, explicit connections made, between contextual, practical and written responses, recording, by suitable means, further development of ideas	Personal Investigation Intent - Narrowing of personal theme, mark making, experimenting, refining skills, risk taking, recording, presentation of creative responses that are essentially personal and effectively realise stated intentions	Personal Investigation Intent - Start the Contextual Study, write introduction outlining intentions, Practical work will be extending forward from large extended piece 2, mark making, refining skills and risk taking, recording	Personal Investigation Intent - Write Chapters 1 and 2 of the Contextual Study, recording, development of ideas informed by contextual study, presentation of creative responses
Assessment & End Points:	<p><i>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</i></p> <p><i>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</i></p>	<p><i>AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</i></p> <p><i>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</i></p>	<p><i>AO4 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</i></p> <p><i>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</i></p> <p><i>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</i></p>	<p><i>AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</i></p> <p><i>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</i></p> <p><i>AO4 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</i></p>	<p><i>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</i></p> <p><i>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</i></p>	<p><i>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</i></p> <p><i>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</i></p> <p><i>AO4 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</i></p>
	<p>End Point – the independent application of practical and written work which satisfies all KS5 assessment criteria</p> <p>KS5 assessment criteria is based on Educas A Level Fine Art assessment criteria and each task has been mapped against the criteria. The criteria is</p> <ul style="list-style-type: none"> <li>• AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</li> <li>• AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</li> <li>• AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</li> <li>• AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</li> </ul> <p>As students complete tasks teachers will assess each key skill and make a judgement on whether students application of those skills have,</p> <ul style="list-style-type: none"> <li>• Limited Evidence and ability with limited reflection, limited attempts made to explore materials and control techniques</li> <li>• Some Evidence and ability with some critical reflection, some exploration of materials and control of techniques</li> <li>• Reasonable Evidence and ability with reasonably effective critical reflection, reasonable exploration of materials and control of techniques</li> <li>• Thorough Evidence and good ability with rigorous and effective critical reflection, confident exploration of materials and skilful control of techniques</li> <li>• Sophisticated Evidence and ability with perceptive, rigorous and effective critical reflection, rigorous and confident exploration of materials and highly skilful control of techniques</li> </ul>					



# Art - Curriculum Overview

## Year 13

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	<p>Personal Investigation Intent – Development of ideas onwards from the final piece produced in May/June of Year 12, explore ways of working and experimenting with media and compositions for a significant personal response in January. Exploration of stimulating resources. Contextual Study – print and collate</p>	<p>Personal Investigation Intent – Development of innovative ideas, with due regard to visual elements, particularly composition. Clear relationships should be established between working methods and outcomes.</p>	<p>Personal Investigation/Externally Set Assignment Intent - January – produce significant personal response that effectively realises stated intentions with explicit connections made between the different elements of the submission. All Component 1 coursework handed in for January – 31st.</p> <p>February 1st start Component 2 examination preparation, develop work exploring the theme, linked to contextual studies. Experimentation with media and compositions.</p>	<p>Externally Set Assignment Intent - Developing work exploring the narrowing theme, working in the intended material, exploring composition ideas.</p>	<p>Externally Set Assignment Intent - produce a significant personal response that is personal and effectively realises stated intentions in the April/May 15 hour external examination.</p>	
Assessment & End Points:	<p><i>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</i> <i>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</i> <i>AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</i></p>	<p><i>AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</i> <i>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</i></p>	<p><i>AO4 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</i> <i>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</i></p>	<p><i>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</i> <i>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</i> <i>AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</i></p>	<p><i>AO4 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</i></p>	
End Point – the independent application of practical and written work which satisfies all KS5 assessment criteria						



# Art - Curriculum Overview

KS5 assessment criteria is based on Educas A Level Fine Art assessment criteria and each task has been mapped against the criteria. The criteria is

- AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

As students complete tasks teachers will assess each key skill and make a judgement on whether students application of those skills have,

- Limited Evidence and ability with limited reflection, limited attempts made to explore materials and control techniques
- Some Evidence and ability with some critical reflection, some exploration of materials and control of techniques
- Reasonable Evidence and ability with reasonably effective critical reflection, reasonable exploration of materials and control of techniques
- Thorough Evidence and good ability with rigorous and effective critical reflection, confident exploration of materials and skilful control of techniques
- Sophisticated Evidence and ability with perceptive, rigorous and effective critical reflection, rigorous and confident exploration of materials and highly skilful control of techniques