

# CLAYTON HALL ACADEMY

## Faculty and Department Assessment Handbook

### Performance and Creative Education (PACE) - Art and design

#### Our Curriculum Intent

Art is a subject that can help us to understand and give meaning to the world in which we live, with excellent opportunities to develop opportunity and cultural capital for all students. Art affects everyone's lives and as such is an extremely valuable subject. Our intention is to create exciting and stimulating opportunities to explore, design and create, in a range of media and materials to support capability, decision making and passion for creative subjects. In a fast-paced world of Creative Arts we know our students need a range of knowledge and skills in all areas to compete as specialists of the future. In order to ensure their smooth transition from education to career we have designed our curriculum to offer 3 key elements Art, Photography, and the use of Digital media to create artworks, with links to post-16 learning and employment. Our learners are trained to be independent and resilient, building on prior learning and confident to take risks as they explore their potential.

#### Gold Standard Teaching and Learning in Art and Design

- Highly effective and varied questioning to allow students to think beyond their current knowledge or understanding.
- Rosenshine's Principles are used to develop thinking processes as a foundation to explore and develop students' visual literacy and experiences.
- Regular feedback use of dialogue marking to support students in developing their own targets to explore and improve work.
- Supportive Learning Environment created with a team ethos to learning.
- Celebrate mistakes and reward risk taking to further knowledge and experience.

# Long Term Curriculum and Assessment Plan – Key Stage 3

## Year 7

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and forward When was it last covered & when next?
Autumn 1	<p>All lessons in this half term are based around the principle of Growth Mindsets. Students will be introduced to a book The Dot by Pete Reynolds which shares a story about a young art student and their Growth Mindset.</p> <p>Activity Produce an artist’s research page on Klari Reiss With a focus on</p> <ul style="list-style-type: none"> <li>• Researching and understanding artists work</li> <li>• Exploring materials</li> <li>• Developing an understanding of GCSE/sketchbook requirements for artists research</li> </ul> <p>The key skills for this areas</p> <ul style="list-style-type: none"> <li>• Showing detail and accuracy when recording from an image</li> <li>• Selecting interesting and relevant elements of artists work</li> <li>• Use of a range of materials including pencil crayon, felt tip pen, watercolour paint and oil pastel</li> </ul> <p>The key supporting skills introduced for this area</p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Creative thinking</li> </ul>	<p>All assessment in this half term is aimed to support students understanding of the process. There are no grades given at this stage.</p> <p>Focus on</p> <ul style="list-style-type: none"> <li>• Drawing skills looking and recording details</li> <li>• Layout and presentation of sketchbook</li> <li>• Practical and Written analysis of artist work</li> <li>• Producing your own work in the style of an artist</li> </ul> <p>Flow of assessment</p> <ul style="list-style-type: none"> <li>• Artists research page</li> <li>• Initial work is guided to share the process required.</li> <li>• Individual targets are issued in lessons to improve key areas alongside their own areas they would like to develop.</li> <li>• Introduction of Self and Peer assessment processes.</li> <li>• Dialogue based marking to encourage exploration and build confidence</li> </ul>	<p>Y7 Au1.2 Y7 SP2.1 Y7 SU3.1, 3.2 Y8AU1.1 SP2.1 SU3.1 Y9AU1.1 SP2.1 SP2.2 Y10 SP1.1 SU3.1 SU3.2</p>
Autumn 2	<p>All lessons in this half term are based around using the skills from Au1.1 to create an Artists research page. Students will be given a choice with a wider selection of artists.</p> <p>Activity Student Selection - Produce an artist’s research page on Yayoi Kusama, George Seurat, Roy Lichtenstein, Kandinsky With a focus on</p> <ul style="list-style-type: none"> <li>• Researching and understanding artists work -</li> <li>• Exploring materials</li> <li>• Showing their understanding of GCSE/sketchbook requirements for artists research</li> </ul> <p>The key skills for this areas</p> <ul style="list-style-type: none"> <li>• Showing detail and accuracy when recording from an image</li> <li>• Selecting interesting and relevant elements of artists work</li> </ul>	<p>All assessment in this half term is aimed to support students understanding of the process. There are no grades given at this stage.</p> <p>Focus on</p> <ul style="list-style-type: none"> <li>• Drawing skills looking and recording details</li> <li>• Layout and presentation of sketchbook</li> <li>• Practical and Written analysis of artist work</li> <li>• Producing your own work in the style of an artist</li> </ul> <p>Flow of assessment</p> <ul style="list-style-type: none"> <li>• Artists research page</li> </ul>	<p>Y7 Au1.1/Y7 SP2.1 Y7 SU3.1, 3.2 Y8AU1.1 SP2.1 SU3.1 Y9AU1.1 SP2.1 SP2.2 Y10 SP1.1 SU3.1 SU3.2</p>

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and forward When was it last covered & when next?
	<ul style="list-style-type: none"> <li>• Use of a range of materials including pencil crayon, felt tip pen, watercolour paint and oil pastel</li> </ul> <p>The key supporting skills introduced for this area</p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Creative thinking</li> <li>• Independent learning</li> </ul> <p>Evidence - Completion of sketchbook page to include</p> <ul style="list-style-type: none"> <li>• Student selected images by the Artists chosen</li> <li>• Direct copy of the artists work</li> <li>• Analysis - written paragraph about the materials, colour or content of the artists work</li> <li>• Suitable materials explored paint, felt tip, fine liner, pencil crayon, oil pastel</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and recall tested to complete the process of creating the artist research page.</li> <li>• Individual targets are issued in lessons to improve key areas alongside their own areas they would like to develop.</li> <li>• Self and Peer assessment processes.</li> <li>• Dialogue based marking to encourage exploration and build confidence</li> <li>• Introduce the OCR GCSE Criteria for this Mini Brief task following structured teaching. .</li> </ul>	
Spring 1	<p>All lessons in this half term are based around the Photography progress cycle. This will be student's introduction to Photography, digital sketchbooks and the iPad use for camera. The starting point for this unit is Dots Though the lens.</p> <p>Activity</p> <p>Produce a series of photographs based on Dots.</p> <p>With a focus on</p> <ul style="list-style-type: none"> <li>• Researching Photographers</li> <li>• Using iPads as a camera</li> <li>• Exploring lenses and props - fish eye lens, crystal ball to take photographs</li> <li>• Developing an understanding of GCSE/digital sketchbook requirements for artists research</li> </ul> <p>In addition, students will be taught how to create a Contact sheet, Test Shoot and basic edits leading to a final submission.</p> <p>The key skills for this areas</p> <ul style="list-style-type: none"> <li>• Showing creative thinking in the way students create an image with a camera</li> <li>• Selecting interesting and relevant settings, props and content for their images</li> </ul> <p>The key supporting skills introduced for this area</p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Creative thinking</li> <li>• Independent learning</li> </ul>	<p>Students will begin to form the basic language, project structure and basic camera skills in photography. This will prepare them for all future learning in photography. This links forward to the KS4 curriculum as it mirrors the project structure in a simplified manner. Assessed against OCR GCSE Criteria</p> <p>Focus on</p> <ul style="list-style-type: none"> <li>• The quality of Initial research leading to students exploring style, composition and setting of photographs.</li> </ul> <p>Evidence</p> <ul style="list-style-type: none"> <li>• Independent Completion of Digital Sketchbook pages</li> <li>• Test Shoot,</li> <li>• Final Shoot,</li> <li>• Contact sheet,</li> <li>• Basic and Complex edits</li> </ul>	<p><b>Y7 Au1.1/Y7 SP2.1 Y7 SU3.1, 3.2</b>  <b>Y8AU1.1 SP2.1 SU3.1</b>  <b>Y9AU1.1 SP2.1 SP2.2</b>  <b>Y10 SP1.1 SU3.1 SU3.2</b></p>

