

Year 7: ASK Yourself!

Subject: Art and Design
Unit: My Beautiful Book

	Launching	Developing	Progressing	Mastering
 S skills				
Control	I press hard on my pencil and it leaves indents in the paper.	I press softly on my pencil and it rubs out easily.	I sketch lightly with my pencil with precision.	I sketch lightly with my pencil and the outlines become part of my shading.
Colouring Pencils	I have added some colour to my illustrations using coloured pencils. I have scribbled using them and need to be more careful.	I have varied the pressure on my colouring pencils so my illustrations shows some shading.	I have neatly shaded my illustrations so the colouring pencils are bold and I am beginning to layer my colouring pencils using harmonious colours.	I have shaded my illustrations and used harmonious colours to show depth. I have considered how my colours will change to show the foreground and the background.
Watercolour Paints	I know if I add water to watercolour paints I can make the colours lighter. I have tried to use them on my illustrations but I have added too much water so the paint has gone outside the lines.	I can layer watercolour paints to make my colours look bolder. I hold my paintbrush like a pen so I have got a tidy application of colour on my page.	I can recall the terms primary and secondary colours and use harmonious colours in my painting to add a range of shadows, mid-tones and highlights so my work looks 3D.	I can recall the terms primary and secondary colours and use harmonious colours in my painting to add a range of shadows, mid-tones and highlights so my work looks 3D. I use a fine brush with watercolour paints to add detail on my work on my final layer.
Composition	I have added main characters to my book pages.	I have added characters to my book pages and also considered the setting they are in.	I have added characters to my book pages and illustrated the front and back pages entirely. I have begun to add foregrounds and backgrounds to my illustrations.	I have added characters and details to my book pages and illustrated the front and back pages entirely. The foregrounds and backgrounds of illustrations show a change in scale.



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<p>Opinions of artists</p>	<p>I have opinions of other artist's work.</p> <p>I can remember two facts about the artist I looked at.</p>	<p>I can explain my opinions of other artists. I can remember and explain three facts about the artist I looked at work.</p>	<p>I am able to explain my opinions of other artist's artwork and give examples for my thoughts. I can identify the meaning behind the artist's work.</p>	<p>I can clearly explain my opinions of other artist's work and I can explain my thoughts using key art terms. I can explain the meaning behind the artist's work.</p>
<p>Inspiration</p>	<p>The artist I have looked at did not influence or inspire me.</p>	<p>The artist I have looked at has inspired me to use similar composition, colours or techniques in my designs ideas and final piece</p>	<p>You can clearly see where the artist has inspired me in my design ideas and final piece through techniques used, colour and/or composition.</p>	<p>You can clearly see where the artist has inspired me in my design ideas and final piece through techniques used, colour and/or composition. I can also explain this using correct art terms.</p>
<p>Different forms of image making</p>	<p>I recognise the different forms of image making;</p> <ul style="list-style-type: none"> • Still Life • Sequential • Concrete poetry <p>I need help explaining them.</p>	<p>I can explain start to the different forms of image making;</p> <ul style="list-style-type: none"> • Still Life • Sequential • Concrete poetry 	<p>I can identify and explain the different forms of image making;</p> <ul style="list-style-type: none"> • Still Life • Sequential • Concrete poetry <p>I'm starting to use them in my work.</p>	<p>I can identify and explain the different forms of image making;</p> <ul style="list-style-type: none"> • Still Life • Sequential • Concrete poetry <p>I use them confidently in my own work.</p>
<p>Assessment</p>	<p>I can say good things about other people's work.</p>	<p>I can explain what works well and what others can do with their work to make it better.</p>	<p>I can explain positive aspects of someone's work and where they can make improvements and how they can do it.</p>	<p>I can give positive comments and constructive comments about other people's work. I can also demonstrate how they can make those improvements.</p>