

<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>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>British Values</p>	<p>AO1 – AO3 Links with Diversity, Society</p> <p>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. Evidenced by:</p> <p>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.</p> <p>Evidence of prior chosen themes for personal portfolio e.g Environmental issues, mental health etc.</p> <p>Recognise, appreciate and respect artistic works made in all forms and mediums</p> <p>Tolerance and respect for art works from different societies, traditions and cultures</p> <p>Recognise that artistic production is a medium of self expression</p> <p>Respect for work they may not like</p> <p>Individual Liberty - In art lessons, students are encouraged to develop their individual creative responses, informed and inspired by the world around them. Students are actively encouraged to make creative decisions, aware that they are in a supportive environment. Students are encouraged to express their opinions on art and design, critiquing work by artists as well as their peers, whilst respecting the opinions of people around them.</p> <p>Mutual Respect - Students regularly discuss the work of their peers as well as other artists in lessons. They are taught how to talk about other students' work, demonstrating kindness and empathy, in order to build a 'safe' and open environment, founded on mutual respect. They are taught how to provide each other with constructive criticism to help each other to make progress, without negative judgement.</p> <p>Democracy - In the art room, students are taught to respect each other's rights to have a say.</p>	<p>AO1 – AO3 /AO2 Links with Diversity, Society</p> <p>AQA – The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.</p> <p>Students should explore relevant images, 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. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.</p> <p>Recognise, appreciate and respect artistic works made in all forms and mediums</p> <p>Tolerance and respect for art works from different societies, traditions and cultures</p> <p>Recognise that artistic production is a medium of self expression</p>	<p>AO1/AO2 Links with Diversity, Society</p> <p>Students should explore relevant images, 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. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.</p> <p>Recognise, appreciate and respect artistic works made in all forms and mediums</p> <p>Tolerance and respect for art works from different societies, traditions and cultures</p> <p>Recognise that artistic production is a medium of self expression</p>	<p>AO1/AO2 Links with Diversity, Society</p> <p>Students should explore relevant images, 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. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.</p> <p>Recognise, appreciate and respect artistic works made in all forms and mediums</p> <p>Tolerance and respect for art works from different societies, traditions and cultures</p> <p>Recognise that artistic production is a medium of self expression</p>	<p>AO4 Links – positive contribution to society</p> <p>Students are required to conduct 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.</p> <p>Recognise, appreciate and respect artistic works made in all forms and mediums</p> <p>Tolerance and respect for art works from different societies, traditions and cultures</p> <p>Recognise that artistic production is a medium of self expression</p>	<p>AO4 Links – positive contribution to society</p> <p>The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.</p> <p>Recognise, appreciate and respect artistic works made in all forms and mediums</p> <p>Tolerance and respect for art works from different societies, traditions and cultures</p> <p>Recognise that artistic production is a medium of self expression</p>
------------------------------	---	---	---	---	--	--