<b>When?</b>	<b>What we are Learning and Assessing</b> e.g. Topics/ Skills etc	<b>How we are Assessing</b> e.g. Extended writing, Project, exam etc	<b>Links Backwards and forward</b> When was it last covered & when next?
<b>Spring 2</b>	<p>6 lessons will continue to focus on the Photography cycle. In the final 2 lessons of this half term are based around the use of iPads to create digital artworks. This is a new unit this year (2021). This will be student's introduction to digital art using painting and drawing apps. We will be using students experiences to develop and refine the process going forward.</p> <p>iPad - Activity Produce a digital image combining students photographs and the artist's studied in the Autumn term With a focus on</p> <ul style="list-style-type: none"> <li>Using iPads/ apps as a drawing tool( Procreate, Sketchbook, or Student Choice of app )</li> <li>Exploring digital process for drawing and use of photographs to create a piece of artwork</li> </ul> <p>The key skills for this area</p> <ul style="list-style-type: none"> <li>Showing creative thinking in the way students create an image using digital tools colour, lines, marks and layers</li> </ul> <p>The key supporting skills introduced for this area</p> <ul style="list-style-type: none"> <li>Problem solving</li> <li>Creative thinking</li> <li>Independent learning</li> <li>Application skills</li> <li>Reflection skills</li> </ul>	<p>Students will continue to develop their skills in photography and be assessed in the same way as Spring 2.1</p> <p>All assessment for this element is aimed to support students understanding of the process. There are no grades given at this stage.</p> <p><b>Focus on</b></p> <ul style="list-style-type: none"> <li>Testing and exploring digital media to create a response.</li> </ul> <p><b>Flow of assessment</b></p> <ul style="list-style-type: none"> <li>Self and Peer assessment processes.</li> <li>Dialogue based marking to encourage exploration and build confidence</li> </ul>	<p><b>Y7 Au1.1/Y7 SP2.1 Y7 SP2.2 Y7 SU3.1, 3.2</b> <b>Y8AU1.1 SP2.1 SU3.1</b> <b>Y9AU1.1 SP2.1 SP2.2</b> <b>Y10 SP1.1 SU3.1 SU3.2</b></p>
<b>Summer 1</b>	<p>The aim is to allow students to experience what it is like to be an Art GCSE student. All lessons are linked to the GCSE criteria for Assessment Objective1. This looks at developing skills in building your art research skills and knowing, understanding and using artists work to develop ideas. This half term we focus on developing a project from a given starting point. This unit looks at Circles- the starting point can be anything that is circular. The artists we will use are Klari Reiss, Gustav Klimt, Sonia Delaunay, Roy Lichtenstein, Yayoi Kusama.</p> <p>The key skills for this area are</p> <ul style="list-style-type: none"> <li>Creating a Title page, mind, map and mood board to show research skills in 3 different ways.</li> <li>How to layout and present this information in a sophisticated and practical way.</li> </ul>	<p>Students will create a sketchbook showing a record of their work. This will be assessed using the assessment map for AO1 -artists research. All assessment in this half term is aimed to support students becoming more independent and using the skills we have shared throughout the year. Students will receive their GCSE grade for this element of the project. Marked out of 30 grade boundaries used form last moderated exam series 2019.</p> <p><b>Focus on</b></p> <ul style="list-style-type: none"> <li>Quality of drawing, research and presentation of ideas.</li> </ul>	<p><b>Y7 Au1.1 AU1.2 Y7 SP2.1 Y7 SU3.1, 3.2</b> <b>Y8AU1.1 SP2.1 SU3.1</b> <b>Y9AU1.1 SP2.1 SP2.2</b> <b>Y10 SP1.1 SU3.1 SU3.2</b></p>

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and forward When was it last covered & when next?
	<ul style="list-style-type: none"> <li>How to link ideas to a given starting point using images (secondary sources), Artists research and Keywords and themes.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting the evidence need Title page, Mind Map, Mood board, Artists research page.</li> </ul> <p>Flow of assessment</p> <ul style="list-style-type: none"> <li>Self and Peer assessment processes.</li> <li>Dialogue based marking to encourage exploration and build confidence.</li> <li>End mark and grade given</li> <li>DIRT to improve any areas required.</li> </ul>	
Summer 2	<p>The aim is to allow students to experience what it is like to be a Photography GCSE student. All lessons are linked to the GCSE criteria for Assessment Objective1. This looks at developing skills in building photography, research skills and knowing, understanding, and using photographers work to develop ideas. This half term we focus on developing a project from a given starting point. This unit looks at Circles- the starting point can be anything that is circular. Students will select Photographers during the research process.</p> <p>The key skills for this area are</p> <ul style="list-style-type: none"> <li>Using the internet to research photographers linked to the theme.</li> <li>How to layout and present this information in a sophisticated and practical way.</li> <li>How to link ideas to a given starting point using images (secondary sources), Photographer's research and Keywords and themes.</li> </ul>	<p>All assessment in this half term is aimed to support students becoming more independent and using the skills we have shared throughout the year. Students will receive their GCSE grade for this element of the project. Marked out of 30 grade boundaries used form last moderated exam series 2019.</p> <p>Focus on</p> <ul style="list-style-type: none"> <li>Creating a digital sketchbook showing secondary source research of photographers.</li> <li>Test shoots conducted in the style of the photographers researched.</li> <li>Basic edits using Pixlr app.</li> </ul> <p>Flow of assessment</p> <ul style="list-style-type: none"> <li>Self and Peer assessment processes.</li> <li>Dialogue based marking to encourage exploration and build confidence.</li> <li>End mark and grade given</li> <li>DIRT to improve any areas required.</li> </ul>	<p>Y7 SP1.1 Y7 Au1.1Y7 SP2.1 Y7 SU3.1, Y7SU 3.2 Y8AU1.1 SP2.1 SU3.1 Y9AU1.1 SP2.1 SP2.2 Y10 SP1.1 SU3.1 SU3.2</p>

