



<p>Progress and assessment</p>	<p><u>Four or five FAR pieces per year group.</u></p> <p><u>Self and peer assessment</u></p> <p><u>Baseline Assessment – work to date – formal elements/key skills and techniques</u></p> <p><u>Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets</u></p> <p><u>Work is always marked as a whole against assessment objectives, not on individual pieces</u></p>	<p><u>Four or five FAR pieces per year group.</u></p> <p><u>Self and peer assessment</u></p> <p><u>Baseline Assessment – work to date – formal elements/key skills and techniques</u></p> <p><u>Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets</u></p> <p><u>Work is always marked as a whole against assessment objectives, not on individual pieces</u></p>	<p><u>Four or five FAR pieces per year group.</u></p> <p><u>Self and peer assessment</u></p> <p><u>Baseline Assessment – work to date – formal elements/key skills and techniques</u></p> <p><u>Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets</u></p> <p><u>Work is always marked as a whole against assessment objectives, not on individual pieces</u></p>	<p><u>Four or five FAR pieces per year group.</u></p> <p><u>Self and peer assessment</u></p> <p><u>Baseline Assessment – work to date – formal elements/key skills and techniques</u></p> <p><u>Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets</u></p> <p><u>Work is always marked as a whole against assessment objectives, not on individual pieces</u></p>	<p><u>Four or five FAR pieces per year group.</u></p> <p><u>Self and peer assessment</u></p> <p><u>Baseline Assessment – work to date – formal elements/key skills and techniques</u></p> <p><u>Work marked and moderated in line with departments termly overview and schools data collection – marks on SIMS and on sketchbook assessment sheets</u></p> <p><u>Work is always marked as a whole against assessment objectives, not on individual pieces</u></p>	
	<p><u>AO1 – AO3</u> <u>Links with Diversity, Society</u></p> <p><u>AQA – Students should include evidence of their ability to research and develop ideas that link with their work in a meaningful way to relevant critical and contextual materials.</u> <u>Evidenced by:</u></p> <p><u>Starting points – students are able to select their own personalised starting point and theme. Students are guided and signposted to research links and references, but are able to select their own artists and themes.</u></p> <p><u>Evidence of prior chosen themes for component 1.e.g structures – anatomy.</u></p>	<p><u>AO1 – AO3 /AO2</u> <u>Links with Diversity, Society</u></p> <p><u>AQA – project, based on an idea, concept, theme or issue. This should demonstrate the student's ability to sustain work from an initial starting point to a realisation. It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials.</u></p> <p><u>Courses based on these specifications must require students to develop practical and theoretical knowledge and understanding of:</u></p> <p><u>how images and artefacts relate to a time and place in which they were made and to their social and cultural contexts.</u></p> <p><u>• continuity and change in different genres, styles and traditions</u></p>	<p><u>AO1/AO2</u> <u>Links with Diversity, Society</u></p> <p><u>AQA – project, based on an idea, concept, theme or issue. This should demonstrate the student's ability to sustain work from an initial starting point to a realisation. It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials.</u></p> <p><u>Students should explore relevant artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples</u></p>	<p><u>AO1/AO2</u> <u>Links with Diversity, Society</u></p> <p><u>AQA – project, based on an idea, concept, theme or issue. This should demonstrate the student's ability to sustain work from an initial starting point to a realisation. It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials.</u></p> <p><u>Students should explore relevant artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples</u></p>	<p><u>A04</u> <u>Links – positive contribution to society</u></p> <p><u>Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.</u></p>	
<p>Homework <i>(ensure that this is NOT stand alone, but clearly advances or embeds knowledge and understanding)</i></p>	<p>5 hours of homework per week – homework is always an extension of the work produced in class that week and/or preparing for next week's task – all homework is part of the project and students' coursework – 60% of final grade so extends and consolidates learning. See SoL and PLCs for further detail</p>	<p>5 hours of homework per week – homework is always an extension of the work produced in class that week and/or preparing for next week's task – all homework is part of the project and students' coursework – 60% of final grade so extends and consolidates learning. See SoL and PLCs for further detail</p>	<p>5 hours of homework per week – homework is always an extension of the work produced in class that week and/or preparing for next week's task – all homework is part of the project and students' coursework – 60% of final grade so extends and consolidates learning. See SoL and PLCs for further detail</p>	<p>5 hours of homework per week – homework is always an extension of the work produced in class that week and/or preparing for next week's task – all homework is part of the project and students' coursework – 60% of final grade so extends and consolidates learning. See SoL and PLCs for further detail</p>	<p>5 hours of homework per week – homework is always an extension of the work produced in class that week and/or preparing for next week's task – all homework is part of the project and students' coursework – 60% of final grade so extends and consolidates learning. See SoL and PLCs for further detail</p>	