	<p>Rule of Law - Students are taught to respect each other and the workspace they are in. We instil a sense of responsibility and cost, communicating to students that the materials and equipment needs to be respectfully used and returned at the end of each lesson, without damage. Students are taught that the creative arts can be an amazing career to give them a sense of identity and that it helps them to respect other people in the world, no matter what their background.</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>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 including reading</p>	<p>Tier 3 specialist vocabulary:</p> <p>Tone Texture Line Shape Form Technique Materials Media</p> <p>Tier 2 Academic Vocabulary:</p> <p>Proficiency Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p> <p>Reciprocal and guided reading throughout Tier 2/3 Vocabulary</p> <p>Write accurately and critically in evaluating own and others work</p> <p>Reading for meaning and understanding (artists work) when following detailed written guidance</p>	<p>Tier 3 specialist vocabulary:</p> <p>Tone Texture Line Shape Form Technique Materials Media</p> <p>Tier 2 Academic Vocabulary:</p> <p>Proficiency Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p> <p>Reciprocal and guided reading throughout Tier 2/3 Vocabulary</p> <p>Write accurately and critically in evaluating own and others work</p> <p>Reading for meaning and understanding (artists work) when following detailed written guidance</p>	<p>Tier 3 specialist vocabulary:</p> <p>Tone Texture Line Shape Form Technique Materials Media</p> <p>Tier 2 Academic Vocabulary:</p> <p>Proficiency Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p> <p>Reciprocal and guided reading throughout Tier 2/3 Vocabulary</p> <p>Write accurately and critically in evaluating own and others work</p> <p>Reading for meaning and understanding (artists work) when following detailed written guidance</p>	<p>Tier 3 specialist vocabulary:</p> <p>Tone Texture Line Shape Form Technique Materials Media</p> <p>Tier 2 Academic Vocabulary:</p> <p>Proficiency Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p> <p>Reciprocal and guided reading throughout Tier 2/3 Vocabulary</p> <p>Write accurately and critically in evaluating own and others work</p> <p>Reading for meaning and understanding (artists work) when following detailed written guidance</p>	<p>Tier 3 specialist vocabulary:</p> <p>Tone Texture Line Shape Form Technique Materials Media</p> <p>Tier 2 Academic Vocabulary:</p> <p>Proficiency Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p> <p>Reciprocal and guided reading throughout Tier 2/3 Vocabulary</p> <p>Write accurately and critically in evaluating own and others work</p> <p>Reading for meaning and understanding (artists work) when following detailed written guidance</p>	<p>Tone Texture Line Shape Form Technique Proficiency Materials Media Analyse Evaluate Develop Refine Record Experiment Personal Meaningful Response Visual language</p> <p>Reciprocal and guided reading throughout Tier 2/3 Vocabulary</p> <p>Write accurately and critically in evaluating own and others work</p> <p>Reading for meaning and understanding (artists work) when following detailed written guidance</p>
<p>Spiritual, Moral, Social and cultural.</p>	<p>Understanding and appreciation of how different artists present their work and express opinions through interaction, imitation and adaptation.</p> <p>Acceptance of the creative process as an individual journey of self-expression and understanding.</p> <p>Some students will have picked a theme , often a social issue which lends itself to SMSC.</p>	<p>Understanding and appreciation of how different artists present their work and express opinions through interaction, imitation and adaptation.</p> <p>Acceptance of the creative process as an individual journey of self-expression and understanding.</p>	<p>Understanding and appreciation of how different artists present their work and express opinions through interaction, imitation and adaptation.</p> <p>Acceptance of the creative process as an individual journey of self-expression and understanding.</p>	<p>Understanding and appreciation of how different artists present their work and express opinions through interaction, imitation and adaptation.</p> <p>Acceptance of the creative process as an individual journey of self-expression and understanding.</p>	<p>Understanding and appreciation of how different artists present their work and express opinions through interaction, imitation and adaptation.</p> <p>Acceptance of the creative process as an individual journey of self-expression and understanding.</p>	<p>Understanding and appreciation of how different artists present their work and express opinions through interaction, imitation and adaptation.</p> <p>Acceptance of the creative process as an individual journey of self-expression and understanding.</p>

Cultural Capital.	<p>Tolerance and respect for art works from different societies traditions and cultures</p> <p>Recognise and responding to a range of culturally significant artists, artworks and objects</p> <p>Providing students with the skills and experiences they need to become informed, creative, and culturally aware individuals – Inspire creativity, build confidence, offer recognition, platform to shine!</p>	<p>Tolerance and respect for art works from different societies traditions and cultures</p> <p>Recognise and responding to a range of culturally significant artists, artworks and objects</p> <p>Providing students with the skills and experiences they need to become informed, creative, and culturally aware individuals – Inspire creativity, build confidence, offer recognition, platform to shine!</p>	<p>Tolerance and respect for art works from different societies traditions and cultures</p> <p>Recognise and responding to a range of culturally significant artists, artworks and objects</p> <p>Providing students with the skills and experiences they need to become informed, creative, and culturally aware individuals – Inspire creativity, build confidence, offer recognition, platform to shine!</p>	<p>Tolerance and respect for art works from different societies traditions and cultures</p> <p>Recognise and responding to a range of culturally significant artists, artworks and objects</p> <p>Providing students with the skills and experiences they need to become informed, creative, and culturally aware individuals – Inspire creativity, build confidence, offer recognition, platform to shine!</p>	<p>Tolerance and respect for art works from different societies traditions and cultures</p> <p>Recognise and responding to a range of culturally significant artists, artworks and objects</p> <p>Providing students with the skills and experiences they need to become informed, creative, and culturally aware individuals – Inspire creativity, build confidence, offer recognition, platform to shine!</p>	<p>Tolerance and respect for art works from different societies traditions and cultures</p> <p>Recognise and responding to a range of culturally significant artists, artworks and objects</p> <p>Providing students with the skills and experiences they need to become informed, creative, and culturally aware individuals – Inspire creativity, build confidence, offer recognition, platform to shine!</p>
--------------------------	---	---	---	---	---	---

<p>Links to Character and Culture In the Curriculum.</p> <p>Students are able to select their own personal project starting point for their coursework component 1 work. A01 assessment, Develop, students are encouraged to research, evidence their understanding of a range of critical source. We encourage students to look at historic as well as contemporary artists references. Students are encouraged to produce a personal project that looks at a wide range of themes and therefore may cover many aspects of C&C for example – religion, community issues, social issues, mental health.</p>	<p>British Values: Developing their understanding of fundamental British values</p>	<p>Red</p>	
	<p>Diversity: Developing their understanding and appreciation of diversity</p>	<p>Blue</p>	
	<p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p>	<p>Green</p>	
	<p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p>	<p>Purple</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.

End Point: By the end of year 12 Students will have started to conduct 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. 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.