Year 8

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	<p>All lessons in this half term are based around the Photography progress cycle. This will be launch in 2021 of the new curriculum and student's introduction to Photography, digital sketchbooks and the iPad use for camera. In future years this will be a development of skills and understanding. The starting point for this unit is 'Selfies'.</p> <p>Activity - Produce a series of photographs based on Faces. Students will work in pairs to complete lesson outcomes.</p> <p>With a focus on</p> <ul style="list-style-type: none"> <li>• Researching Photographers</li> <li>• Using iPads as a camera</li> <li>• Exploring props, setting and creative direction of their model.</li> <li>• Developing an understanding of GCSE/digital sketchbook requirements for artists research</li> </ul> <p>In addition, students will be taught how to create a Contact sheet, Test Shoot and basic edits leading to a final submission.</p> <p>The key skills for this areas</p> <ul style="list-style-type: none"> <li>• Showing creative thinking in the way students create an image with a camera</li> <li>• Selecting interesting and relevant settings, props and content for their images</li> </ul> <p>The key supporting skills introduced for this area</p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Creative thinking</li> <li>• Independent learning</li> </ul> <p>This is a developmental element to the curriculum starting this year. We will create iPad Digital Artwork using the images they have taken photographs and Artists research develop a Digital image. This will be delivered over 2 hours with time to complete the task in lessons and through independent learning.</p>	<p>Assessed against OCR GCSE Criteria Independent Completion of Digital Sketchbook pages</p> <p>Test Shoot, Final Shoot, Contact sheet, Basic and Complex edits</p> <p>iPad project - Self and Assessment process throughout the unit to encourage evaluation and improvement processes.</p>	<p><b>Y7 Au1.1Y7 SP2.1 Y7 SU3.1, 3.2</b>  <b>Y8AU1.1 SP2.1 SU3.1</b>  <b>Y9AU1.1 SP2.1 SP2.2</b>  <b>Y10 SP1.1 SU3.1</b>  <b>SU3.2</b></p>
Autumn 2	<p>All lessons follow on from the skills and understanding of the Photography unit and are linked to Assessment Objective 3 of the GCSE specification. This looks at developing skills for recording specifically drawing. This unit uses students work in photography to develop art outcomes.</p>	<p>Assessment in this half term will begin to look at bands of progress and how the mark scheme is used.</p> <p>Focus on AO3</p> <ul style="list-style-type: none"> <li>• Quality of drawing – accuracy, detail, proportion.</li> </ul>	<p>Y7AU 1.1 Au1.2  <b>SP2.1 SU3.1, 3.2</b>  <b>Y8AU1.1 Au2.2 SP2.1</b>  <b>SU3.1</b>  <b>Y9AU1.1 SP2.1 SP2.2</b></p>

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
	<p>The key skills for this area are all linked to recording skills</p> <ul style="list-style-type: none"> <li>• Drawing techniques – Contour Drawing, Detailed tonal drawing, Focus on texture, accuracy and detail. Using the grid method.</li> <li>• Drawing materials - paint, oil pastel, pencil crayon, pencil tone.</li> <li>• Photography work to be used to develop artworks.</li> <li>• Recording information to describe, explain and evaluate techniques, processes and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Application of chosen materials precise, correct selection for their drawing.</li> <li>• Written annotation showing understanding of the techniques and their evaluation.</li> </ul> <p>Flow of Assessment</p> <ul style="list-style-type: none"> <li>• Formative assessment lesson by lesson - Demonstration of technique – Students explore technique –</li> <li>• Feedback given = Teacher feedback, Student (self-assessment, Critical friend (Peer Assessment))</li> </ul> <p>Adaptations and Improvements made by students during practical sessions.</p>	<p>Y10 SP1.1 SU3.1 SU3.2</p>
Spring 1	<p>All lessons in this half term are based around the Photography progress cycle. This will be. The starting point for this unit is ‘Landscapes’ Activity - Produce a series of photographs based on Landscapes. Students will work in pairs to complete lesson outcomes.</p> <p>With a focus on</p> <ul style="list-style-type: none"> <li>• Researching Photographers</li> <li>• Using iPads as a camera</li> <li>• Exploring setting and creative direction of their camera including angle lighting and viewpoint</li> <li>• Continue to work on GCSE/digital sketchbook requirements for artists research</li> </ul> <p>This is a developmental element to the curriculum starting this year. We will create iPad Digital Artwork using the images they have taken photographs and Artists research develop a Digital image. This will be delivered over 2 hours with time to complete the task in lessons and through independent learning.</p>	<p>Assessment in this half term will begin to look at bands of progress and how the mark scheme is used.</p> <p>Focus on AO1 and 3</p> <ul style="list-style-type: none"> <li>• Independent Completion of Digital Sketchbook pages</li> <li>• Test Shoot,</li> <li>• Final Shoot,</li> <li>• Contact sheet,</li> <li>• Basic and Complex edits</li> </ul> <p>Flow of Assessment</p> <ul style="list-style-type: none"> <li>• Formative assessment lesson by lesson - Demonstration of technique – Students explore technique –</li> <li>• Feedback given = Teacher feedback, Student (self-assessment, Critical friend (Peer Assessment))</li> </ul> <p>Adaptations and Improvements made by students during practical sessions.</p>	<p>Y8 Au 1.1/ Y9 Au 1.2 ongoing process Y7 Au1.1 Y7 SP2.1 Y7 SU3.1, 3.2 Y8AU1.1 SP2.1 SU3.1 Y9AU1.1 SP2.1 SP2.2 Y10 SP1.1 SU3.1 SU3.2</p>
Spring 2	<p>All lessons follow on from the skills and understanding of the Photography unit and are linked to Assessment Objective 3 of the GCSE specification. This looks at developing skills for recording specifically drawing. This unit uses students work in photography to develop art outcomes. . The key skills for this area are all linked to recording skills</p>	<p>Assessment in this half term will begin to look at bands of progress and how the mark scheme is used.</p> <p>Focus on AO3</p> <ul style="list-style-type: none"> <li>• Quality of drawing – accuracy, detail, proportion.</li> <li>• Application of chosen materials precise, correct selection for their drawing.</li> </ul>	<p>Y8 AU1.2/ Y10 Au1.1</p>