<p>Key Vocabulary/literacy opportunities</p>	<p><u>Tier 3 Specialist Vocabulary:</u></p> <p><u>Tone</u> <u>Texture</u> <u>Line</u> <u>Shape</u> <u>Form</u></p> <p><u>Tier 2 Academic Vocabulary:</u></p> <p><u>Technique</u> <u>Proficiency</u> <u>Materials</u> <u>Media</u> <u>Analyse</u> <u>Evaluate</u> <u>Develop</u> <u>Refine</u> <u>Record</u> <u>Experiment</u> <u>Personal</u> <u>Meaningful</u> <u>Response</u> <u>Visual language</u></p> <p>Reciprocal and guided reading throughout</p>	<p><u>Tier 3 Specialist Vocabulary:</u></p> <p><u>Tone</u> <u>Texture</u> <u>Line</u> <u>Shape</u> <u>Form</u></p> <p><u>Tier 2 Academic Vocabulary:</u></p> <p><u>Technique</u> <u>Proficiency</u> <u>Materials</u> <u>Media</u> <u>Analyse</u> <u>Evaluate</u> <u>Develop</u> <u>Refine</u> <u>Record</u> <u>Experiment</u> <u>Personal</u> <u>Meaningful</u> <u>Response</u> <u>Visual language</u></p> <p>Reciprocal and guided reading throughout</p>	<p><u>Tier 3 Specialist Vocabulary:</u></p> <p><u>Tone</u> <u>Texture</u> <u>Line</u> <u>Shape</u> <u>Form</u></p> <p><u>Tier 2 Academic Vocabulary:</u></p> <p><u>Technique</u> <u>Proficiency</u> <u>Materials</u> <u>Media</u> <u>Analyse</u> <u>Evaluate</u> <u>Develop</u> <u>Refine</u> <u>Record</u> <u>Experiment</u> <u>Personal</u> <u>Meaningful</u> <u>Response</u> <u>Visual language</u></p> <p>Reciprocal and guided reading throughout</p>	<p><u>Tier 3 Specialist Vocabulary:</u></p> <p><u>Tone</u> <u>Texture</u> <u>Line</u> <u>Shape</u> <u>Form</u></p> <p><u>Tier 2 Academic Vocabulary:</u></p> <p><u>Technique</u> <u>Proficiency</u> <u>Materials</u> <u>Media</u> <u>Analyse</u> <u>Evaluate</u> <u>Develop</u> <u>Refine</u> <u>Record</u> <u>Experiment</u> <u>Personal</u> <u>Meaningful</u> <u>Response</u> <u>Visual language</u></p> <p>Reciprocal and guided reading throughout</p>	<p><u>Tier 3 Specialist Vocabulary:</u></p> <p><u>Tone</u> <u>Texture</u> <u>Line</u> <u>Shape</u> <u>Form</u></p> <p><u>Tier 2 Academic Vocabulary:</u></p> <p><u>Technique</u> <u>Proficiency</u> <u>Materials</u> <u>Media</u> <u>Analyse</u> <u>Evaluate</u> <u>Develop</u> <u>Refine</u> <u>Record</u> <u>Experiment</u> <u>Personal</u> <u>Meaningful</u> <u>Response</u> <u>Visual language</u></p> <p>Reciprocal and guided reading throughout</p>	

<p>Connected knowledge</p> <p>Connectives to theme/topic/year group?</p> <p>Advancement/repetition/'stickability' of these theme by/through, because</p>	<p>Extends on skills and techniques learnt in KS4. KS4 provides the basis of these skills, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 11 masters these skills, so they can become developed at a higher and more advanced level in KS5.</p> 	<p>Extends on skills and techniques learnt in KS4. KS4 provides the basis of these skills, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 11 masters these skills, so they can become developed at a higher and more advanced level in KS5.</p>	<p>Extends on skills and techniques learnt in KS4. KS4 provides the basis of these skills, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 11 masters these skills, so they can become developed at a higher and more advanced level in KS5.</p>	<p>Extends on skills and techniques learnt in KS4. KS4 provides the basis of these skills, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 11 masters these skills, so they can become developed at a higher and more advanced level in KS5.</p>	<p>Extends on skills and techniques learnt in KS4. KS4 provides the basis of these skills, as they cover the assessment objective key skills such as recording ideas and becoming proficient in media and techniques. Year 11 masters these skills, so they can become developed at a higher and more advanced level in KS5.</p> <p>By the end ... 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. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	
<p>IMPACT: Students will be able to measure progress using tracking sheets in sketchbooks. As all assessments will use generic criteria, will be moderated through dept meetings it will be possible to measure progress over time within and across year groups.</p>						
<p>End Point: By the end of year 13 Students will have conducted a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople. The written material must confirm understanding of creative decisions, providing evidence of all four assessment objectives by: • clarifying the focus of the investigation • demonstrating critical understanding of contextual and other sources • substantiating decisions leading to the development and refinement of ideas • recording ideas, observations and insights relevant to intentions by reflecting critically on practical work • making meaningful connections between, visual, written and other elements. The written material must: • be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose. • include specialist vocabulary appropriate to the subject matter • include a bibliography that identifies contextual references from sources such as: books, journals, websites, through studies of others' work made during a residency, or on a site, museum or gallery visit • be legible with accurate use of spelling, punctuation and grammar so that meaning is clear. Students will have and be able to show a clear understanding of 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. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>						