

ART C.A.T LEVELS FOR KS3

Beginner Levels: 1 – 3 Pupil Profile

Level	Record accurately	Explore ideas	Investigate and control materials	Analyse and understand contexts	Evaluate
1	Starting to show independent mark making. Ability to look briefly at objects and images.	Starting to have a simple reflex response. Any participation is fully prompted.	Starting an awareness of activities and experiences. Intermittent reactions.	Starting to encounter activities and experiences. Simple reflex response to art work and processes.	Starting to gain awareness of activity. Basic engagement verbally with staff.
2	Tentative communication of observational drawing ability, with intention.	Tentative ability. Co-operates with shared exploration and supported participation.	Tentative observation of the results of their own exploration of materials.	Tentative understanding of what is being taught, completed with support.	Tentative understanding and appreciation of activity in a broad context.
3	Basically record the proportion and textures of simple forms with growing levels of accuracy.	Basic awareness of cause and effect in a creative process.	Basic ability to control materials with purpose.	Basic ability to describe work of others, using basic art vocabulary, with a simple commentary on ideas of others.	Basic ability to follow teacher guidance to comment on their own, and others', work with minimal reflection.

Intermediate Levels: 4 – 6 Pupil Profile

Level	Record accurately	Explore ideas	Investigate and control materials	Analyse and understand contexts	Evaluate
4	Record the proportion, textures and tones of simple forms with an emerging level of accuracy.	Show an emerging ability to collect sources and consider different ways of expressing ideas.	Show an emerging level of control when investigating straightforward techniques and materials.	Demonstrate and display an emerging understanding of different methods and ideas used by artists, relating them to the contexts in which they were made.	Display a range of emerging questions and suggestions to help improve the quality of their own/others' work.
5	Record the proportions, tones, and texture of complex forms with a competent level of accuracy.	Display a level of competency when responding to ideas. Develop imaginative but sometimes contrived ideas.	Develop technical knowledge, compare techniques, annotate and investigate materials with a competent level of control.	Interpret and explain the development of ideas and meanings conveyed by artists, competently referencing knowledge of different genres and styles, as well as historical, social and cultural contexts.	Show a competent ability to reflect on the purpose and meaning of their work and consider ways to improve it.
6	Record the proportion, tones and textures of complex and varied forms with a confident level of accuracy.	Explore ideas and generate new paths from a variety of sources with confidence and purpose. Take risks and experiment in a relevant context.	Apply technical knowledge, making independent selections and combine a variety of material confidently with increasing levels of control.	Interpret and explain the development of ideas and meanings conveyed by artists, confidently referencing knowledge of different genres and styles, as well as historical, social and cultural contexts.	Show a confident and independent ability to recognise the opportunities to evaluate and improve ideas, meanings and techniques.

Advanced Levels: 7-10 Pupil Profile

Level	Record accurately	Explore ideas	Investigate and control materials	Analyse and understand contexts	Evaluate
7	Sensitively combine and apply materials to record the proportions, tones, and textures of complex forms, often with highly confident levels of accuracy.	Explore ideas sensitively to create purposeful, imaginative ideas that have originality and a clear appreciation of audience.	Based on experience, transform methods and materials to suit intentions.	Sensitively explain and justify their own artistic decisions, related to others' work. Appreciate how meanings are conveyed in different genres, styles and traditions. Pastiche and transform .	Evaluate sensitively the potential techniques and ideas as they work, and transform and modify work in order to improve.
8	Produce fluent studies of complex forms, taking well-judged risks some success.	Develop fluent ideas, offering a insightful and varied appreciation of how visual language functions.	Investigate the potential of materials to consistently fluent levels. Select and work independently with a varied range of media.	Display knowledge to recognise and interpret the meanings in art and design and their relevance to different audiences with fluency .	Explain and justify their own artistic decisions with fluency , relating them to others' work and appreciating how meanings are conveyed in different genres, styles and traditions.
9	Produce sophisticated studies of complex forms in a variety of self-directed styles.	Develop sophisticated ideas, offering a deep and varied appreciation of how visual language functions.	Exploit the potential of materials to consistently sophisticated levels. Work independently and intuitively with a sophisticated range of media.	Use knowledge and intuition to speculate on the complex and sophisticated meanings in art and design and their relevance to different audiences.	Evaluate fully at all stages, referencing sophisticated technical language and linking intuitively to art of others.
10	Produce exceptional studies of complex forms in a variety of self-directed styles.	Develop exceptional ideas, offering a deep and varied appreciation of how visual language functions.	Exploit the potential of materials to consistently exceptional levels. Work independently and intuitively displaying a mastery of a range of media.	Display exceptional levels of knowledge and intuition to speculate on the complex and sophisticated meanings in art and design and their relevance to different audiences.	Evaluate fully at all stages, referencing exceptional levels technical language and linking intuitively to art of others.