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
	<ul style="list-style-type: none"> <li>• Drawing techniques – Contour Drawing, Detailed tonal drawing, Focus on texture, accuracy and detail. Using the grid method.</li> <li>• Drawing materials - paint, oil pastel, pencil crayon, pencil tone.</li> <li>• Photography work to be used to develop artworks.</li> <li>• Recording information to describe, explain and evaluate techniques, processes and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Written annotation showing understanding of the techniques and their evaluation.</li> </ul> <p>Flow of Assessment</p> <ul style="list-style-type: none"> <li>• Formative assessment lesson by lesson - Demonstration of technique – Students explore technique –</li> <li>• Feedback given = Teacher feedback, Student (self-assessment, Critical friend (Peer Assessment))</li> </ul> <p>Adaptations and Improvements made by students during practical sessions.</p>	
Summer 1	<p>All lessons this term are linked to the GCSE specification and will focus on using all the skills learnt in Y7 and 8. Students will have a choice of Art or Photography processes from a starting point of 'Spaces' for the final assessment this year to encourage independence and choice. All students will create a full project with evidence from each of the assessment objectives in the GCSE course.</p> <p>Key focus</p> <ul style="list-style-type: none"> <li>• AO1 Development - Research and Artists research working in the style of an artist</li> <li>• AO3 Record – Drawings/ Photographs - Selection of information</li> </ul> <p>Key skills</p> <ul style="list-style-type: none"> <li>• Research of starting point</li> <li>• Practical and Written Analysis of artist's work</li> <li>• Quality of recording in drawing or photography</li> <li>• Layout and presentation of sketchbook</li> <li>• Written Annotation and recording of thoughts and ideas.</li> </ul>	<p>Assessment in this half term will use the OCR GCSE Criteria. Students select area of study and produce either Sketchbook/ Digital sketchbook pages.</p> <p>Assessment Objectives</p> <p>Evidence required</p> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Mind Map</li> <li>• Mood board</li> <li>• Minimum of 2 artists research with students work in the style of the artist.</li> </ul> <p>Flow of Assessment</p> <ul style="list-style-type: none"> <li>• Formative assessment lesson by lesson - Demonstration of technique – Students explore technique –</li> <li>• Feedback given = Teacher feedback, Student (self-assessment, Critical friend (Peer Assessment))</li> </ul> <p>Adaptations and Improvements made by students during practical sessions.</p>	<p>Y7 Au1.1 SP2.1 SU3.1, 3.2 Y8AU1.1 SP2.1 SU3.1 Y9AU1.1 SP2.1 SP2.2 Y10 SP1.1 SU3.1 SU3.2</p>
Summer 2	<p>All lessons this term continue the work started in the Summer term 1 and are linked to the GCSE specification. Students can change the process they use but will continue with the same starting point for the final assessment this year to encourage independence and choice. All students will have created a full project with evidence from each of the assessment objectives in the GCSE course.</p> <p>Key Focus</p> <p>AO2 Explore and refine – Analysis (Materials/ Written)</p> <p>AO3 Record – Drawings/ Photographs - Selection of information</p>	<p>Assessment in this half term will use the OCR GCSE Criteria. Student select area of study and produce either Sketchbook/ Digital sketchbook pages.</p> <p>Assessment Objectives</p> <p>Evidence required</p> <ul style="list-style-type: none"> <li>• First Impressions page</li> <li>• Development of ideas in a range of materials</li> <li>• Materials testing page</li> </ul>	<p>Y7 Su 3.1/2 Y9 Su3.1/2</p>



When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
	<p>AO4 Creating final piece</p> <p>Key skills</p> <ul style="list-style-type: none"> <li>• Skills in a range of materials and media</li> <li>• Practical and written analysis of artist work</li> <li>• Exploring a range of materials and techniques</li> <li>• Evaluating work so far to create ideas for a final piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Final ideas planning</li> <li>• Final Piece</li> </ul> <p>Flow of Assessment</p> <ul style="list-style-type: none"> <li>• Formative assessment lesson by lesson - Demonstration of technique – Students explore technique –</li> <li>• Feedback given = Teacher feedback, Student (self-assessment, Critical friend (Peer Assessment))</li> </ul> <p>Adaptations and Improvements made by students during practical sessions.</p>	

**Year 9**

<b>When?</b>	<b>What we are Learning and Assessing</b> e.g. Topics/ Skills etc	<b>How we are Assessing</b> e.g. Extended writing, Project, exam etc	<b>Links Backwards and forward</b> When was it last covered & when next?
<b>Autumn 1</b>	<p>All lessons are linked to National Curriculum and focus on contextual sources and developing skills in building your art research skills and knowing, understanding, and using artists work to develop ideas. The key skills for this area</p> <p>Working in the style of an artist –</p> <ul style="list-style-type: none"> <li>• Understanding what style is.</li> <li>• How we recognise style and</li> <li>• How we make our own work in the style of an artist</li> <li>• How we show our understanding of artists work through practical and written analysis.</li> <li>• Creating our own designs to support the development of a final piece.</li> </ul> <p>We focus on the work of a collaborative exhibition The World Reimagined as a base for our own development. You can find these artists work by searching for them on Google there is a dedicated website called The World reimagined</p> <p>Alongside this we learn basic skills for layout, content and process for creating high quality artist research pages to meet the assessment criteria for a 5 or above.</p>	<p>All assessment in this half term is aimed to support students understanding of the process. There are no grades given at this stage.</p> <p>Focus on</p> <ul style="list-style-type: none"> <li>• Research skills</li> <li>• Layout and presentation of sketchbook</li> <li>• Practical and Written analysis of artist work</li> <li>• Producing your own work in the style of an artist</li> </ul> <p>Flow of assessment</p> <ul style="list-style-type: none"> <li>• Formative assessment lesson by lesson</li> <li>• Initial work is guided to share the process required.</li> <li>• Students then complete an independent version to assess individual need.</li> <li>• Individual targets are issued in lessons to improve key areas alongside their own areas they would like to develop.</li> </ul>	<p><b>Y7 Au1.1 SP2.1 SU3.1, 3.2</b>  <b>Y8AU1.1 SP2.1 SU3.1</b>  <b>Y9AU1.1 SP2.1 SP2.2</b>  <b>Y10 SP1.1 SU3.1 SU3.2</b></p>
<b>Autumn 2</b>	<p>All lessons are linked to Assessment Objective 4 of the GCSE specification. This looks at developing skills for developing a final piece. The key skills for this area are</p> <ul style="list-style-type: none"> <li>• Selecting elements of research to create a final outcome.</li> <li>• Physical Manipulation skills to create a sophisticated and well crafted piece of artwork.</li> <li>• Understanding timescales and management to compete a piece of work for a specific deadline.</li> </ul> <p>Students will be producing a sculptural model/ relief tile based on the design work they have produced in AU1.1</p>	<p>Assessment in this half term will begin to look at bands of progress and how the mark scheme is used.</p> <p>Focus on</p> <ul style="list-style-type: none"> <li>• Quality of final piece</li> <li>• Use of techniques and skills</li> <li>• Precision and craftsmanship</li> <li>• Adaptation of design</li> </ul> <p>Flow of Assessment</p> <ul style="list-style-type: none"> <li>• Formative assessment lesson by lesson - Demonstration of technique – Students explore technique –</li> <li>• Feedback given = Teacher feedback, Student (self-assessment, Critical friend (Peer Assessment)</li> </ul>	<p>Ongoing assessment in all year groups and terms Y8 AU2</p>

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and forward When was it last covered & when next?
		<ul style="list-style-type: none"> <li>Adaptations and Improvements made by students during practical sessions</li> </ul>	
<b>Spring 1</b>	<p>All lessons are linked to manipulation of images using our own photographs and creating photo sculptures. This half term we focus on developing an outcome using fine motor skills, manipulation of materials and sculptural forms. This unit looks at Identity and links to artists/photographers we have used in Y8 Autumn 1.</p> <p>The key skills for this area are</p> <ul style="list-style-type: none"> <li>How to link ideas to a given starting point using images (secondary sources), Artists research and Keywords and themes.</li> <li>How to manipulate materials using a range of techniques including photomontage and nets.</li> </ul>	<p>All assessment in this half term is aimed to support students understanding of the process we use the GCSE criteria for assessment focusing on Explore and Refine.</p> <p>Focus on</p> <ul style="list-style-type: none"> <li>thought process and research skills to look at connections to the theme and artists they could use</li> <li>Range of ideas</li> <li>Refining making processes</li> <li>Craftsmanship and precision making</li> </ul>	<p>Y7 Au1.1/Y7 SP2.1 Y7 SU3.1, 3.2 Y8AU1.1 SP2.1 SU3.1 Y9AU1.1 SP2.1 SP2.2 Y10 SP1.1 SU3.1 SU3.2</p>
<b>Spring 2</b>	<p>In this half term students will focus on craft and design using the theme of recycling and sustainability with a particular focus on fashion and adornment.</p> <p>The key processes for this area are</p> <ul style="list-style-type: none"> <li>Developing fine motor skills and manipulation of materials particularly paper and card</li> <li>Developing an understanding of the impact of recycling for different cultures – Rwanda Women’s group Accessories business</li> </ul> <p>The key supporting skills introduced for this area</p> <ul style="list-style-type: none"> <li>Time management for independent work</li> <li>Plan, do and review process for lessons</li> </ul> <p>Students can opt to work in groups to act as a design team to produce an outcome for the project.</p>	<p>Assessment in this half term will use bands of progress and the mark scheme to judge progress and raw scores will be issued alongside Bands</p> <p>Focus on</p> <ul style="list-style-type: none"> <li>Making skills using tools and paper</li> <li>Research and design of jewellery and accessories</li> <li>Sustainability and environmental design</li> </ul> <p>Flow of Assessment</p> <ul style="list-style-type: none"> <li>Formative assessment lesson by lesson - Demonstration of process – Students explore process–</li> <li>Mood board - assessing the selection of images to support the starting point.</li> <li>Research of sustainability and recycling for different cultures.</li> </ul>	<p>Y7 Au1.1/Y7 SP2.1 Y7 SU3.1, 3.2 Y8AU1.1 SP2.1 SU3.1 Y9AU1.1 SP2.1 SP2.2 Y10 SP1.1 SU3.1 SU3.2</p>
<b>Summer 1</b>	<p>All lessons are linked to Storytelling and This half term we focus on developing an image for printmaking – Mono print the final outcome to be developed using Grayson Perry as an influence.</p> <p>The key skills for this area are</p> <ul style="list-style-type: none"> <li>Selecting elements of research to create a final outcome.</li> <li>Recording skills to create a sophisticated piece of artwork.</li> </ul>	<p>Assessment in this half term will use bands of progress and the mark scheme to judge progress and raw scores will be issued alongside Bands</p> <p>Focus on</p> <ul style="list-style-type: none"> <li>Creating an outcome from a given starting point</li> <li>Showing influence when using an artist’s work</li> </ul>	<p>Y8 Su3.1 SU3.2</p>

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and forward When was it last covered & when next?
	<ul style="list-style-type: none"> <li>• Understanding narrative and demonstrating this using photography.</li> <li>• Big team working to produce a final outcome.</li> <li>• Working with Ibis paint and Pixlr to develop ideas.</li> <li>• Understanding timescales and management to compete a piece of work for a specific deadline.</li> </ul>	<ul style="list-style-type: none"> <li>• Using all research and exploration to create a final outcome.</li> </ul> Flow of Assessment <ul style="list-style-type: none"> <li>• Final Print examples</li> <li>• Design ideas</li> <li>• Photography Narrative</li> <li>• Digital manipulation of images</li> </ul>	
Summer 2	All lessons are linked to the process of Mono printing. Students will explore the techniques to develop craftsmanship and precision in becoming skilled Printmakers . The key skills for this area are <ul style="list-style-type: none"> <li>• Exploring material techniques and process</li> <li>• Using a range of techniques to develop a final outcome</li> <li>• Sharing understanding using written explanations and evaluations.</li> </ul>	All assessment in this half term is aimed to support students understanding of the process. There are no grades given at this stage. Focus on <ul style="list-style-type: none"> <li>• Skills using this technique</li> <li>• Practical and Written analysis of artist work</li> <li>• Producing work based on an a given object, idea or theme.</li> </ul> Flow of assessment <ul style="list-style-type: none"> <li>• Formative assessment lesson by lesson</li> <li>• Initial techniques are demonstrated and to share the processes required.</li> <li>• Students then complete an independent version to assess individual need.</li> <li>• Individual targets are issued in lessons to improve key areas alongside their own areas they would like to develop.</li> </ul>	Y7 Au1, 3, 5/ Y8 Au1.1, SP2.2, SU , Y9 Au2

# Long Term Curriculum and Assessment Plan – Key Stage 4

## Year 10

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and forward When was it last covered & when next?
<b>Autumn 1</b>	<p>All lessons are linked to Assessment Objective 2 of the GCSE specification Introduction to process of Refine and Explore. This will be the focus for Y10 and links back the work completed in the Y9 curriculum.</p> <p>The key processes for this area are</p> <ul style="list-style-type: none"> <li>• Exploring material techniques and process using a given starting points specific objects like natural forms - Shells</li> <li>• Sharing understanding using written explanations and evaluations.</li> </ul> <p>The key skills for this area are</p> <ul style="list-style-type: none"> <li>• Using drawing techniques and printmaking to explore shells.</li> <li>• Explore layout and presentation of material testing to create a sophisticated sketchbook.</li> <li>• Use of a range of materials including white pencil crayon, oil pastel, paint and collage.</li> </ul> <p>This unit may extend in to AU2 depending on the confidence of students when exploring key materials. If further exploration is required for a key area this will be planned into the curriculum.</p>	<p>All assessment in this half term is aimed to support students understanding of the processes for AO2</p> <p>Focus on AO2</p> <ul style="list-style-type: none"> <li>• Skills in a range of materials and media</li> <li>• Practical and Written analysis of artist work</li> <li>• Producing work based on an a given object, idea or theme.</li> </ul> <p>Flow of assessment</p> <ul style="list-style-type: none"> <li>• Formative assessment lesson by lesson</li> <li>• Initial techniques are demonstrated and to share the processes required.</li> <li>• Students then complete an independent version to assess individual need.</li> <li>• Individual targets are issued in lessons to improve key areas alongside their own areas they would like to develop.</li> <li>• Monoprint techniques and outcomes</li> </ul>	Y7 AU1/ Y8 AU2/ Y9 AU2
<b>Autumn 2</b>	<p>All lessons are linked to Assessment Objective 2 of the GCSE specification Introduction to process of Refine and Explore. This is the continuation of this process and will be led by students.</p> <p>The key skills for this area are</p> <ul style="list-style-type: none"> <li>• Using drawing techniques and printmaking to explore object of their choice.</li> <li>• Explore layout and presentation of material testing to create a sophisticated sketchbook.</li> <li>• Use of a range of materials including white pencil crayon, oil pastel, paint, and collage.</li> </ul>	<p>All assessment in this half term is aimed to support students understanding of the processes for AO2</p> <p>Focus on AO2</p> <ul style="list-style-type: none"> <li>• Assessing the understating of AO2</li> <li>• Skills in a range of materials and media</li> <li>• Practical and Written analysis of artist work</li> <li>• Producing work based on an a given object, idea or theme.</li> </ul> <p>Flow of assessment</p> <ul style="list-style-type: none"> <li>• Formative assessment lesson by lesson</li> <li>• Students complete an independent version to assess individual need.</li> <li>• Individual targets are issued in lessons to improve key areas alongside their own areas they would like to develop.</li> </ul>	Y9 AU1/ SP2/ SU2

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and forward When was it last covered & when next?
		<ul style="list-style-type: none"> <li>• Monoprint/ 3 colour press print techniques outcomes.</li> </ul>	
<b>Spring 1</b>	<p>In this half term students will use the learning from AU1 and SP1 to work independently on Completing AO1 using a given starting point – Night time/ Plastic/ Giant.</p> <p>The key processes for this area are</p> <ul style="list-style-type: none"> <li>• Creating a title page, mind, map and mood board to show initial research</li> <li>• Creating an artist’s research page to include their own work in the style of an artist</li> </ul> <p>The key supporting skills introduced for this area</p> <ul style="list-style-type: none"> <li>• Time management for independent work</li> <li>• Plan, do and review process for lessons</li> </ul> <p>This may extend into summer 1 depending on the length of this half term. Hours of learning can be reduced by 5 with a short half term from Easter to May.</p>	<p>Assessment in this half term will use bands of progress and the mark scheme to judge progress and raw scores will be issued alongside Bands</p> <p>Focus on AO1</p> <ul style="list-style-type: none"> <li>• Working from a given starting point</li> <li>• Completing initial stages of a project</li> </ul> <p>Flow of Assessment</p> <ul style="list-style-type: none"> <li>• Formative assessment lesson by lesson - Demonstration of process – Students explore process–</li> <li>• Title page quality of drawing, selection of reference materials, presentation of work and links to the starting point</li> <li>• Mind Map – written explanation of thought process and research skills to look at connections to the theme and artists they could use</li> </ul> <p>Mood board - assessing the selection of images to support the starting point.</p>	<p>Y7 SP2.1 SU3.1, 3.2 Y8AU1.1 SP2.1 SU3.1 Y9AU1.1 SP2.1 SP2.2 Y10 SP1.1 SU3.1 SU3.2</p>
<b>Spring 2</b>	<p>Lessons in this half term will be continue this process for students to ensure they are fully aware of the Project structure for Y11</p> <p>This will include</p> <ul style="list-style-type: none"> <li>• A Flashback assessment for AO1 develop - Title page, Mind map and Mood Board for given starting point.</li> <li>• AO2 development to show refine and exploration of materials</li> <li>• AO3 Recording using drawing photography and written analysis.</li> </ul>	<p>All assessment in this half term is aimed to support students understanding of the processes for AO1, 2, 3. Assessment Objective evidence which will be assessed against Mark Scheme with Raw scores and Progress bands</p> <p>Focus on AO1, 2, 3,</p> <ul style="list-style-type: none"> <li>• Research skills</li> <li>• Layout and presentation of sketchbook</li> <li>• Practical and Written analysis of artist work</li> <li>• Producing your own work in the style of an artist</li> <li>• Skills in a range of materials and media</li> <li>• Practical and Written analysis of artist work</li> <li>• Quality of drawing/ photography</li> <li>• Written annotation recording thought and ideas.</li> </ul>	<p>Y7 AU1.1 AU1.2 SP2.1 SU3.1, 3.2 Y8AU1.1 SP2.1 SU3.1 Y9AU1.1 SP2.1 SP2.2 Y10 SP1.1 SU3.1 SU3.2</p>

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and forward When was it last covered & when next?
<b>Summer 1</b>	<p>All lessons this term are linked the GCSE specification and will focus on completing a full project to identify areas for development for Y11. All students will create evidence for all of the Assessment objectives</p> <p>Evidence required Exam 1 Starting points set full project - Mirror, Dwellings, Night time, AO1 Develop ideas AO2 Explore and refine AO3 Record</p> <p>For detailed explanation of the assessment objectives please use the link below. <a href="https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/specification-at-a-glance/">https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/specification-at-a-glance/</a></p> <p>Key skills</p> <ul style="list-style-type: none"> <li>• Research skills</li> <li>• Layout and presentation of sketchbook</li> <li>• Practical and Written analysis of artist work</li> <li>• Producing your own work in the style of an artist</li> <li>• Skills in a range of materials and media</li> <li>• Practical and Written analysis of artist work</li> <li>• Quality of drawing/ photography</li> <li>• Written annotation recording thought and ideas.</li> </ul>	<p>Assessment Objective evidence - Practical assessed against Mark Scheme AO1, AO2, AO3</p> <p>Evidence required</p> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Mind map</li> <li>• Mood board</li> <li>• Minimum of 2 artists research pages with students own work in the style of based on Primary sources.</li> <li>• First Impressions page</li> <li>• Development of ideas</li> <li>• Materials testing pages</li> <li>• Final ideas planning pages</li> <li>• Final piece</li> </ul>	<p>Y7 SP2.1 SU3.1, 3.2 Y8AU1.1 SP2.1 SU3.1 Y9AU1.1 SP2.1 SP2.2 Y10 SP1.1 SU3.1 SU3.2</p>
<b>Summer 2</b>	<p>All lessons this term are linked the GCSE specification and will focus on completing a full project to identify areas for development for Y11. All students will create evidence for all of the Assessment objectives</p> <p>Evidence required Exam 1 Starting points set full project - Mirror, Dwellings, Night time, AO1 Develop ideas AO2 Explore and refine AO3 Record</p> <p>For detailed explanation of the assessment objectives please use the link below. <a href="https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/specification-at-a-glance/">https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/specification-at-a-glance/</a></p> <p>Key skills</p> <ul style="list-style-type: none"> <li>• Research skills</li> <li>• Layout and presentation of sketchbook</li> <li>• Practical and Written analysis of artist work</li> </ul>	<p>Assessment Objective evidence - Practical assessed against Mark Scheme AO1, AO2, AO3</p> <p>Evidence required</p> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Mind map</li> <li>• Mood board</li> <li>• Minimum of 2 artists research pages with students own work in the style of based on Primary sources.</li> <li>• First Impressions page</li> <li>• Development of ideas</li> <li>• Materials testing pages</li> <li>• Final ideas planning pages</li> <li>• Final piece</li> </ul>	<p>7 SP2.1 SU3.1, 3.2 Y8AU1.1 SP2.1 SU3.1 Y9AU1.1 SP2.1 SP2.2 SU3.1 Y10 SP1.1 SU3.1 SU3.2</p>

<b>When?</b>	<b>What we are Learning and Assessing</b> e.g. Topics/ Skills etc	<b>How we are Assessing</b> e.g. Extended writing, Project, exam etc	<b>Links Backwards and forward</b> When was it last covered & when next?
	<ul style="list-style-type: none"> <li>• Producing your own work in the style of an artist</li> <li>• Skills in a range of materials and media</li> <li>• Practical and Written analysis of artist work</li> <li>• Quality of drawing/ photography</li> <li>• Written annotation recording thought and ideas.</li> </ul> <p>Starting points for the Y11 Portfolio task are released in July to allow preliminary research to support effective choice at the start of the next academic year.</p>		



## Year 11

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and forward When was it last covered & when next?
<b>Autumn 1</b>	<p>Exam 2 Students should complete the evidence required in all areas as indicated on the PLC. Assessment Objectives 1, 2, 3 are focus. Objectives are marked out of 30 for the Portfolio Task. The starting points are internally set but follow examples given by the exam board in previous years. Assessment Objectives 1, 3 are focus this half term.</p> <p>AO1 Developing ideas Title page, mind map, mood board, artists reference pages. AO3 Record quality of drawing and insights</p> <p>Evidence required</p> <ul style="list-style-type: none"> <li>• Research skills</li> <li>• Layout and presentation of sketchbook</li> <li>• Practical and Written analysis of artist work</li> <li>• Producing your own work in the style of an artist</li> <li>• Skills in a range of materials and media</li> <li>• Practical and Written analysis of artist work</li> <li>• Quality of drawing/ photography</li> <li>• Written annotation recording thought and ideas.</li> </ul>	<p>Assessment Objectives 1 and 3 are the focus. Objectives are marked out of 30 for the Portfolio task. All students have an assessment map showing the criteria for each progress band and the last moderated grade boundaries.</p> <p>Evidence for assessment Practical/ Written analysis for all areas AO1 Developing ideas Title page, mind map, mood board, artists reference pages. AO3 Record quality of drawing and insights.</p>	Y7 SU3.1/Y8 SU3.1/Y9.SU 3.1 Y10 SU3.1
<b>Autumn 2</b>	<p>Exam 2 - Assessment Objectives 2, 3 and 4 are the focus AO2 Refine Developing work using materials techniques and processes including analysis. AO3 Record quality of drawing and insights AO4 Present Students will develop a range of ideas for the final response. This will include creating diagrams and a planning document to support controlled assessment. Final response. 10 hour Controlled assessment is calendared and in the final week of the term. Dates are available in the School calendar</p>	<p>Assessment Objectives 2,3, 4 are the focus. Evidence for assessment Practical/ Written analysis for all areas AO2 Refine Developing work using materials techniques and processes including analysis. AO3 Record quality of drawing and insights AO4 Final Response 10 hr Controlled assessment.</p>	Y7 SU3.1/Y8 SU3.1/Y9.SU 3.1 Y10 SU3.1
<b>Spring 1</b>	<p>Exam 3 Process repeats from Y11 AU1. Starting points will be released by the exam board in the first week in January. The exam paper can be found on the OCR website in the assessment materials section All lessons on this half term will follow the requirements of the exam board for independent work with high supervision in lessons and medium or low supervision in independent learning.</p>	<p>Students should complete the evidence required in all areas as indicated on the PLC. Assessment Objectives 1, 2, 3 are focus. Objectives are marked out of 25 for the Set Task. All students have an assessment map showing the criteria for each progress band and the last moderated grade boundaries.</p>	Y7 SU3.1/Y8 SU3.1/Y9.SU 3.1 Y10 SU3.1

<b>When?</b>	<b>What we are Learning and Assessing</b> e.g. Topics/ Skills etc	<b>How we are Assessing</b> e.g. Extended writing, Project, exam etc	<b>Links Backwards and forward</b> When was it last covered & when next?
	Students should complete the evidence required in all areas as indicated on the PLC. Assessment Objectives 1, 2, 3 are focus. Objectives are marked out of 25 for the Set Task.	Evidence for assessment Practical/ Written analysis for all areas AO1 Developing ideas Title page, mind map, mood board, artists reference pages. AO2 Refine and Explore Developing work from Contextual and personal references AO3 Record quality of drawing and insights.	
<b>Spring 2</b>	Exam 3 - Process repeats from Y11 AU2 Assessment Objectives 2, 3 and 4 are focus AO2 Refine Developing work using materials techniques and processes including analysis. AO3 Record quality of drawing and insights AO4 Present Students will develop a range of ideas for the final response. This will include creating diagrams and a planning document to support controlled assessment. The final piece is completed over 2 school days before Easter. This is calendared annually and available in the school calendar. AO4 Present	AO2 Refine Developing work using materials techniques and processes including analysis. AO3 Record quality of drawing and insights 10 hr Controlled assessment	Y7 SU3.1/Y8 SU3.1/Y9.SU 3.1 Y10 SU3.1
<b>Summer 1</b>	Any lesson time available in this half term will be used to dedicated improvement and reflection time for both Exam units. Students will be given individual targets to complete.	All assessment in this half term will be student centred and focus on the acquisition of raw marks to support or improve students Flow of assessment <ul style="list-style-type: none"> <li>• Formative assessment lesson by lesson</li> <li>• Students complete an independent version to assess individual need.</li> <li>• Individual targets are issued in lessons to improve key areas alongside their own areas they would like to develop.</li> </ul>	FINAL Improvements
<b>Summer 2</b>	<b>External Moderation –</b> <ul style="list-style-type: none"> <li>• Sample of 10 students work selected for each Exam Unit will be displayed and moderated by a representative from OCR or a digital copy of student's work may be requested if restrictions are in place.</li> <li>• Sketchbooks may be taken by the moderator for external training and return in September.</li> <li>• All students can collect their book after October half term.</li> </ul>	<b>External Moderation –</b> <ul style="list-style-type: none"> <li>• Sample of 10 students work selected for each Exam Unit will be displayed and moderated by a representative from OCR or a digital copy of student's work may be requested if restrictions are in place.</li> <li>• Sketchbooks may be taken by the moderator for external training and return in September.</li> <li>• All students can collect their book after October half term.</li> </ul>	<b>External Moderation –</b> <ul style="list-style-type: none"> <li>• Sample of 10 students work selected for each Exam Unit will be displayed and moderated by a representative from OCR or a digital copy of student's work may be requested if restrictions are in place.</li> <li>• Sketchbooks may be taken by the moderator for external training and return in September.</li> </ul>

<b>When?</b>	<b>What we are Learning and Assessing</b> e.g. Topics/ Skills etc	<b>How we are Assessing</b> e.g. Extended writing, Project, exam etc	<b>Links Backwards and forward</b> When was it last covered & when next?
			<ul style="list-style-type: none"> <li>All students can collect their book after October half term.</li> </ul>

From the very first lesson we use the processes required at GCSE level to instruct students to ensure that they are confident in the processes, language, and structures by the time they reach KS4 and to support all future opportunities.

The curriculum we provide is rich in skills and knowledge and we are always looking for new and exciting artists to share with our students to develop their understanding of the world around them. We challenge students to think, act and speak like those working in the field would. We do this by teaching students to become visually literate so they are able to read, interpret and find meaning in signs, symbols, codes and conventions, exploring and re-shaping them in their own work.

## Key Stage 4 Examination Overview

*GCSE (9-1) OCR Art and Design*

*Component 1 Portfolio*

*Component 2 Externally set Task (Exam)*

### What resources could I buy or borrow that will help my child?

*A set of graded pencils – these will benefit the child all the way through their Art and Design education.*

*A good quality set of colouring pencils (KS4 only, 10 & 11) – Example brands: Progresso, Prismacolour, Faber-Castell, Arteza, Derwent Soft Rubber*

*Sharpener*

*Fine liners (KS4 only, Year 9, 10 & 11)*

### What are the key websites or Apps that my child could use?

*OCR Exam Board - <https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/>*

*Pinterest – this website/app is extremely useful in KS4 Year 9, 10 & 11 to gather ideas and inspiration.*

*This is Colossal – this website is great for ideas in KS4 - <https://www.thisiscolossal.com/>*

*Tate – this website is great for students to complete research and find new ideas and artists - <https://www.tate.org.uk/>*

*Google Arts and Culture for artists examples <https://artsandculture.google.com/>*

*YouTube/Google/ Pinterest for Examples of GCSE students work with grades attached*

*Pixlr for photography and editing photographs for basic and complex edits*

*Ibis Paint to develop ideas quickly when working on final outcome planning*

### What can I do to encourage my child to take further interest in Art?

*Encouraging students to do Art work at home such as drawing, doodling, designing something really helps engage students in the possibilities of Art and Design.*

*If possible, taking students to galleries and local exhibitions also gives them an opportunity to see historical and contemporary Artist's work. This creates an aspect of realism and shows the students that what they're learning is all based on actual real-life people.*

### What after school or other extracurricular activities are available in Art and when are they?

*Art club will begin after October half term day to be confirmed all are welcome. Students will experience a range of projects including Weeping window linked to the Remembrance and Trashion creating garments from recycled materials.*